

6/1/95

Ms. McCown,

Please feel free to make any
corrections and send it back
to me.

Let me know if there is anything
else I can do.

Thank you,
Shaila

May 19, 1995

Community Schools

Chair: Gaynor McCown

Roles of community schools

- safe haven or an oasis in the desert
- reinforce positive character
- neutral place for community
- a way of meeting society's obligations
- participants can shape/ participation
- provide an opportunity to interact with
- meet positive role models
- place where kids can receive help making decisions
- non-judgmental
- character education can be modeled
- help gain responsibilities
- help understand cultural differences
- families develop and nurture
- leader
- children and parents are empowered
- give the community active roles
- better coordinate
- professionals can help model
- family support
- support for solving real problems
- safe + +
- understand that children are children
- children are not fragmented
- everybody is somebody
- Institutional level on what it means to be a part of a community (Institutional demonstration)
- offers students the opportunity to utilize skills

- ==>
- Mutual responsibility; common ground
 - Responsibility for changing the world rests on kids
 - Teaching and giving
 - *society holding up its end of the bargain
 - *role model of good citizenship
 - *teaching kids and giving them an opportunity to explore

How can we more effectively use community schools by bringing in outside influences? (Business, Corporations- broader communication in all its forms)

How do we effectively convince the school/community to want a community school?

How do we build a better relationship of child-parent-teacher or professionals?

How do you bring together the interest of a community?

How do you convince funding sources and institutions?

Who should manage the program part of the school and who should manage the building?

Education vs. Incarceration?

How do you evaluate?

- does incarceration go down?
- dropout prevention?
- Crime rate in community/school?

How can we collaborate on a national scale?

As we are creating these schools--- how do we...

How can we build local collaborations?

How institutions react towards each other and how institutions act toward the students?

*** Is there a consensus about the components of character education? ***

What model would we use to see if we are progressing in character?

Continuity about family ideas and school ideas

What is the role of higher education?

How do you carry models across developmental levels?

How do you integrate the model nationally?

What is character education?

- instill in all of us that it is our responsibility to better ourselves as our fellow man/woman
- Everyone's responsibility to leave the woodpile a little higher; community service establishing the value
- be bias about bettering our community; community is a group in which one participates in
- Education that supports the development of fairness, trust, positive thinking and respect
- pillars of ethics - "social values" (respect and responsibility) among kids/staff and community
- relationships and actions
- Empathy...foreseeing consequences; curriculum that builds
- What are the incentives for good character?
- societies view on good character (good, bad, or what pays)

- understanding moral values
- Rights: respects/responsibility
- Youth/ Caring
- Relationship/ Action...
- Incentives/ Rewards...
- Desire for ethical behavior
- Expectation for ethical behavior...
- Discernment---the ability to see the moral matter
- How can formal character education work with families?
- Bringing to educators an expansion of their mission:
define the facility of a place for interaction > character
is probably more caught than taught

==> things happen because of that interaction
Instead of the focus being just on children and neglecting
the parents, this plan calls for more of a holistic idea >
parents and children

Physical Space

- there are not many places where all the communities (can be
built)

Behavioral Problem

- he has not had a fight in a year

- avenues to explore himself
- without those avenues

Community Center

- If the community school is not open until 9 p.m. then

Role of community schools on character

- expand roles of community schools on character
- be open to the full community, not only to children but
elders also
- more places for the community to meet
- physical location has a great impact on the community
- build communication skills (family, community, and
professionals)

What is a community school?

- El Puerte started as a CBO; founded by people who have
lived in the community for a long time.
- breaking down of barriers
- Community is the school and the school is the community. We
we are one in the same.
- coming from CBO perspective -> that helps
- not school day -> a learning experience that starts at 7:00
and ends at 10:00
- teacher->facilitator
- long sustained experiences that have no contradiction

- community resources are part of the curriculum
- Providing the continuum -> defining support
- community projects- circular
- development teams- community members/ families
- for the fight and privilege
- inside the building
- CBO's are used to coordinate and collaborate
 - > modeling in that way
- as individuals will grow the community will grow
- one day, one community school with one curriculum
- no one is a host/ no one is a giver
- based on the needs of a community
- developmental session where everyone was asked to say what they thought about when they heard the word "school"

==> Create community:

Love/CAR
Mastery
Peace/Justice

Discussion...

- The earlier we get children in a neutral setting the better the children's chances to understand character
- should start at the earliest possible stages and it must be a continuum, through out
- Resisted the temptation for hanging out with his gang based on physical space
- Patrick Daly's death is symbolic of the importance of physical locations
- Finances, how do we connect with companies to help with the community?
- outreach programs- going into their houses
- communities must take the initiative to better their community
- shared communities are not enough; first sharing space
- partnership
- Communication among families is often inadequate
- Take it from a family setting and bring it to a
- Communication is at the heart of it and community schools facilitate these opportunities
- School is the only safe builder
- Resources in the community

Jeanne Jehl: 1) Schools themselves as communities in communities
2) Dealing with children and families early -> re-weaving how you teach about

What policies are there to promote positive character?

How would we spread the message about community schools? Talk shows, flyers, meetings, and outreach programs

It is not only about character builder, this is a second value with in the school educating is the first value

We may need someone in social services to work full time in the school. "staff"

We may need to explain to the public on what is a community school.

Discussion...

- Grow with what the community is comfortable with
- Power relationships- CBO's (professionals) understanding what they are asking of a parent
- Find real ways to make real changes- Coalitions, Task Forces
- Community having one vision
- Marketing community schools. "positive"
- Political leadership- How do we get good leadership?
- How do we get communities to support community schools, reengage the public? Are we really using the community members right?
- We must have a flexible vocabulary
- This discussion is exactly what we need. (+/-)
- ***Kids view on society. Policies that hurt. Are they better people?
- Can community schools build character within the present day system.
- We should be able to measure a school through self-governance
- Schools do have permission to talk about values and character
- Building efficient facilities
- When there is a need, there must be a movement

****Conclusion for morning session****

Talk about some of the questions

Community schools meet academic needs for students. Character building

Community concerns

LUNCH

Civic Education- Chair Charles Quigley

- What is civic education?
- We must understand how people learn.
- The community must take initiative
- Must have qualified teachers

New Americans- Chair Jennifer House

- We must understand what a child and their parents must go through if they speak a foreign language.
- The new immigration policy?
- 35 million school age children- 5 million are immigrants
- Not enough teachers that are bilingual

- How do we make the foreign family feel comfortable?
- Capitalize on our multi-cultural differences.

Building Character Through Sports- Chair Jeff Blatnick

- Entertainments definition of sports is different than educations definition of sports.
- Win at all cost attitude?
- The coach should set the standard.
- Interaction between coaches and teams.
- Media's view of sports.
- Come up with a directory on positive successful programs.

Education For Human Relations, Family Life and Intimacy-

-Chair Amitai Etzioni

- Sex education in school?
- How this will benefit the community.
- Children should not have children
- We should not underplay sex, intimacy- we must discuss

The Role of Family Involvement- Chair Roberta Doering

- The school and family should not be separate
- Family should be the first educator
- Parents should spend more time with students
- Development of school culture and curriculum
- Encourage the teaching of ethnic areas
- Identify roles- include all groups in the community

Community Schools- Chair Gaynor McCown

- Character Education**

Methods for building Empathy and Caring- Chair Diane Berreth

- If you care you should act
- Caring is the building block of education- good education
- How do we promote caring?

Methods for Building Self-Discipline- Chair Shelly Berman

- Is their positive self-discipline?
- Positive self discipline: focused, responsibility to others, have a vision
- Negative self-discipline: not caring about self

Incentives for good self discipline

Modeling ~~for~~ adults; positive role models

Challenge a child

Powerlessness...Societies call on negative self discipline.

What is the cultural differences on self discipline

-
- Extensive drug abuse/ alcoholism in the community; kids developed the first teen center, video center, senior center This allowed parents to come into
 - School people sat down with stakeholder/ business people
 - What needs do you have and how can we collectively meet our needs?
 - more loyalty on the part of employees
 - Needs analysis of the community: Ice cream store --> What kind of policies have promoted these?
 - Shared facilities is not enough
 - Vision/idea
 - What are we trying to do?
 - Space sharing has to have explicit outcomes
 - Open extended hours
 - Conferences among students
 - Seeds are not enough/ You can have the best seeds but they must be nurtured
 - If we want more policy that promote community schools -> we are going to need to be more "crisp."
 - If you want to promote this policy...you need to decide what you have to show.
 - You cannot talk only about character building
 - Build collaborations
 - You have to allow time in the curriculum to let this happen
 - Community schools cannot happen within the <constitution>???
 - If we choose not to go on the radar screen now
 - What is the intersection of community schools and character education?
 - Giving us permission about whether or not this is o.k.
 - If we could prove definitely that community schools
 - Better ways to raise our children and education has been the road out of poverty and the way to promote "good behavior."
 - The movement is not necessarily permission to deal with character
 - **Character is caught not taught**

"hard needs" of kids and families were not being met.

- School funding as an effective place for kids and families to interact is not a leap.

- this movement grew out of
 - a lot to be said for dialogue

- Model For Character Education: In so far as they do <this>??; impossible to do these things- they are implicative(??) character builders

- questions
 - inherent within this process
 - modeled

- When there was not agreement there was (the question of) whether or not we should promote

- being community -builders
 - what is the means and what is the end?

- > We are mostly described as changing the character of education

- Staffing

- It is not self-evident that community schools contribute to character education

- inevitable by-product

- potential areas of considerable public conflict

- places that have successfully implemented health clinics in schools

- if the community is comfortable with what they are moving with then

- Power Relationships

- We do not think about what we mean when we involve parents

- If, in fact, we are going to say we are going to create a community school -> we have to look at who is involved and what do they have to contribute

- If we see schools as being "change agents," our parents are teaching

- who am I and how do I feel about myself and how do I contribute?

- How do you find creative ways that bring people together?

- How can you bring a community together and start the process of coming to one vision

- How do you involve families

- How do you market community schools?

- before you take this nationally...you have to emphasize the positive

- the essence of the community school is that they are all different

- Counseling/Mental health -- We do not define character building as the defining element
- How we talk about this
- political leadership is key
- how we choose our words
- Reinvestigate support for public education much more broadly. People come to the table with an entry point.
- Power relationships in a systematic level
- We say we want the communities to make decisions, but we don't let them do it
- Flexible vocabulary-- taking words and pulling back some core issues/ core focus
- Convergence around the idea of promoting community and meeting the needs of community individuals
- We get on shaky grounds when we try to
- Community schools have a lot of arguments they can make themselves == challenge
- If you want to make it self-evident then you have to figure out what you are looking at and ways to measure it
- A good discussion about relationships of community schools/character building
- "children should not die" --- it is not acceptable
 - in order to have expectations we should have a certain responsibility
 - J. Levy: avoid controversy to make services available
- I do not have to have a big conversation about "character education"
- Leroy: has a hard time being able to say that what we are doing is about character education
- Is character development an "end to its self?"
- safe areas
- respect/ responsibility -- you can't talk about respect
- Do we believe you are engaged in character
- ==> "disquiet"

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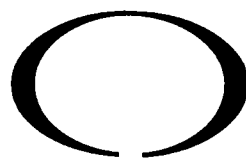
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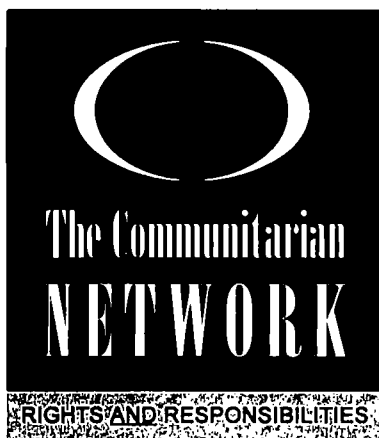
CHARACTER BUILDING for A Democratic, Civil Society

MAY 19-20, 1995



The Communitarian
NETWORK

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Communitarian Working Paper

IT TAKES A WHOLE VILLAGE TO PREVENT A CRIME

A Communitarian Contribution to Community Safety

It Takes A Whole Village To Prevent A Crime

Summary

The Communitarian Network is interested in a feasibility study on ways to mobilize communities to prevent crime which we call the Community Crime Prevention Participation Plan. It is based on the sociological foundation that only if communities are mobilized to help prevent crime can it be reduced in a significant, lasting, low cost, and humanitarian manner. Our main approach would be to offer communities that organize crime-prevention drives, SOME of the resulting savings. The community would be able to dedicate these funds to shared community projects of its choosing. This "reward" is expected both to serve as an incentive and to activate the community to become involved in crime prevention. Note that unlike most programs NO new outlays are required here; indeed net (and not imaginary) savings will result.

Initially the plan could be introduced only in places where there is already a measure of community, and where crime is not overwhelmingly high. We would like to start by (a) bringing together practitioners (e.g. community organizers, police chiefs, etc.) and policy analysts to flesh out the concept, (b) demonstrating support and interest in the approach on the community level, and (c) examining possible "challenges" and ways to deal with them. The product will be a report that could lead next to pilot testing.

Sociological Assumption:

"It takes a whole village to prevent a crime." There is considerable sociological theoretical support and some evidence to hold that when a community actively objects to certain forms of behavior, most members most of the time will refrain from engaging in such behavior.

Assuming that this analysis is basically correct, merely arresting or rehabilitating some drug dealers or clients may often lead to their being replaced by others. (This is indirectly

It Takes A Whole Village To Prevent A Crime

supported by the fact that a quadrupling of the population in our prisons seems not to have resulted in a significant reduction in crime.) The question, hence, is how can one mobilize the community to help prevent crime?

Approach

We suggest that among the ways this can be done, for locations that already have some community element (more about this below), is to provide a community with an extra incentive, thereby encouraging it to deal with crime prevention, despite its already crowded agenda. To do so, we suggest that a community might be approached with the proposition that if it acts to prevent crime in some measurable way, the community will be rewarded by receiving some of the savings in public expenditures that will result. For example, one may inform a community in whose jurisdiction the state and/or the city spends \$9 million dollars a year on public safety, that if the community can curtail the number of crimes committed in its area through community-driven endeavors, and thus reduce costs by say \$1 million a year, that the community would receive \$500 thousand for its own use.

Outside authorities would not instruct the community on how to reduce crime; instead, the community would devise and implement its own crime prevention programs. However, one would offer them a list of such projects undertaken by other communities, and indications of the issues that were raised and how they were dealt with. Some examples are crime watch programs, neighborhood anti-drug patrols, alternative night-time activities, changes in street design and possibly gates, etc., etc.

An appropriate schedule of savings will be supplied (see below) to provide visible and quantifiable benchmarks for achievement. We expect that unlike other exercises that convene groups to set priorities and discuss policy agendas, this effort will have a much greater potential for community activation both because it is compatible with the community's own values and

It Takes A Whole Village To Prevent A Crime

because it has the potential to provide significant financial payoffs.

"Reward" Schedule

The schedule will be derived from the estimated costs of policing, court proceedings and, above all, jail times. The savings might be small (if for instance there are going to be fewer calls to 911 that are not police business, which would reduce police overtime) and considerable if there are fewer people convicted to serve several years in jail.

The savings would be divided 50/50. One half would go to those who generated the funds in the first place (say the city and/or the state) and the other half to the community. The community efforts could lead to multiple year appropriations if the crime would have resulted in multi-year reductions in expenses, e.g. number of people from the community sentenced to multiple years in prison, etc., etc.

Challenges

Several issues come to mind:

1. Many of the costs of crime are fixed costs and/or long term costs. This ought to be taken into account. The community should be informed from the onset that if it only reduces crime a small amount and only in "light" matters (e.g. jay walking), the savings would be minor, but if the prevention efforts are significant and continuous -- so would be the resources freed for community use. Indeed, like utilities that encourage customers to save electricity and thus reduce the number of plants that need to be built, prison authorities may be able to build fewer prisons if several communities were to participate in the programs. (Communities need to sign up to participate and receive a schedule).

It Takes A Whole Village To Prevent A Crime

2. Some of the savings may be in non-criminal justice services (say emergency rooms) and, therefore, cannot be recaptured by the community. These non-criminal savings will, however, make the approach more attractive to public officials.
3. It might be said that many of the police resources are committed to less serious crimes than murder, such as dealing with family disputes. However, these are areas where communities can have more of an impact than on murder rates, i.e., this is not a hindrance at all.
4. The approach suggested will require the consent of the mayor or governor or some other public authorities, but given that they will gain half the savings (at least) they might well consent to the suggested approach.
5. Police unions are likely to object but there is no way to have any major policy advance without some opposition and one should try to gain their support through appropriate forms of negotiation.
6. The approach suggested here must be tested initially in places that have some element of community and not areas overwhelmed by crime. If the approach is successful, its application will be extended to areas that will need help in building community before they can even entertain such an approach. At the same time the test runs should not be done in low crime areas, which would make the test too easy and savings small. Ergo, preliminary tests should be done in the diverse areas that have some elements of community and a "middling" level of crime.

Next Steps:

1. Prepare an elaborate explanation of the policy idea in the form of a draft white paper.

It Takes A Whole Village To Prevent A Crime

2. Invite select policy researchers familiar with the area, community organizers, representatives of public authorities including state government, and others for a brain storming session around the white paper.
3. Revise the white paper accordingly.
4. If the approach is still favored after these rounds: do a dry run in three communities that differ in their sociological attributes and levels of crime. By dry run we mean discuss the idea with public authorities and communities and seek their preliminary support, without full commitment to proceed.
5. Pilot implementation projects.
6. Add a community court which is permitted to vary local sentencing by 25% of the given guidelines.

This document was drafted by Amitai Etzioni.

September, 1995

Amitai Etzioni is a University Professor at The George Washington University and Director of the University's Center for Policy Studies. He is the founder and chair of The Communitarian Network and the author of The Spirit of Community (Simon & Schuster, 1994).

For more information about The Communitarian Network, position papers, case studies, and membership, please write or call: 2130 H Street, NW, Suite 714J, Washington, DC 20052, (202) 994-7997, (202) 994-1606 FAX, comnet@gwis2.circ.gwu.edu.

The Communitarian
NETWORK

February 16, 1996

Ms. R. Gaynor McCown
Special Project Analyst
Domestic Policy Council
The White House
Old Executive Office Building, Room 217
Washington, DC 20500

Dear Ms. McCown:

I want to extend to you a personal invitation to join us this year at the White House/Congressional Conference on Character Building, June 6-8, 1996, in Washington, D.C. Sponsored by The Communitarian Network for the third year, this year's meeting is once again co-hosted by the White House and, for the first time, by Senator Bill Bradley (D-NJ) and Senator Nancy Landon Kassebaum (R-KS) of the U.S. Congress. We hope to be addressed by the President or First Lady again this year.

Our past conferences have stimulated a truly non-partisan movement to assure that our nation's schools play a vital role in developing character by instilling in our nation's youth the behaviors of self-discipline and empathy that are so critical to a democratic, civil society.

This year, we expect to hear not only from our co-hosts, but from state governors, other state and local officials, education leaders, national policy-makers, representatives from business, labor union heads, and community leaders. They will join you to offer their perspectives and to listen to yours.

Our first annual conference explored common agendas. Our second conference refined these agendas and identified policy recommendations. At this year's conference, we will investigate methods for building self-discipline and empathy. Together, we will determine critical priorities and set agendas for action in involving families in schools, teaching civic education, improving ways of teaching about human relations, family life, and intimacy, and building character through sports.

This conference will be an opportunity for you to strategize for the future, to place character education high on the nation's agenda.

If you have any questions, please do not hesitate to contact Michael Bocian, Conference Coordinator, 202/994-4981. Esther F. Schaeffer, Director of Education Programs, is also available to assist you, 202/994-1422. We look forward to seeing you in June.

Sincerely,

Amitai Etzioni
Amitai Etzioni



**WHITE HOUSE/CONGRESSIONAL CONFERENCE
ON CHARACTER BUILDING**

Sponsored by the Communitarian Network

**June 6-8, 1996
Washington, DC**

The Communitarian Network announces its annual White House/Congressional Conference on Character Building, co-hosted by the White House and U.S. Congress.

This year's meeting will be a special and unique one:

- *Bi-partisan support.* The growing universality of our message is demonstrated by the bi-partisan nature of our co-hosts in an otherwise partisan year – President and Mrs. Clinton and Senator Bill Bradley (D-NJ) and Senator Nancy Kassebaum (R-KS).
- *The breadth and scope of our speakers.* Coming to speak to you are governors, leading national state and local educators, journalists, academics, business and labor leaders, and community leaders.
- *The ambitious objectives for the meeting.* Through this meeting we expect to:
 - ⇒ Put the behavioral approach to character formation on the national agenda and take the steps needed to build national consensus about its importance;
 - ⇒ Bring together top leaders to identify the most promising strategies for character building in our schools and forge agreement on action plans for the coming year;
 - ⇒ Engage decision-makers at all levels of government, education, and community life in discussions about how they can help carry out our character building agenda.

Time and Place

The conference will be held on June 6-8, 1996 in Washington, DC. We will meet both at the White House and on Capitol Hill.

Events*

- Saturday Speaker: President Bill Clinton
- Speaker: Senator Nancy Kassebaum (R-KS)
- Speaker: Senator Bill Bradley (D-NJ)
- Speaker : Leading Governor on education change
- Panel & Dialogue: Leaders of major national education associations discuss their roles in promoting and implementing the character building agenda
- Panel & Dialogue: Leaders of national organizations representing governors, state legislators, cities and counties discuss their roles as policy-makers
- Task Force Discussions: Small sessions to develop action agendas
- Networking
- And much more

* Speakers invited.

Conference & Hotel Registration

The registration fee for the conference is \$175 before April 15 and \$250 thereafter. For additional representatives from the same organization, the fee will be \$125 until April 15, and \$160 thereafter. Because the registration fee will be used to cover the costs of the meeting outside the White House and Capitol Hill, the registration fee is not refundable.

The Communitarian Network has reserved a block of rooms at the Holiday Inn on the Hill, where part of the meeting will be held. The hotel is located at 415 New Jersey Avenue NW; Washington, DC 20001. Attendees are responsible for making their own arrangements with the hotel. Please notify the hotel that you are with the Communitarian Network in order to receive our special rates of \$109/single, \$119/double. The hotel can be reached toll free at 1/800/638-1116. Space is limited. *The hotel will not hold the rooms after May 10, so please register early.*

For more information

For more information about the conference, contact Michael Bocian, Conference Coordinator, 202/994-4981 or Esther F. Schaeffer, Director, Education Programs, 202/994-1422.

THE WHITE HOUSE
WASHINGTON

**Comprehensive Strategies for Children and Families:
The Role of Schools and Community-Based Organizations**

**Report of the July 15, 1994
White House Meeting**

September 1994

Acknowledgments

We are grateful to many people for their help in planning the July 14-15 meeting and producing this report. The Annie E. Casey Foundation and the Danforth Foundation provided essential funding for both activities; Tony Cipollone of the Casey Foundation and Janet Levy of the Danforth Foundation had instrumental roles in planning the discussion and reviewing this document.

Bill Galston, Deputy Assistant to the President for Domestic Policy, conceived the idea for the meeting and was an observant and diplomatic facilitator. Carol Rasco, Assistant to the President for Domestic Policy, offered a heartfelt and insightful luncheon address. Peter Edelman, Counselor to the Secretary of Health and Human Services, and Tom Payzant, Assistant Secretary for Elementary and Secondary Education, gave perceptive and informative presentations on legislative and policy matters.

Gaynor McCown, White House Fellow, took the lead role in planning and organizing the meeting. Other planners included Terry Peterson and Judy Wurtzel, Department of Education; Margaret Dunkle, Institute for Educational Leadership; Sheldon Bilchik and Reggie Robinson, Department of Justice; and Ellen Haas, Department of Agriculture.

A special thanks to Policy Studies Associates' Leila Fiester, who documented the meeting and wrote the final report, and Elizabeth Reisner, who provided editorial guidance.

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Andre was 16 when he met Urban Family Institute president Kent Amos. Andre's father had been killed by Andre's mother eight years earlier. A self-described gangster, Andre carried a gun, dealt drugs, and had witnessed a murder. But under Amos' guidance, Andre learned to read and to enjoy simpler pleasures, like trimming a Christmas tree. Andre flourished; he became animated and alive--until a drug dealer from his past gunned him down.

"We have to understand these children run a gauntlet every day, a gauntlet of fear and terror," Amos says. "Our children are crying out to us in the only way they can. We have an obligation and a responsibility to give them more than platitudes."

Summary

Andre's compelling story was one of many shared by participants in a discussion about comprehensive strategies for helping children and families and the role of schools and community-based organizations in developing and implementing these strategies. The working meeting, held July 15, 1994, in Washington, DC under the direction of President Clinton's Domestic Policy Council, convened a diverse group of 56 people with practical insights and policy experience concerning comprehensive strategies. The group included experts on education, social services, and policy development from foundations, universities, and non-profit organizations. Participants were local practitioners; public and private funders; representatives from federal and state governments; policy analysts; academicians and researchers; consultants; and journalists.

The purpose of the meeting was to spark a broad inquiry into "going to scale" with promising programs that already exist, in response to President Clinton's premise that every problem in the United States has already been solved by someone somewhere in the nation--and that the real problem is not inventing solutions, but disseminating and replicating them. "We are drawn here by a shared understanding that most of our children and young people need more opportunities to develop and to thrive than they now enjoy....[Yet] the fragmented ways that we typically try to help them are part of the problem," said meeting moderator William Galston, deputy assistant to the President.

The meeting acknowledged the fact that in communities around the country, schools, human service agencies, and community-based organizations are collaborating to develop comprehensive strategies for helping children and families. Schools and community-based organizations are staying open in the afternoon, evenings, and on weekends to allow students, families, and community members access to recreational and educational activities; coordinating with other agencies to provide social and health services; opening their doors to parents and other community members for adult

education programs; and forging partnerships with businesses to provide on-the-job training, paid apprenticeships, and training in entrepreneurial skills. Although this meeting focused on school-based and school-linked programs, participants recognized that these efforts are only part of a larger set of issues involving comprehensive services--and that these strategies are part of a broader agenda of reform in education, health, and human services.

Domestic Policy Council staff asked participants to address the following questions:

- What are the key issues regarding the development, sustainability, and effectiveness of comprehensive strategies for helping children and families?
- What are some of the federal strategies to promote comprehensive strategies?
- What are some of the specific federal, state, and local barriers to developing school-linked or school-based comprehensive strategies?
- How might the federal government play a role in reducing these barriers?

The resulting discussion included reports from participants about activities in local communities--the "front lines" of education and social service reform, a similar assessment of state-level efforts, and an update on proposed federal legislation that will affect efforts at all levels. Although participants in the diverse group advocated differing approaches, for all participants the objective was the same: building strong children, families, and communities. As participants shared their experiences with each other and with the Administration representatives, the following themes emerged as central to current efforts and expected needs:

Effective support for children and families requires changes in philosophy and focus.

Educators and funders should shift their efforts as much as possible from fragmented, piecemeal, and often inadequate supports and services to comprehensive strategies that emphasize development, opportunities, and prevention, viewing children and young people as assets rather than bundles of problems. Moreover, children and youth are best served in the context of families, and families are best served in the context of communities.

Both schools and community-based organizations have a role in "community partnerships" that are essential to meeting the comprehensive needs of children and families. Leadership may vary among communities or even neighborhoods, and a variety of effective models exist. Regardless of who leads the effort, true collaboration requires shared planning, implementation, and assessment.

Community-building efforts should be an important component of comprehensive strategies. These efforts involve not only services but the active and meaningful engagement of all stakeholders.

Effective, comprehensive strategies require new funding structures that are more flexible and reliable than current arrangements. Possible approaches include consolidation and decategorization of federal programs, improved waiver options, and more options allowing units of local government and community-based organizations to deal directly with federal grant programs. Participants did not unanimously endorse any of these changes, however.

Comprehensive strategies must be held accountable to outcomes. Implementing this priority will require the improvement of current evaluation methods for monitoring and assessing the impact of these programs.

Certain policies, practices, and realities are barriers to comprehensive strategies. These barriers include: hostility or contradictory philosophies within entities necessary to successful collaboration; lack of trust or participation by parents or communities; an overly competitive, inflexible, or categorical funding process; differing eligibility rules for funding; lack of funding; cultural misunderstanding or insensitivity; community violence; and turf battles.

This report highlights these themes and summarizes the discussion by participants in the meeting. Enclosed as appendices to the report are a list of participants and a summary of pending legislation.

This report is intended to be a jumping-off point for further action. Domestic Policy Council staff will next determine key areas that must be addressed at the federal level and will ask federal agencies or interagency teams to develop additional plans for addressing these issues and identify existing initiatives that are relevant to comprehensive strategies for children and families. The agency plans may include:

- Recommendations, such as improved mechanisms for federal interagency coordination (e.g., consultation on policy guidance, development of agreed-upon principles, or procedures for funding comprehensive strategies)
- Possible regulatory or statutory changes
- Changes in policy guidance
- Improved or coordinated technical assistance
- Coordinated research
- Evaluation strategies

After the plans are developed, the White House will work with the agencies to develop a plan for the federal response.

What's Happening on the Front Lines

Participants laid the groundwork for discussion by describing comprehensive efforts in selected local communities. These projects included Intermediate School (I.S.) 218 in New York City; the Beacon Schools in New York City; the Austin Project in Austin, Texas; two initiatives in Chicago sponsored by the Chicago Community Trust and the MacArthur Foundation; New Beginnings in San Diego, California; the Vaughn Family Center initiative in Los Angeles; Caring Communities in St. Louis, Missouri; Birmingham, Alabama's Community Schools; the Healthy Learners program in Miami; Kentucky's Family Resources Youth Service Center initiative; and the Youth Futures Authority in Savannah, Georgia. Participants described their projects' goals, philosophies, structure, activities, partners or collaborators, resources, and accomplishments.

Goals and Philosophies

The inspiration for most of these programs arose from community concerns. "Most successful programs have deep roots in the community. They are not 'parachuted' into communities, but carefully integrated with specific local community needs and strengths, so that local communities share a genuine sense of ownership," noted participant Lisbeth Schorr. The Beacons, for example, began as a drug reduction and prevention effort that would simply extend the school day, but a wave of crime and violence stirred interest in funding broader youth programs and led to priorities on crime prevention and community building. The inspiration also came from successful efforts already being conducted by community-based organizations within schools--and a recognition that these organizations have strengths that schools can build on, including organizational flexibility and the ability to link with communities.

Participants listed active community involvement as both a goal of comprehensive strategies and a crucial element of program success. With this orientation, the school becomes "a presence of change" in the community and students are empowered by making a positive contribution to their environment. The Urban Family Institute in Washington, DC, tries to create a "village" mentality--in which community members have clear expectations of positive behavior and achievement--by providing intervention, guidance, and support to at-risk children and youth. A Beacon School in Central Harlem built community support by asking residents to clear their cars from the school block every weekday morning so children could play in the street. Young people established connections with the community by going from door to door asking residents to agree to the plan, and residents had to make a conscious commitment to support the effort and create a safe place for children. Slowly, the relationship grew; now students help keep the street clean and have raised money to plant trees on the block. Beyond the block, students help register voters and hold hunger drives to feed

homeless people. "We're trying to give people a sense that Central Harlem is a place on the rise," explained Geoffrey Canada, president of Rheedlen Centers for Children and Families. "We wanted to instill a desire to become part of that change."

Community and neighborhood involvement is closely related to building family strength and individual empowerment. "Successful programs do not work with one generation alone, but with two and often three," Lisbeth Schorr observed. "Successful schools, Head Start programs, and family support centers make special efforts to nurture parents so they can nurture their children." The Beacons, for example, focus on the "upbeat factors" associated with healthy development and create opportunities to cultivate those elements:

- Caring adults are available for interaction with young people consistently and during extended hours. "Programs alone are not enough," said one Beacons representative; the school offers "somewhere to go, something to do, someone to be with."
- Beacon schools use high expectations and clear standards to establish respect and motivate achievement for the neighborhood and school.
- Participating students have opportunities to engage in the same high-quality after-school and weekend activities as more economically advantaged students.

The Chicago Community Trust Initiative, described by University of Chicago professor Harold Richman, also builds on the notions of investment and community building--not merely services to children--to serve children and families. Richman and others make a distinction between asset-oriented services that promote youth development, and deficit-oriented efforts that focus on treatment. "We'll succeed when it's as easy to enroll a kid in Little League and to buy a uniform as it is to buy an hour of counseling," Richman said. The community trust's strategy was to "broaden and deepen the sense of what it means to deal with a child," Richman said: Broaden by including activities such as Little League or library visits as much as traditional services, and deepen by involving all levels of government. The resulting \$30 million project in seven Chicago communities revolves around collaborations that are representative of each community.

The Barrier: Institutions that deal with only a small part of people's lives
The Solution: Expand the range of services in response to community needs to include literacy, sports, and community efforts that benefit children and families

In one racially mixed community in Chicago, a very traditional library used the Community Trust collaboration to create a Little League team. When the team wins, each player receives a book instead of the traditional T-shirt. When the team loses, players get a story hour. Players' parents also meet at the library. In another community a library holds a "lock-in" sleepover for neighborhood children, who read together and tell ghost stories.

New Beginnings in San Diego, which placed integrated social and health services at a school-based center, began as a partnership among public agencies with the goal of making the service delivery system more holistic and responsive to clients. New Beginnings focuses on serving families rather than individual children, with a prevention-oriented approach that uses public funding where possible.

A foundation representative noted that local program administrators have to be trusted--and allowed--to make their own decisions regarding program operations. Administrators at all levels must face some tough issues, including what services should be offered, who should have access to them, how the quality of services can be improved, how continued funding can be obtained, what structures are needed to operate the program, and who should be responsible for decision making.

Several programs, including New Beginnings and the Vaughn Family Center initiative in Los Angeles, turned to parents to help establish goals and make decisions. The Vaughn Family Care Center program--a collaboration between the Los Angeles Educational Partnership and the United Way--devoted an entire year to planning, with the mission of eliminating educational barriers in a community of high crime, single-digit test scores, and families so poor that some lived in chicken coops or cars. Parents identified a need to focus on health services and child care. "My job is not to set the agenda...but to hold up mirrors in front of this community and say, 'See how brilliant you are? See how much you know?' and to turn up the light," said program director Yolanda Trevino. The result? "Nobody asked for parenting classes...[or] financial help," Trevino said wryly. "They were asking for opportunities to do for themselves." Through a partnership with Head Start and a local child care resource center, the program began to address the community's child care needs; now, 20 homes provide licensed care. A partnership between a local hospital and the UCLA Medical

Center provides education and prenatal support services to expectant families, using trained mothers in the community as mentors.

Similarly, based on needs identified by a parent group, a collaboration in Miami established a bilingual information center in the school, staffed by trained parent volunteers. The center has served more than 500 families that are more comfortable with the volunteers than with traditional counselors or social workers, giving the professional counselors more time to perform other work. The program also negotiated with the school to open its library in the evenings for monitored homework sessions. These after-school sessions now serve about 200 students a day, with aides provided by the parents' group or paid by the local Boys and Girls Clubs.

The student-operated CARES Program in Birmingham allows participants to set their own agenda. This initiative brings social service agencies into the school on a weekly basis to address student needs. Activities include AIDS awareness and testing; special classes in schools, churches, and community centers; paid employment, community service credit, and free training for youth as tutors for younger students; counseling; a dropout prevention program funded by the Job Training Partnership Act; nutrition education; GED classes; and computer instruction.

In some cases, such as Caring Communities in St. Louis, inspiration for a comprehensive program came from a combination of efforts by state agencies (i.e., Health, Mental Health, Social Services, and Elementary and Secondary Education) and private concerns (i.e., the Danforth Foundation). In these cases, participants noted the importance of uniting multiple providers under one vision with a strong director. Caring Communities, which provides school-based comprehensive services, focused on addressing the fragmentation of available services, lack of access to services, and the challenge faced by schools in dealing with children's multiple problems. Like other programs described in the meeting, Caring Communities' goals included promoting school success for all children, increasing safety for children and families, and building a moral and ethical foundation in the community to increase family support and improve opportunities for education, housing, and employment. "Communities are to families what families are to children," said Director Khatib Waheed. "To focus on one without focusing on the other would be a serious mistake."

Caring Communities' activities include an early-morning latch-key program for school-age children with working parents, co-dependency counseling intervention, behavior therapy, periodic "respite nights" for parents in which students participate in a sleepover at the school, and drug marches and rallies in the community. These activities, which reaffirm the program's commitment to the community, often have dramatic results.

The Barrier: Violence that hinders access to services

The Solution: Using programs to establish a community support system, not just to provide services to individuals

In 1993, the father of a student at a Caring Communities school tried to organize his neighbors to push drug dealers out of the community. Under threats from the dealers, however, he stopped--until Caring Communities began anti-drug marches on his block. After 20 community members attended a meeting in the man's home, his house was fire-bombed. Caring Communities responded by holding a support rally with 100 participants, and Caring Communities members stayed in the man's gutted house every night for two weeks to protect his home. The drug dealing decreased.

"This was a support system we felt we had to provide," said Director Khatib Waheed. "These are the kinds of challenges many of us need to face if we're really going to deal with the problems children face...in order for families to feel a sense of hope."

Finally, participants noted that it is not enough simply to add new services; comprehensive strategies must focus on clear and specific outcomes, addressing what comes out of a program as well as what goes into it.

Location and Structure

Participants agreed that comprehensive programs can be located at a variety of sites and controlled by a variety of stakeholders, as long as the program is accessible, versatile, and family-oriented. For example, after conducting an extensive feasibility study of parents and front-line workers in education and social services, New Beginnings' planners realized that parents viewed schools as a place that they trusted--but didn't think that schools had a system for providing services. Thus the school became the site for New Beginnings services, but the program added extensive partnerships to form a structure that reached far beyond the site.

Educators in Kentucky based comprehensive services at Family Resource and Youth Service Centers within schools because they viewed schools as the institutions that were most accessible to all community members, said Charles Terrett, superintendent of schools in rural Fulton County, Kentucky. Operating under a formal agreement among the schools, social service agencies, and business community, the Centers focus on building community pride, involvement, and program ownership.

Locating comprehensive services at school sites can help solve a "disconnect" between schools and communities and clarify the relationship between the two, said an organizer of the Beacon Schools in New York. Geoffrey Canada said the group chose an old, run-down elementary school in Central Harlem as one of the first Beacon sites because "it was extremely important to us to face the same challenges that children and communities face in making collaborations work." This was not a hollow choice; the day before the school re-opened under the Beacon plan, a man was fatally shot in front of the school. But with its year-round schedule, open seven days a week from 8 a.m. to at least 11 p.m., this Beacon School now offers a safe zone where children can learn and play.

I.S. 218 in New York City demonstrates the power of a school site working in collaboration with a community-based organization, in this case the Children's Aid Society. The school is open six days a week, from 7 a.m. to 10 p.m., for before- and after-school programs, teen and job-related programs, and adult education. More than 1,300 students and 1,000 parents use the school weekly; services include a health and dental clinic and an in-school store, and assemblies draw standing-room-only crowds. Success came from developing "real, organic" partnerships between the entities instead of a host-and-guest arrangement, said Children's Aid Executive Director Philip Coltoff. The impact: "Before, the community was isolated from the schools," said I.S. 218 principal Mark Kavarsky. The effort also has had an "internal" impact on families who now view the school more positively and have become involved in designing new programs.

The question of location is not simple; sometimes, programs occur at a combination of sites. New Beginnings, for example, found it most effective to work with families of preschoolers in the place where parents are most comfortable--their homes. In conjunction with home visits, however, a Women, Infants, and Children (WIC) program clinic is available three times a month at the New Beginnings school, providing a nonthreatening way to help families make connections with other services. Clients don't come to New Beginnings in convenient, class-sized groups, noted San Diego Schools Administrator Jeanne Jehl; staff must try to reach clients individually and as families.

Location needs also vary depending on activities. The Caring Communities program in St. Louis found that adults participating in evening education activities at the school felt threatened by the presence of youth participating in after-school programs at the same site. Although this situation was not a defining issue for the program, it did raise complications that leaders had to address.

The Austin Project emphasizes neighborhoods, not schools, in order to promote full employment, strong communities, and healthy children and families. The project, which serves 50,000 Hispanic and African American residents with incomes below the poverty level, has no eligibility requirements other than residence in the targeted neighborhood. The project's support

structure relies on tax abatements, waivers, and money from private capital markets. However, the project began with the backing of the "white, upper-middle class and upperclass power structure" in Austin--not with a structure that solicited involvement by the targeted community. In an attempt to rectify this gap, the project established five neighborhood development committees, whose locally elected members form part of a larger advisory council; at least half of the project's \$100 million budget will be controlled by these committees. In addition, project leaders decided to rehire the social workers who will be displaced by the planned system reforms, in part so that they will not become barriers to the project.

Although the structure and leadership of comprehensive strategies varies, all successful programs share a view that people who are to be "served"--children, families, and community members--must have a significant role in identifying their own needs as well as designing and operating programs. The Vaughn Family Center in Los Angeles, for example, uses an advisory committee of whom half are parents and half are service providers, public agency representatives, and public officials, in order to "equalize" the relationship between service providers and recipients. Approximately 25 parents volunteer daily to help teachers at the family center.

Partnerships and Collaborations

Successful partnerships require preparation and true collaboration, participants said. "We only wanted [the I.S. 218 program] if it was going to be a partnership...and we were not going to be invited out once we started to cause trouble," said Children's Aid's Coltoff--a statement echoed by others. In the case of I.S. 218 and Children's Aid, the agency insisted on a legal resolution ratified by local boards of education that invited the organization into the school. "That was very important in terms of the structure and our ability to participate from the beginning of the project," Coltoff said. Now, "we're accomplishing as a social service agency what we believe in...and we're finding educators aren't too tough to deal with."

Partnerships also require flexibility. Although the Beacon Schools program provides guidelines for each participating site, the structure and activities of each site are individually tailored by local community advisory councils that consider each site's cultural, size, and demographic differences. The Chicago Community Trust collaborations are dominated by "citizen collaborators," not professionals, according to Harold Richman. As a result, commitment is strong--but progress is slow. "When you're trying to work with a community from the bottom up, ability is variable and it takes time," Richman advised.

All collaborations require attention to leadership, noted Edward Tetelman, director of legal and regulatory affairs for the New Jersey Department of Human Services. New Jersey's School-Based Youth Services program has learned the following lessons about leadership:

- Strong state leadership can keep programs politically viable at state and local levels
- Local collaborators need plans that address both core services and optional service needs
- States should be flexible and avoid establishing extensive hierarchies when they create state and local collaborations
- Collaborative programs that are spread across all areas of the state reinforce statewide investment--programmatically and politically
- State technical assistance to local collaborations is crucial to success

It isn't always easy for foundations and government agencies to form partnerships with communities, but it is essential for foundations to try, several participants said. One problem is that many collaborations involve subordinate-superordinate relationships rather than equal partnerships. "The pain of watching foundations ask communities to be partners...and then [showing] their own inability to model that behavior is very corrosive" to efforts, explained Richman. The same problem exists in some partnerships between public agencies and local communities. "We have not clearly articulated what the terms of such partnerships might be," Richman warned--and until those terms are clear, local communities are likely to view public agencies with distrust. Finally, if programs are to become self-sufficient, collaborators must learn to trust local administrators to make their own decisions.

Resources

Many projects draw from a variety of funding sources and find that funding must constantly be considered. The Beacons, for example, receive direct funding from New York City but also help sites draw child welfare funding from city agencies and blend these sources to form a basis for programs. The politics of funding can have an impact on programs beyond material support, however. In the first round of Beacon funding, political issues prevented the local board of education from participating in Beacon site planning; now that those issues have been resolved, a joint decision-making process allows principals from the schools targeted for change to become more involved.

Some programs encountered unexpected funding dilemmas. When the Vaughn Family Center in Los Angeles gained charter school status and the new school found it could save \$1 million through more effective practices, auditors wanted the school to return the saved money. "What incentives are there to be accountable?" asked Yoland Trevino. "If you're making a difference, they punish you."

Participants also described cultivating human resources to build support for comprehensive strategies. Beacon Schools are organized around membership rather than a client-provider relationship; participants have identification cards and are asked to contribute their time to the program. "Everybody who comes is seen as a resource instead of someone who wants something," said Michele Cahill, a Beacon funder. Tania Alameda, director of Miami's Bureau of Children's Affairs, agreed:

We have got to rely on our families as resources. They may be dysfunctional in some ways, but they are very functional in others. We have to learn how to identify those strengths in families....If we rely more on their expertise, we're going to feel a lot more satisfaction and have a lot more help in what we're trying to accomplish.

The Barrier: Health needs that affect education

The Solution: Cultivating parent and community involvement; focusing efforts on families and communities as well as children

When Tania Alameda realized that many children in Miami were missing significant amounts of school--as many as 60 days a year--because of head lice, she organized parents to solve the problem. The parent group formed a "Lice Busters" patrol; armed with a small vacuum cleaner, detergent, and donated treatment supplies, parents visited the homes of children with the most severe cases. One parent even gave haircuts.

The Lice Busters' success increased parent involvement at school in other ways, as educators began asking parents for advice on improving attendance. When parents offered to visit the homes of absent students to help address the extenuating circumstances--health needs, lack of clothing, or parents' scheduling problems--contributing to truancy, the principal agreed to help. She gave parents access to normally confidential home addresses--and then watched the attendance rate shoot from last to first place in the district.

Accomplishments

In addition to the stories of individual lives saved, participants described the development of program infrastructure, improvements in academic achievement, and positive impacts on communities

as major accomplishments. Building on its infrastructure, the Beacon project has noted decreased crime rates and increased reading skills. Caring Communities focuses on mental health and removing other barriers to education so that teachers can focus on academic improvement.

Urban Family Institute founder Kent Amos had many success stories from his experience of "adopting" 87 urban youth into his own home. Seventy-three of these youth attended college, 49 graduated from college, and 7 obtained advanced degrees. The Vaughn Family Center's Trevino was also able to provide hard outcomes. Test scores for students in this program rose 48 percent, the high transiency rate among students fell, and the attendance rate improved from "horrific" to 99 percent. Trevino also described her program's success in eliminating the "us versus them" mentality that fosters gang rivalry. When Trevino noticed one self-described gangster urinating outside the school, she learned that he felt unwelcome inside the building--so she invited him to join her "gang." That youth is now the center's program coordinator. "If we create this kind of opportunity for youth, the money you provide for gang diversion will not be necessary," she told meeting participants.

Accomplishments can be difficult to assess, however; program evaluation is an important aspect--and predicament--that most participants noted. Furthermore, services, programs, goals, and structures alone do not guarantee success. One participant likened the situation to a game of musical chairs in which 12 players compete for eight chairs:

We tend to blame the participants because they don't get a chair. We want them to move quicker, position themselves better, try harder. We should really look at the game: Four people are always going to be left out....We can only do so much with support services and counseling, and then people have to find a way to live.

What Needs to Be Changed?

Participants discussed many barriers that they have experienced or anticipate. In some cases, participants suggested needed policy changes; in other cases, they simply warned colleagues about situations that can be avoided or ameliorated.

What Are the Barriers and Where Do They Come From?

Participants identified the following challenges to developing and implementing comprehensive strategies for children and families:

Philosophical barriers. Community-based activities require providers and planners to have a philosophical "investment" in providing adequate services, supports, and opportunities for children and families. "Every day, the normal world...is fighting this philosophy," said one participant. For example, the parents of students not targeted by comprehensive strategies often have trouble understanding the need for the services within schools and may oppose them. Such "hostility" makes it important to regularly reiterate the underlying vision of the initiative, focusing on positive development rather than punishment and control.

Effective programs take nothing for granted; goals, issues, and services must be revisited and addressed continuously. In particular, effective community participation is "a hard-won treasure"; the goal of participation and development of the capacity to participate are not givens and must be addressed early in a program's evolution, participants said. Programs may have to cultivate participation skills in community members. One participant described holding three informal meetings for every one formally scheduled by her program—one meeting to explain to parents what they would be expected to discuss, one to hold the actual discussion, and one to evaluate the discussion and formulate responses.

Effective programs also must solicit feedback from clients at least as much as from experts, several participants said. In Miami, an attempt to create a full-service school—combining education and access to multiple social services under one roof—failed at first because it provided services selected by experts, not families, a participant said. After realizing their mistake, planners successfully redesigned the school with only eight agencies providing services—but chose the services most wanted and used by families.

Funding barriers. In addition to the funding issues discussed earlier, the nature of funding for comprehensive programs can present barriers. The bidding process for state and federal grants creates competition rather than collaboration, many participants said, leading programs to "cannibalize" each other. Even after funds are awarded, different providers may retain a competitive orientation. Programs need to find ways to erase the distinctions between providers and focus on common goals, participants said. "We've learned that cooperation is easy, but collaboration hurts a little bit," said one participant.

In some cases, state and federal funding is so inflexible that programs are unable to address certain issues that affect school attendance, participants said. Many called for fewer federal restrictions linked to funding, which would allow programs greater flexibility to address needs that affect students' ability to attend school--say, to purchase eyeglasses. Leaders of the Lice Busters group, for example, had to turn to donations to pay for lice detergent because Medicaid would not cover it. Other programs find it difficult to use federal funding to pay for staff development, transportation, and evaluation. "Maybe all we need from the federal government is a little help and empowerment to make our own decisions," said a participant from a rural area.

The categorical nature of federal programs "forces us to squeeze people into boxes and then go around trying to find ways around the boxes," agreed a participant from an urban area. Chapter 1, the Job Training Partnership Act, and Medicaid are among the programs that should allow schools and agencies to provide services to all members of communities in which a high percentage of members meet program guidelines, several participants said. Categorization "labels the poor as special, needy people, which they are not," said one, adding that the problems addressed by these categorical programs are not limited to poor people. But decategorization is not a simple solution, nor is categorization the only barrier, other participants warned; it is naive to think that simply decategorizing funding will solve these complex issues.

The multiple eligibilities required for various similar but separate federal programs also produce funding barriers, participants said; the differences among requirements create inefficiencies and make it difficult for children and families to qualify for the services they need. Eligibility requirements such as the assets tests used by AFDC, the food stamp program, and in some states Medicaid, are particularly troubling because they pose access barriers to major federal programs that meet basic family needs, said consultant Sarah Shuptrine. "The asset test for the family automobile should be eliminated if we want families to be able to get to work, training [opportunities], and health care," Shuptrine said.

Health care financing presents another barrier to comprehensive strategies, by making it difficult for schools to be access points for health services. The shift toward managed care poses significant barriers to financing school health, because schools will not be reimbursed for all the health services they provide to students--making a comprehensive approach to student well-being less feasible. In addition, schools find it extremely difficult to obtain Medicaid reimbursement for health services because of the heavy paperwork burden and because they are unable to bill Medicaid until they have first billed families; in poor communities, billing families generates overwhelming paperwork but little revenue. And as more states shift to managed care for Medicaid programs, access to reimbursements decreases even more.

Cultural and contextual barriers. Cultural issues present additional barriers; these are solved only by extensive community outreach and a willingness to adapt to local context. For example, the Vaughn Family Center in Los Angeles discovered that pregnant Latino women in the community were not using existing health services because doctors and nurses treated them impersonally. "[Latinos are] not going to tell you anything about ourselves unless we have established a relationship with you," said center director Trevino.

Rampant violence in some communities also complicates comprehensive programs because it requires them to focus on providing safe havens and transportation to children and families, in addition to actual services. Transportation, affordable housing, personal safety, and other basic human needs were recurrent issues that many participants identified as major barriers to program implementation.

Additional barriers identified by participants include:

- Lack of time allowed by funding cycles to develop collaborations
- Squabbles over turf and terminology
- Parents' lack of trust in agencies, government entities, and schools
- Differing confidentiality requirements of schools, medical providers, Aid to Families with Dependent Children (AFDC), the school lunch program, and other providers, which sharply limit information sharing and make it difficult to reduce duplicative paperwork for families and providers
- The political risks required to cause change--"We're talking about changing a bureaucratic system in which a lot of people have financial investment," cautioned one participant. "When you go into the structure...and start empowering those at the bottom of the food chain, that is not going to go over well."

- The "squeeze effect" that occurs in top-down, bottom-up reforms when the players in the middle--often local bureaucrats and service providers--no longer have a role to play or are asked to change substantially, and therefore resist the reform. Collaborations that may displace workers or need union support require strong communication among stakeholders to avoid resistance that can undermine progressive change.
- The difficulty of finding funding for capital budgets or infrastructure for community-based organizations. For example, state-of-the-art technology is a much-needed tool for documenting and implementing programs

What Are the Solutions? State and Local Responses

Participants proposed many solutions, some of which were hotly debated. Some solutions are transitional, while others require long-term commitment. The following menu of ideas represents the breadth of suggestions made by participants and is not an integrated plan; inclusion in this list does not indicate that consensus was reached on a particular solution:

Funding changes.

Funding streams:

- Re-examine the sources of revenues used for funding comprehensive efforts--whether through new or old taxation systems, new financing, or creative strategies for leveraging private funding. Examine the costs, effects, and political feasibility of each to find the most effective approach. Apply the same rigorous standard of return on investment that the private sector uses.
- Change federal eligibility rules to reduce barriers to federal programs. Eliminate the asset tests for family automobiles for recipients of AFDC, food stamps, and Medicaid.
- Promote funding linkages by establishing a new fund for investment in children, families, and communities that requires health, housing, transportation, and education systems to collaborate.
- Direct the federal government to take responsibility for negotiating state matching agreements. Allow states to negotiate rates for different programs; this would likely result in more funding that targets prevention and early intervention programs.
- Consider allowing units of local government and community-based organizations to bypass state governments and negotiate funding directly with the federal government if the state is uncooperative. However, some participants cautioned that cities and counties may need that requirement to enforce collaboration with the state, and others noted that bypassing states would not be a simple or productive solution.

Availability:

- Ensure that funding is permanent, stable, and reliable--not just allocated through demonstration grants--so programs can concentrate on maintenance of effort. "Some of you people are doing heroic things, but you're spending half your time on grant applications," noted one participant. "When we fix these kinds of systems, we cannot stop the fix when they cost too much money," said another. State and local governments and other organizations sometimes cannot match demonstration funding after it expires.
- Streamline the federal funding system by providing multi-year funding on a basis other than entitlement. Year-to-year funding is wasteful, inefficient, and encourages funding fads.

Competition and collaboration:

- Reduce the competition created by the federal discretionary grant process, which sets up "isolated islands" of change but excludes many other needy sites. Instead, concentrate on building links among all types of comprehensive efforts.
- Encourage state funding reforms, because fragmented state funding streams contribute to turf issues at the local level.
- Recognize that funding cuts for programs with large, single sources of funding, while not desirable, can motivate the program to build a stronger base by collaborating with private funders and diverse agencies.

Focus:

- Fund prevention efforts, not just crisis programs. Prevention programs have the additional advantage of being less stigmatizing for participants.
- Grant federal waivers to local programs where needed so they are able to implement comprehensive, radical improvements; consider statewide research and demonstration waivers.
- Retain arts and sports programs as legitimate funding recipients. "Everywhere you go, it's the first thing that's dropped...and then [communities] are concerned about young people and gangs," noted a project funder.

Accountability and evaluation:

- Improve accountability measures to gain a better understanding of who receives services, why, and with what results. Accountability works two ways, noted some participants: programs must answer to service recipients as well as politicians. One participant urged policy makers to link accountability for desired outcomes to the budget process.

- Evaluate program cost-effectiveness as well as achievements.
- Link funding to success rather than failure. "Getting money depends on the failure of programs, the failure of education," said one participant. As a result, programs aim for "studied mediocrity: You try to make things better but not so much better that you lose your job."

Philosophical changes.

Collaboration and community building:

- Have the federal government model collaboration in the ways that departments work together.
- Look at school, health, and education reforms not as separate reforms but as complementary components of "positive development."
- Market collaboration more aggressively among relevant service systems--both from the top down and from the bottom up--to build investment. Continue marketing efforts after collaboration begins.
- Emphasize community building when considering incentives and program evaluation, and consider how new interventions will affect communities. Comprehensive strategies and community building are not the same thing; for example, centers that offer one-stop shopping for a wide service area may force recipients to leave their local communities.
- Focus on empowering site-based professionals, neighborhood organizations, and families. Parent and community involvement is crucial.

Focus and approach:

- Don't focus on existing or potential barriers; be patient and remain optimistic. Don't let concerns about funding, facilities, or staffing prevent the establishment of effective programs or services, one participant advised: "If we are going to get stuck on barriers we have not confronted yet, we're never going to do anything." Maintain an evolutionary, long-term perspective on serving families and children; don't expect quick solutions.
- Require new projects to be built on best practice and research, not failed but familiar programs.
- Build backward from desired outcomes to design your efforts. Focus on outcome-driven projects based on a vision of a continuum of care and support that addresses children's various developmental stages. Focus on issues, not programs, that affect access and capacity for education--such as violence.

- Resist the urge to view school-based services as an innovation that will fix flaws in the education system. Comprehensive services do not let schools off the hook regarding other needed education reforms.
- Don't try to make all changes in all places at once. Concentrate resources in areas where you can demonstrate the applicability of the effort on a large scale.
- Focus on learning as development and schools as operating in concert with a "whole continuum of learning, in and out of school."
- Be realistic. Do not oversell programs; realize that they must operate within a broader social context that is affected by many contradictory forces.

Evaluation:

- Reduce the "hostility barrier" between program and evaluation components.
- Use evaluation data--regarding services, clients, families, and assessment processes--as a planning tool as well as a measurement of program success.

Program and service changes.

Collaboration and community building:

- In addition to formal programs, establish informal networks of supplemental services to address needs that don't fit into clear categories or that fall through the cracks. Remove the barriers between these and more formal education programs.
- Be certain that current reform efforts in education, welfare, and health care support rather than inhibit comprehensiveness and collaboration.
- Provide a continuum of care to children, families, and communities, with new elements added at each developmental stage; make transitions between programs smoother.
- Recognizing that community building is a difficult task, allocate more funding to prepare and sustain community-building efforts. Broaden the type of community involvement activities that programs can use federal funding to support.
- Find more innovative uses and better management systems for public spaces.

Focus and approach:

- Pay more attention to providing mental health services and find a better way to fund these services.
- Be serious about outreach. "We have a come-and-get-it system, [but] we need to be in homes, helping people access services," one participant said.

- Be aware of cultural differences and complexities. The Austin Project is one of several in which the complex politics and relationships between client groups--in this case the indigenous Mexican American, immigrant Mexican, and African American populations--can have an impact on the effectiveness of the program. "Errors have been avoided just by trying to understand that these are different groups of people," said one project director.
- Find better ways to institutionalize the effort to connect individual children and families with the services they need, in particular by improving training for program staff responsible for matching clients with services.

Structural changes.

- Recognize the difference between social services, which build dependence, and social support, which assists families and communities in rearing children effectively. Instead of only doing things to or for clients, include clients as full partners in planning and discussions.
- Improve the methods used to evaluate comprehensive efforts. Develop and use evaluation tools that measure empowerment and community building; emphasize knowledge development strategies and build co-learning models. "We need evaluations that take family empowerment seriously...and involve families in constructing at least some part of the evaluation," urged a research director. "The strategies we come up with have to be diverse enough and accommodating enough to deal with the community folks, the organizations, the families, and at the same time [outside evaluators]."
- Teach service recipients how to use the political process to bring about change. Increase political savvy at all levels. "We are insufficiently political in marketing our approach. It's not enough to be able to do the right thing," said one participant.
- To resolve turf issues and break the tendency of some agencies to deal only with their own constituencies, the federal government could consider requiring that states determine the allocation of federal funding that flows through them by using a collaborative process involving major state service providers and agencies.

Administrative changes.

- Promote state and local leadership. State leadership at the governor's level is crucial to sustainable, systemic change because it gives state departments clear goals to focus on and permission to collaborate on meeting the needs of families and communities. Although direct funding connections between local communities and the federal government are useful, state leadership must cooperate in order to make longterm change occur.
- To build support for state and local efforts, involve prominent government leaders in articulating the emerging vision of the changes that are required to better serve children and families. Consider convening federal auditors and inspectors-general to

discuss their roles and determine how they could reward high quality and vision, rather than taking punitive positions.

- Make federal regulations easier to understand. "The language is so tough...it's onerous to people in small districts [who] are not specialists," one participant explained.
- Use the information highway to administer programs more effectively. Use electronic databases to enroll program applicants, verify their eligibility, and coordinate services and benefits at one time. Establish a single client identification number, such as the social security number, that will facilitate this process.

No matter what reforms they advocated, all participants urged the federal government to take strong, immediate action to address the barriers outlined earlier. There was an overwhelming consensus that experts and those on the front lines know well what needs to be done. Now they want support in doing it. "I don't think you ought to wait three years," said a state legislator. "You ought to do it next week, or maybe next month."

The Administration Response

Carol Rasco, Assistant to the President for Domestic Policy, emphasized the importance of taking action--of finding "that fine line" that federal, state, and local players all can walk to improve collaboration. "Often, we aren't there to help [communities] build their dreams," conceded Rasco, a former teacher, counselor, state policy maker, and community activist. Rasco advocated efforts that bring together groups of people in local communities and help them realize what they can do through a problem-identification, problem-solving process. A process that removes participants from their daily routine for discussion with a facilitator and includes follow-up activities significantly improves communication among reformers, Rasco said.

Rasco assured participants that the federal government is trying to build flexibility into its policies to allow communities to conduct their own strategic planning and create environments that foster collaboration among communities, foundations, and state or local agencies. Although she said it is too early to define a national youth policy, Rasco and William Galston have targeted late 1994 for action on developing such a policy, probably with an interagency group including Domestic Policy Council members.

Asked to address the problem of political pressures that result in resources spread too thinly to be effective in some communities, Rasco said the Administration's Empowerment Zones are a

movement toward concentrating resources. "We are also leaving room for foundations and other organizations to make themselves available to new projects," she noted. Collaborative relationships are key to success, Rasco added: "It would be wonderful if foundations would cultivate collaboration between groups," not necessarily with extra funding but by building collaboration requirements into grants. The Empowerment Zone planners also have discussed better ways to build rigorous evaluation components into the funding process, Rasco said in response to a participant who called the current state of evaluation "a crisis."

Thomas Payzant, U.S. Department of Education assistant secretary for elementary and secondary education, told participants that his department is committed to dealing with the changes within schools caused by changes in communities and society at large. Schools will continue to be logical sites for comprehensive program centers because they are closest to families and because schools are facing dramatic changes in the services (ranging from prenatal care to adult literacy) they are expected to provide to meet demographic changes, Payzant said. Payzant acknowledged the challenge of stimulating collaboration both across all levels of government and through relationships between communities and local, state, and federal governments, and he urged participants to find a nexus between the two types of collaboration. The real challenge, he added, lies in bringing solutions to scale.

Peter Edelman, counselor to the Secretary of Health and Human Services, echoed the theme of many participants in urging the experts to focus on "rebuilding, recapturing, rediscovering the idea of community" and creating a "specific, visible, identifiable place" in the community for children and families. Edelman also advocated a philosophical shift toward viewing young people as assets to be developed and toward providing incentives rather than punishment. He also emphasized the importance of focusing on outcomes. However, he recognized the difficulty communities face in assembling an effective balance of professionals, community representatives, and parents to implement change.

Clinton Administration officials already are responding to some of the needs identified by participants, Edelman said after the participants' discussion ended. These responses include: (1) discussions with developers of the Benchmarks approach in Oregon, which may have wider applications for outcomes-based initiatives; (2) discussions with officials in West Virginia and Indiana regarding negotiated decategorization in order to make funding more flexible; and (3) strong support for proposed federal legislation that provides a waiver option and negotiated local flexibility. In addition, the Administration is watching activities in several states to determine whether the federal government can play "a catalytic role" beyond funding to encourage collaborative approaches to violence prevention. Policy makers are also examining possibilities for providing technical assistance

to communities that submitted applications but are not designated as Empowerment Zones or Enterprise Communities. Other changes that may affect comprehensive strategies for children and families are embodied in the prevention portions of the crime bill, while still others, such as health and welfare reform, are still "very much open," Edelman acknowledged. The Administration's proposals include universal health coverage, which would give all children access to health care, and the establishment of more than 1,000 service centers nationally that would connect schools with communities.

Administration representatives assured participants that discussions between federal policy makers and experts in the field will continue--and that the federal government is not only sympathetic to local and state needs but is ready to act to improve policies. "We aren't always going to be able to do everything we want to do, but we'll die trying," Rasco said.

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Summary of Legislation

"Let's give our children a future. Let us take away their guns and give them books. Let us overcome their despair and replace it with hope. Let us, by our example, teach them to obey the law, respect our neighbors, and cherish our values. Let us weave these sturdy threads into a new American community that can once more stand strong against the forces of despair and evil because everyone has a chance to walk into a better tomorrow."

President William Jefferson Clinton
State of the Union Address
January 25, 1994

Congress is well aware that policies and programs affecting children and their families must support and encourage the cooperation of existing organizations such as schools and community organizations. Several major pieces of recent or pending legislation present tremendous opportunities and challenges for schools and community-based organizations as they devise comprehensive strategies to serve children and families. The following list is not meant to be comprehensive, but it provides insight into the type of initiatives that promote comprehensive strategies.

Newly enacted or implemented legislation includes:

- **The Empowerment Zone/Enterprise Community Initiative**, administered by the Departments of Housing and Urban Development and Agriculture, is one of the Clinton Administration's most ambitious projects to promote community development and provide jobs and economic opportunities. Through this initiative, the federal government offers to create compacts with communities and state and local governments. More than 800 communities have submitted applications under this initiative; each application contains a comprehensive and strategic plan for change, with performance-based benchmarks. By participating in this initiative, community residents, businesses, financial institutions, service providers, neighborhood associations, and state and local governments can form or strengthen partnerships to support revitalization.
- **Goals 2000: Educate America Act**--the centerpiece of President Clinton's education agenda--recognizes and supports the need for a more comprehensive approach by providing resources to states and communities to develop and implement comprehensive education reforms aimed at helping all students reach challenging academic and occupational-skill standards. The law--which addresses school readiness; school completion; competency in challenging subject matter; science and mathematics achievement; literacy; safe, disciplined, and drug-free schools; and parental participation--asks states and local education agencies (LEAs) to create broad-based planning groups that include educators; parents; business leaders; and

representatives of health agencies, social service agencies, and community organizations that work with children and youth.

- **The School to Work Opportunities Act**, jointly administered by the Departments of Education and Labor and signed into law in May 1994, provides seed money for states and districts to develop programs that integrate challenging standards and workplace skills so that students graduate from high school with the knowledge and skills they need enter their chosen professions or continue their education. These opportunities can enable this group--70 percent of American youth--to find employment with career potential.
- **The Violent Crime Control and Law Enforcement Act of 1994** contains significant funding for efforts to prevent crime and violence among children and youth and in communities. The Ounce of Prevention Council, with \$1.5 million available for 1995, will coordinate new and existing crime prevention programs, including many oriented toward youth; \$88.5 million will be available for competitive grants between 1996 and 2000. The Community Schools provision, administered by the Department of Health and Human Services, will provide funding for supervised after-school, weekend, and summer programs. This provision will receive \$37 million in 1995 and \$530 million for 1996 through 2000. The Family and Communities Endeavor Schools (FACES) program, administered by the Department of Education, will provide \$243 million in funding for in-school and after-school activities.
- **PACT (Pulling America's Cities Together)**, administered by the Department of Justice, recognizes that the needs of children, youth, and families vary dramatically from community to community. PACT, a pilot program located in five cities, is a locally planned and operated initiative that brings together the strengths and resources of these communities to meet the needs of each locality.
- **The Family Preservation and Support Program**, authorized as part of the 1993 budget agreement, includes almost \$1 billion over five years for states to improve the well-being of vulnerable children and their families, particularly those experiencing or at risk of abuse and neglect. Because the multiple needs of these children and families cannot be addressed adequately through categorical programs and fragmented service delivery systems, states are encouraged to use the new program as a catalyst for establishing a continuum of coordinated, integrated, culturally relevant, and family focused services. Services range from preventive efforts to strengthen families by providing crucial support to services for families in serious crisis or at risk of having children removed from the home.
- **Youthbuild**, administered by the Department of Housing and Urban Development, was authorized as "Youthbuild (Hope for Youth)" under the Housing and Community Development Act of 1992. With \$40 million available for program implementation and development in fiscal year 1993, Youthbuild's goal is to provide economically disadvantaged youth with education, employment, and leadership skills through opportunities for meaningful work with their communities. Training includes on-site construction work and off-site academic and job skills development.

- **Head Start**, administered by the Department of Health and Human Services, has an impact on child development and day care services, the expansion of state and local activities for children, the range and quality of services for young children and their families, and the design of training for staff involved in such programs. Head Start has served more than 13.8 million children and their families since 1965; grants are awarded to local public or private non-profit agencies.

Proposed or prospective legislation includes:

- **The reauthorization of the Elementary and Secondary Education Act (ESEA)**, currently in conference, strongly encourages states and LEAs to coordinate services. ESEA's priority is high standards for all children, with the different elements needed for a high-quality education well aligned so that the education process works smoothly to help all students reach those standards. The proposal requires LEAs to identify in their Title I plans (distributed on a formula basis) exactly how they will coordinate education, health, and social services. The House and Senate versions of the bill both contain strong provisions addressing the need for collaboration.
- **The Welfare Reform Bill** would support teen pregnancy prevention programs at 1,000 middle and high schools. The programs would emphasize counseling and a skills-based approach while providing opportunities to develop sustained relationships with adults. National Service volunteers would play an important role in staffing programs.

Several other ongoing initiatives support the role of schools and community-based organizations in developing comprehensive strategies for children and families:

- **Safe and Drug-Free Schools and Communities**, administered by the Department of Education, supports comprehensive strategies that include drug prevention curricula and programs linking schools and communities; the version proposed for reauthorization has an increased focus on communities.
- **Youth Fair Chance**, administered by the Department of Labor, is designed to provide comprehensive employment and training services to youth (14-21 years old) and young adults (22-30 years old) in high-poverty areas of urban and rural communities.
- **Even Start**, administered by the Department of Education, is a family-focused program providing participating families with an integrated combination of early childhood education, adult literacy, basic skills instruction, and parenting education.

MONETTE — Gladys Gilbert Watson, Route One, Monette, AR 72447. Gladys "Gilbert" Watson enjoyed life and lived it to the fullest. She made every precious moment count. Her every waking moment was devoted to her family and hosts of friends.



Gladys was born Sept. 21, 1926, in the beautiful Ozark hamlet of Oakland, Ark. Her parents and school teachers, Eugene and Eunice Gilbert, told Jim Hollingsworth, a

young relative soon to be her "Uncle Jim", that if he would run fetch the local doctor he would be allowed the distinct honor of naming his soon to be delivered niece. Upon her arrival "Uncle Jim" named her Gladys in honor of a revered lady who resided in the local community.

Gladys wore her moniker well. She was always where the action was or started the action herself if things got dull. Gladys, instead of being an "Army Brat" was known as a "teacher's brat" while she and her family sought 'schools to keep' during the hard-scrabble days of the depression era.

She lived in West Plains, Mo.; Thule Lake, Ore. where her parents taught the children at the federal government encampment for Japanese Americans and their families who incarcerated there for the duration of the second world war.

After the war and job ended, her father Eugene's proneness to wanderlust led them back to their beloved state of Arkansas. While father Eugene was driving through the

American southwest desert, he stopped and picked up an armadillo to display in a tent. He charged ten cents a peak for folks to this "armored dragon of the desert" to supplement their incomes while teaching and coaching at Milligan Ridge, Ark., a community 30 miles southeast of Monette. This enterprise became so successful that Eugene studied magic and used the lovely young Gladys as his assistant in the Gilbert Family Magical Mystery Traveling Show for many

Gladys met her future husband, Tom Watson, while living in Milligan Ridge. They had a brief, whirlwind courtship and married Christmas Eve of 1943. Their only child, John, born on his mother's birthday Sept. 21, 1944, came from that union and she hastily departed showbiz, entered ASU in Jonesboro, became a mother, teacher, and helper with the family farming operations. She taught several years in the Milligan Ridge school system.

The ensuing years for Gladys were tumultuous rounds of home demonstration meetings, church activities, field trips with son John and other children to zoos, museums and many other cultural events. One of her biggest delights was having young son John play piano marches while she and the other ladies of the local Eastern Star sasheted around the ballroom in their frilly lace formals. She and her husband, Tom, served as Master and Matron of the Monette Easter Star during the mid-fifties.

These good years flew by and in 1969 her husband, Tom, sought and won his first political contest, becoming a state senator for 19 years. Wife Gladys stood beside him through those many years meeting and entertaining local visitors and people from all parts of the state. When her husband, Tom, was stricken with cancer and died in 1988, his grieving widow, Gladys, picked up the traces, ran for, and was elected to his three-county senatorial district, where she served the remainder of his unexpired term.

After she completed her tenure in the Arkansas State Senate, she became the local "Granny Moses" of crafts, ceramics and would paint cotton patch scenes on anything that didn't move. She ran a thriving cottage industry painting and crafting during the ensuing years.

She passed from this life Thursday evening following a brief bout with myeloma at UAMS Med Center in Little Rock. She is survived by a 400 pound son, John; her beloved daughter-in-law, Kay; a constant blessing to her grandchild, Mike; Dreyfus, her 32 pound Siamese cat and companion of many years, plus a host of relatives and many friends who also were her family.

Everything Gladys did was done in a big way. "I'll Fly Away" was her favorite gospel

song and to quote a verse of the song — she has flown away "to God's celestial shore." Visitation for Gladys will be from 6-9 p.m. at Gregg Funeral Home in Monette. Services will be Sunday at 2 p.m. in the Monette United Methodist Church, interment will be at the side of her husband, Tom, in the cemetery at Monette. Memorials can be made to the Monette United Methodist Church Memorial Fund or the Buffalo Island Emergency Medical Service Ambulance Fund in Monette.

Mutual Responsibility

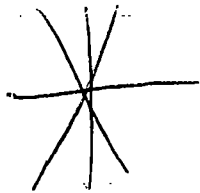
- safe haven or an oasis in the desert
- center
- neutral place
- way of meeting Society's oblig
- participate
- provide an opportunity to interact w/
- place where kids can receive help making decisions
- non-judgmental
- character education can be modeled
- multicultural understanding
- families develop self nurture
- leader
- children and parents are emp-er
- better coordinate
- professionals can learn to value
- families can give things
- support for solving real problems
- safe & d
- children are not fragmented
- everybody is ~~not~~ somebody
- institutional demonstration
- offers students the opportunity to use

Common Ground
Responsibility for changing
the world rests on
kids.

Teaching AND
Giving

- ① Society holding up its end of the bargain
- ② Role model of good citizenship
- ③ Teaching kids and giving kids an opportunity to ~~express~~
express

- How can we more effectively use community schools to promote service learning? Among businesses -- broader community in all its forms.
- How do we effectively convince the school community to make a community school?
- How do you build these relationships among schools / teachers?
- How do you bring together the interest of a community?
- How do you convince funding sources to institutionalize?
- Who should manage program / building?
- How do you evaluate?
 - Does interaction go down?
 - Dropout prevention?
 - Crime rate in community / school?
- How do we get the broader institutions of state / country to work together to go to scale?
- As we are creating these schools -- how do we



- How can we build local collaborations?
- How do institutions react among themselves to one another.
- Is there consensus about the components of character education.
- How do we model
- What is the metric that we would use to demonstrate?
- Continuity about family roles and school values
- What is the role of higher education?
- How do you carry models across developmental levels.

Everyone's responsibility to leave the world a little better; community service
Establishing the culture,

Community is
a group which
all participants
in.

Development w/ a bias toward community?

- Supports the development of fairness / mutual respect.
- ~~Support the development of a culture~~

- Pillars of ethics among kids / staff and community

- Empathy - - - forcing consequences
curriculum that builders ~~are~~

Respect / Responsibility

- Youth / caring

- Relationships / Action - - -

- Incentives / Rewards - -

→ RIGHTS

- DESIRE for ethical behavior -

- Expectation for ethical behavior - -

- Discernment - - The ability to see
the moral matter

How can formal character education
work with families?

- Reaching out to comm

Character is
probably more
caught than taught

← Bringing to educators an expansion of their
mission: Define the role flexibility of the
place for interaction

→ Things happen because of that understanding
→ interest

- Not only focus on the children
- If you neglect the parents
- Wholistic ideas > Parents and child

→ Physical Space

ALL MEMBERS
OF THE
COM

THERE ARE NOT MANY PLACES WHERE
ALL THE COMMUNITY

- Behavior problem → he had not had a fight in a year →
- Avenues to express himself
- w/out those avenues

Community Center

Off the community school is not open
until 9 p.m. then

→ What is a community school?

El Puente started as a CBO.

- Founded by people who ^{had} lived in the community for a long time.

→ Based on the needs of the community

- Developmental process where everyone was asked to ~~to~~ say what they thought about when they heard the word School.

→ BREAKING DOWN BARRIERS

- COMMUNITY ~~BY~~ THE SCHOOL → SCHOOL ~~FOR~~ THE COMMUNITY

→ coming from CBO perspective → that helps
→ NOT School DAY → A LEARNING
EXPERIENCE THAT STARTS AT
7:00 and ends at 10:00

→ TEACHER → FACILITATOR

→ LONG / SUSTAINED EXPERIENCES THAT
HAVE NO CONTRADICTIONS

→ COMMUNITY PROJECTS ARE PART
OF THE CURRICULUM

→ PROVIDING THE CONTINUUM → PROVIDING
SUPPORT

CREATE COMMUNITY
LOVE / CAR
MASTERY
PEACE / JUSTICE

→ Development team with families /
community members

→ FOR THE FIGHT AND PRIVILEGE

→ INSIDE THE BUILDING /

→ CBO'S ARE USED TO COORDINATING
AND COLLABORATING

→ MODELLING IN THAT WAY

→ One day → one school institution /
one curriculum

→ NO ONE IS A HOST / NO ONE IS A GUEST

- Resisted the temptation for hanging out w/ his gang based in physical space

→ PATRICK DALY'S DEATH IS SYMBOLIC OF THE IMPORTANCE OF PHYSICAL RELATION

→ Communication among families is often inadequate

→ Take it from a family setting and bring it to a

→ Communication is at the heart of it and community schools facilitate these opportunities

→ It should start at the earliest possible stages. It must be a continuum throughout

→ Bringing in

→ School is the only safe builder.

→ Resources in the community

Jeanne Juhl

①

Schools themselves as communities in communities

②

Dealing with children and families early → re-inventing how you teach about

① Extensive drug abuse / alcoholism in the community →

→ kids developed the first "teen center"; video center; senior center

→

→ This allowed parents to come into

○ School people sat down with stakeholders / business people

→ "What needs do you have and how can we collectively meet our needs?"

→ more loyalty on the part of employers

→ NEEDS ANALYSIS OF THE COMMUNITY
ICE CREAM STORE

→ SHARED FACILITIES IS NOT ENOUGH

- VISION / IDEA

- WHAT ARE WE TRYING TO DO?

- SIMPLE SITTING HAS TO HAVE EXPLICIT OUTLINES.

- OPEN EXTENDED MOVES

→ conferences among students

→ SEEDS ARE NOT ENOUGH / you can have THE BEST SEEDS BUT IT MUST BE NURTURED

→

WHAT KINDS OF POLICIES HAVE PROMOTED THESE?

→ If we want more policies that promote community schools → we are going to need to be more "crisp."

→ If you want to promote this policy -- you need to decide what you want to show.

→ You can't talk only about CHARACTER BUILDING.

→ BUILD COLLABORATION

→ You have to allow time in the curriculum to let this happen.

→ Community schools cannot happen within the constraints.

→ If we choose not to go on the road we are on now.

→ What is the intersection of community schools and character education?

→ Giving us permission about whether or not this is o.k.

→ If we could prove definitively that community schools

→ better ways to raise our children and education has been the road out of poverty and the way to promote "good behavior"

Character is
caught not
taught

permission ??

→ The movement is not necessarily permission to deal w/ character.

→ "Inadequate needs" of kids and families were not being met

School functioning
as an effective
place for kids
and families
to interact
is not a
leap

→ This movement grew out of

→ A lot to be said for dialogue

WORK FOR CHARACTER EDUCATION

Insofar as they ^{do it} → Questions ←
imp do these

things - → Inherent within this process
they are implicitly
character building → modeled

What there was was → being community-builders.

agreement re →

was whether or
not we should

private → what is the means and what is the end?

→

We're mostly described

Changing the character
of education -

→ Staffing

→ It is not self evident that community schools contribute to character education

→ Inevitable by-product

→ potentially areas of considerable public conflict

→ places that have successfully implemented health clinics in schools →

→ If the community is comfortable with what they are moving with them

→ Power Relationships

→ We don't think about what we mean when we involve parents.

→ If, in fact, we are going to say we are going to create a community school → we have to look at who is involved and what do they have to contribute

→ If we see schools as being "CHANGE AGENTS." Our parents are teaching.

→ Who am I and how do I feel about myself and how do I contribute.

→ How do you find creative ways that bring people together.

→

→ How can you bring a community together and start the process of coming to one vision

→ How do you involve families

→

How do you market community schools?

- Before you take this notionally -- you have to emphasize the positive

Counseling /
Mental Health

→ The essence of the community school is that they are all different

← We DON'T TALK ABOUT CHARACTER BUILDING AS THE DEFINING ELEMENT

→ How we TALK ABOUT THIS

→ Political Leadership is key

→ How we choose our words.

→ Reinvigorate support for public education much more broadly. People come to the table w/ an entry point.

→ Power Relationships IN A SYSTEMIC LEVEL

→ We say we want the communities to make decisions but we don't ~~have~~ ^{let} them do it --

→ Flexible vocabulary → taking words and pulling back some core issues / core focus

→ Convergence around the idea of promoting community and meeting the needs of a community individuals

→ We get on shakier grounds when we try to

interview

"disquiet"

→ Community schools have a lot of arguments they can make for themselves

→ If you want to make it self-evident then you have to figure out ~~ways~~ what you are looking at And ways to measure it

→ A good discussion about the relationships of community schools / character building

J. Levy
Avoid controversy
to make services
available

→ "children should not die" -- it is not acceptable
↳ in order to have expectations then we have a certain responsibility

→ I don't have to have a big conversation about "character education"

key →

has a hard time being able to say that what we are doing is about character education

→ Is character development an "end in itself"

→ safe areas

→ Respect / Responsibility

→

Do we believe that you are engaged in these

You CANT TALK ABOUT RESPECT

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Shaila Ruparel

Summary

About the meeting

Describe community schools

Community schools play a myriad of roles. They provide services that help children make decisions and provide positive role models. The school becomes a safe area where children can spend their spare time. It becomes a type of family that helps provide support and encouragement to children. Community schools reinforce positive character and morals in children.

Community schools are based on mutual responsibility and common ground. Businesses often become stake holders in schools. Together the school and business work collectively to meet their needs. For example, El ^{Puerto} has a community based school that was started by people who had lived in the community for a long time. The community and the school were able to integrate their needs and rely on one another for services. Schools often use community resources as part of their curriculum and community members often reach out to students to help with various community projects.

Building community schools is a very difficult task. One of the problems is physical space. There just is not enough space to build a community school in every community to the extent that the plans call for.

Another challenge in creating a community school is to build a strong relationship between teachers, students, parents, and professionals. A community school must not just accommodate to student needs, but also to the interests of the community.

Cities must find ways to collect funds to build community

schools. City government must be able to convince local businesses, industries, and other sources to invest in the project.

Community schools integrate character based education. This type of teaching helps create a neutral environment where children are better able understand and develop moral character. The earlier that children are exposed to the environment the better they will be able to develop positive behavior. Character education emphasizes that each one of us has a responsibility to better our selves as well as our fellow men and women. Character education encourages the development of fairness, trust, positive thinking, and respect. The teaching and implementation of these "social values" and the development of moral and ethical behavior form the basis of character education. Behavior is not specifically taught, it is learned through day-to-day interactions between different people.

Character education has a special emphasis not just on students but on parents also. Community based schools try to address some of the issues that parents deal with, especially if they are immigrants. There is also a focus on the elderly and their specific concerns. Character based education in community schools is more wholistic and addresses the needs of community members from pre-schoolers to business men to the elderly. It is important to note, that although community schools have a strong emphasis on character based education, academics are still the top priority. However, it is a difficult task to build a consensus about the components of character based education.

Community schools have increased communication between various community members and as a result, has been able to break down barriers that once existed between various groups in the community.

When presenting community schools to the public, the idea must be presented in the most positive light. The type of words used in describing the school is critical. A strong political leader is essential to the success of the program. There will be a considerable amount of public conflict and debate. Especially when trying to address how to implement and monitor this project on a national basis. It is up to the political leader to protect and promote community schools.

Community based schools provide a better way to raise our children and promote "good behavior." Each community will have a school that reflects its needs and priorities. Ultimately, it is our responsibility to provide our children with the opportunities and tools needed to learn and explore the possibilities that this world offers to them.

Community Schools

5/19/18

- Chair: Gaynor McDowd
- Roles of Community schools
 - Safe Haven
 - Reinforce positive character
 - Neutral place for community
 - Participants can shape
 - Meet positive role models
 - Help gain responsibilities
 - Help understand cultural differences
 - Give the community active roles
 - Professionals can help model
 - Family support
 - Understand that children are children
 - Institution level on what it means to be a part of a community
- How can we more effectively use community schools by bringing in outside influences? (Business, Corporations)
- How do we build a better relationship of child-parent-teacher or professionals?
- Who should manage the program part of the school and who should manage the building?
- Education vs Incarceration?
- How can we collaborate on a national scale?

- How Institution react towards each other and how Institution act toward the students?
- What model would we use to see if we are progressing in character?
- How do you integrate the model nationally?

- What is Character Education?

- Instill in all of us that it is our responsibility to better ourselves as well as our fellow man/woman.
- ~~Have~~ ^{Be} a bias about bettering our community.
- Education that supports the development (fairness, trust, positive thinking).
- "Pillars of Ethics" - "Social Values" (respect and responsibility)
- relationships and actions.
- What are the incentives for good character?
- Societies view on good character. (Good, Bad or what pays)
- Understanding Moral values.

Role of community schools on character.

- Expand roles of community schools on character.
- Be open to the full community, not only children but elders also.
- More places for the community to meet.
- Physical location has a great impact on the community.
- Build community skills (communication, conflict resolution, etc.)

What is a Community school?

- Community is the school and the school is the Community, we are one in the same.
- Community projects - Circular.
- Development teams - Community members.
- As individuals grow the Community will grow.
- One community school with one civic.

Discussion

- The earlier we get the children in neutral setting the better the child's chance to understand character.
- Finances, how do we connect with companies to help with the community.
- Outreach programs - going into their houses.
- Communities must take the initiative to better their community.
- Shared Communities are not enough. ^{First} Sharing space

Partnership

- What Policies are there to promote positive character?
- How would we spread the message about community schools?

Talk show, Flyers, meetings and Outreach programs.

- It is not only about character builder, this is a second value within the school educating is the first value.
- We may need someone in social services to work full time in the school. "Staff"
- We may need to explain to the public on what is a community school.

- Discussion

- Grow with what the community is comfortable with.
- Power relationships - CPO's ^{professionals} understanding what they are asking of a parent.
- Find real ways to make real changes. - Coalitions. task forces
- Community having one vision.
- Marketing Community schools. "Positives"
- Political Leadership? How do we get good Leadership?
- How do we get Communities to support community schools, reengage the public. Are we really using the community members right?
- We must have a flexible vocab.
- This discussion is exactly what we need. +/-
- Kids view on society. Policies that hurt. Are they better person?
- Can community schools build character within the present day system.
- We should be able to measure a school through self governance
- Schools do have permission to talk about values and character.
- Building efficient facilities.
- When there is a need, there must be a movement.

* Conclusion for morning session

- Talk about some of the Questioning.

- Community schools meet ~~Academic~~ need for students. ² Character building.

- Community concerns.

Lunch

5/19/15

- Civic Education - Chair Charles Quigley

- What is civic education?
- We must understand how people learn.
- The community must take initiative.
- Must have qualified teachers.

- New Americans - Chair Jennifer House

- We must understand what a child must go through if they speak a foreign language, as well as the parent.
- The new immigration policy?
- 35 million school age children — 5 million are immigrants.
- Not enough teachers who are bilingual.
- How do we make the foreign family feel comfortable?
- Capitalize on our multicultural differences.

- Building Character through Sports - Chair Jeff Blatnick

- Entertainment's definition of sports is different than education's definition of sports.
- Win at all cost attitude?
- The coach should set the standard.
- Interaction between coaches and teams.
- Medina's view of sports.
- Come up with a directory on positive successful programs.

Education for Human Relations, Family Life and Intimacy Chair Amitai Etzioni.

- Sex ed in school?
- How this will benefit the community.
- Children should not have children.
- We should not underplay sex, intimacy - we must discuss.

The role of Family Involvement - Chair Roberta Doering

- The school and Family should not be separate.
- Family should be the first educator.
- Parent should spend more time with students.
- Development of school culture, curriculum.
- Encourage the teaching of ethnic areas.
- Identify roles - include all groups in the community.

Community schools - Chair Gaynor McDowd

- Character Education *

Methods for Building Empathy and Caring - Chair Diane Berreth

- If you care you should act.
- Caring is the building block of education - good education.
- How do we promote caring?

Methods for building Self-Discipline - Chair Shelly Berman

Is there Positive Self-discipline

▲ Positive Self Discipline.

- Focused, responsibility to others, have a vision.

▲ Negative Self Discipline

- Not caring about self

• Incentives for good self discipline.

• Modeling by Adults. positive role models.

• Challenge a child

• powerlessness Societies call on Neg self discipline.

• What is the cultural differences on self discipline.