

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	After School White House Event list (partial) (2 pages)	06/17/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

After School Event 6/17 [2]

2011-0619-S
rc287

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Applicant Name:

BALTIMORE COUNTY PUBLIC SCHOOLS

Project Title:

The AAA Community Learning Centers Program

Address:

6901 CHARLES STREET

City:

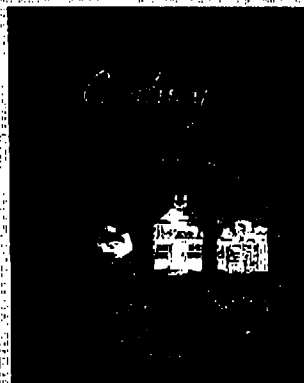
TOWSON

State:

MD

Zip Code:

21204-0000

**PRNo**

R287A81738

Rural/Urban:

R

of Centers:

4

FY1998:

\$794,254

FY1999:

\$812,639

FY2000:

\$831,576

Total:

\$2,438,469

Contact Name:

Marie Mayor

Phone Number:

(410) 887-3487

Abstract:

The AAA Community Learning Center provides a safe, drug free extended school day/year program in which young adolescents and their families can acquire the skills needed for lifelong academic and personal success.

ABSTRACT

As the fourth largest school system in Maryland with an increasingly diverse and urban population, Baltimore County Public Schools (BCPS) faces the challenges of maintaining equity of educational opportunity in the context of its systemwide mission focused on student achievement. School reform initiatives at the state level have supported BCPS in identifying those schools most at risk of educational failure. Using data from the 1997 Maryland School Performance Program, BCPS has identified four middle schools with the urban challenges of high poverty, low achievement on state academic standards, high student mobility rate, and high percentages of students with special needs.

These four schools' communities also face urban challenges: the flight of the middle class, lack of employment, and high incidences of violent crime, juvenile offenders, and drug marketing. Based on a thorough assessment of current services and needs with input from a diverse group of stakeholders, BCPS is proposing that a AAA Community Learning Center (CLC) be established at each of the four at risk middle schools to provide a safe, drug free extended school day/year program (AFTER CARE) in which young adolescents and their families (ACCESS) can acquire the skills needed for lifelong academic and personal success (ACHIEVEMENT). Program goals are integrated with the three BCPS systemwide goals to maintain a safe and orderly environment, improve student achievement, and use resources effectively and efficiently. Program strategies include providing social transition services for new students, remedial tutoring in basic skills, experiential learning to engage underachieving students, and opening the school media center and computer labs to parents, students, and community. The CLC management team structure ensures that diverse perspectives are brought to bear in the planning, implementation, evaluation and continuous improvement of the program. Measurable outcomes have been set for each goal, along with data collection methods and time-lines. Schools will develop partnership agreements and systems for sharing resources to continue the centers after three years.

Applicant Name:

CUSHING PUBLIC SCHOOLS

Project Title:

Cushing Community Learning Center

Address:

1401 NORTH LITTLE STREET

City:

CUSHING

State:

OK

Zip Code:

74023-0000

**PRNo**

R287A81430

Rural/Urban:

R

of Centers:

3

FY1998:

\$238,101

FY1999:

\$234,806

FY2000:

\$237,024

Contact Name:

Linda Wasson

Phone Number:

(918) 225-6622

Total:

\$709,931

Abstract:

The Cushing Community Learning Center meets the needs of its community through specialized career information and skills, additional educational assistance, age-appropriate recreational activities, parent programs, and technology education.

ABSTRACT

Connections is what our program is all about--connecting students, teachers, parents and 20 community partners to redesign community learning as we know it today in Columbia, S. C. Richland County School District One is the applicant on behalf of Alcorn, Gibbes and Hand Middle Schools. Schools as the Center of the Community is the principle guiding a multitude of services for 300 middle school students in three inner city schools, their families, and hundreds of community residents.

Our school district is 89% urban, 79% African-American and 62% of students qualify for free or reduced-fare lunches. For the 67% of students below the 50th percentile (MAT-7 scores) entering the sixth grade in our schools, we will increase academic achievement through structured after school, weekend and summer programs offering more than 500 hours annually of academic and enrichment activities, including computer technology, fine arts, health education, sports and community service. Students *will* "own" this program. They can earn points for *Connections* Cards which carry rewards and privileges. They *will* elevate themselves to a new standard of excellence.

Members of *Parent Connections*, a club for the students' parents, will help design the program and provide feedback on the activities for their children and for themselves. They *will* be caught up in the excitement of their child's success because they will have helped them achieve it. And they *will* participate in parenting enrichment programs, computer skills, literacy training and many will obtain their GED. . . all at the school. Community Resource Centers will be the school's gateway to the community for GED classes, computer training, family support and family intervention services by community agencies, health education and nutrition classes, and on-line job searches.

The collaborators represent many fields, including sports and recreation, arts, health, colleges, social services, mental health, housing, alcohol, tobacco and other drug abuse, juvenile justice, the library, Boys and Girls Club, a sorority, neighborhood council, and Columbia Promise, a volunteer recruitment strategy.

The elements for success are here . . . and we have the right people to make it happen. We look forward to the day when Secretary Richard Riley and President Clinton recognize our project as the best in the country!

Applicant Name:

COMMUNITY SCHOOL DISTRICT FIVE

Project Title:

Literacy Plus Centers

Address:

433 WEST 123rd STREET

City:

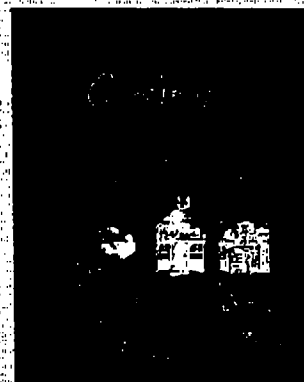
NEW YORK

State:

NY

Zip Code:

10027-0000

**Rural/Urban:**

U

of Centers:

2

PRNo

R287A81238

FY1998:

\$398,680

FY1999:

\$398,680

FY2000:

\$376,136

Contact Name:

Askia Davis

Phone Number:

(212) 769-7533

Total:

\$1,173,496

Abstract:

The Literacy Plus Centers program meets the needs of its neighborhood children by providing parenting skills education, literacy education, expanded library hours, computer courses, and integrated education, cultural, and recreational programs.

THE LITERACY PLUS CENTERS AT POWELL ACADEMY AND I.S. 275 PROJECT ABSTRACT

Community School District Five is proposing Literacy Plus Centers at Powell Academy and I.S. 275, two middle schools in Harlem's Empowerment Zone with high poverty rates, poor student achievement, and insufficient resources to meet overwhelming needs. Reflecting local initiatives and plans, the Literacy Plus Centers' collaborative literacy and extended learning focus for approximately 500 students at risk of educational failure, parents and community members will promote academic and social support and move these schools from struggling to successful.

The central after-school (2:30-6) and Saturday activities are: (1) literacy education programs (New York University's [NYU's]) Literacy Tutorial Program in language and mathematics; Salvadori Educational Center in the Built Environment enrichment activities; professional development for after-school literacy teachers through Lehman College's Institute for Literacy Studies; (2) integrated education, health, social services, recreational or cultural programs (social literacy through NYU's resiliency-based Multimedia Workshop and the New York Mission Society's leadership training); (3) expanded library service hours; (4) telecommunications and technology education (technology literacy through Saturday technology centers and student technology mentors); and (5) parenting skills education (NYU's conflict resolution program). The project will improve language and mathematics proficiency; student resiliency, staff ability to help students develop literacy skills; student leadership capacity; parental involvement; and develop connections with community agencies and institutions; and mechanisms that coordinate a range of extended-day services.

Applicant Name: WATAUGA COUNTY BOARD OF EDUCATION

Project Title: Watauga LEADERS

Address: P.O. BOX 1790

City: BOONE

State: NC

Zip Code: 28607-0000

PRNo R287A80481

Rural/Urban: R

of Centers: 1

FY1998: \$102,927

FY1999: \$102,923

Contact Name: Bricca P. Sweet

FY2000: \$102,923

Phone Number: (704) 264-7190

Total: \$308,773

Abstract: The Watauga LEADERS program combines school staff with guidance counselors, social service agencies, and community volunteers to assist students in achieving. It includes a mentoring element, recreational activities, and technology education.



Watauga County Board of Education

OFFICE OF THE SUPERINTENDENT
MARGARET E. GRAGG EDUCATION CENTER
P.O. BOX 1790 BOONE N.C. 28607

TEL: (704) 264-7190
FAX: (704) 264-7196

ABSTRACT *21st Century Community Learning Centers Grant Application*

Watauga Learning, Educating, Achieving, and Dreaming of Entrepreneurship for Rural Schools

Watauga LEADERS

Western Watauga County, in North Carolina's rural Appalachian Mountains, includes four rural K-8 schools that enroll 388 low income and low achieving middle graders, very few of whom are supervised after school. These youth need meaningful supervised activities after school, as well as relevant career-focused extended learning which can assist them in achieving at grade level in reading, written expression, and technology. Community members also need a mechanism for comprehensive services, telecommunications access, and lifelong learning connected with the schools.

Watauga LEADERS will meet the needs of 130 rural low-income Appalachian sixth-eighth graders who are at risk for academic failure through experiential entrepreneurial leadership development offered after school. Every participating youth will have a mentor. Two substance abuse prevention counselors will provide awareness and prevention education through the use of student-enacted skits and related art. The program's collaborative partners include the local school-to-work partnership, employment, guidance counseling, and social service agencies, tutoring and field trips in conjunction with Support Our Students and Trio's Talent Search, as well as community volunteer coordinators. The Parks and Recreation Aquatics Program and the university's Leisure Studies Departments are involved for a strong recreational and experiential component. Telecommunications access and technology education with authentic applications will be included for both participating youth and their parents. All activities will be designed to include and reach parents to the fullest possible degree.

Watauga LEADERS intends to raise achievement, improve school completion, reduce disciplinary referrals, and increase linkages between our rural poor and the schools in ways that assist these parents with tools to improve their quality of life.

Applicant Name:

PLAINFIELD BOARD OF EDUCATION

Project Title:

Plainfield Partnership for Learning

Address:

504 MADISON AVENUE

City:

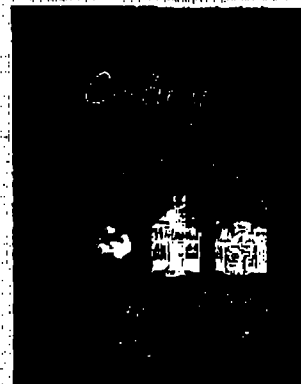
PLAINFIELD

State:

NJ

Zip Code:

07060-0000

**PRNo**

R287A80139

Rural/Urban:

U

of Centers:

4

FY1998:

\$414,520

FY1999:

\$414,520

Contact Name:

Louise Yohalem

FY2000:

\$414,520

Phone Number:

(908) 753-3464

Total:

\$1,243,560

Abstract:

The Plainfield Partnership for Learning creates a consortium of Communities in Schools to provide integrated education, literacy courses, parenting skills education, and nutrition and health programs in order to address the problems within its community.

**PLAINFIELD BOARD OF EDUCATION
PLAINFIELD PARTNERSHIP FOR LEARNING PROPOSAL**

Abstract

The Plainfield Board of Education, located in Plainfield, New Jersey serves a student population of 7,250, many of whom are classified as at-Risk due to the City's high levels of poverty, high juvenile crime, increased teen pregnancy, high drop-out rates and low academic achievement. *In response to these statistics and community needs assessments, the Plainfield Board of Education and organizations of the Plainfield Community formed the Plainfield Partnership for Learning ("the Partnership"). The Partnership implements comprehensive services and supplements education in after-school programs that emphasize healthy educational opportunities for all students, is aligned with the standards and benchmarks of the state's core curriculum, and provides a safe and supervised environment.*

The Partnership will meet the growing need for after-school programs through cooperative efforts among the Plainfield Board of Education; the City, Union County and other local agencies. The Plainfield Board of Education and the Partnership will create a consortium of Communities in Schools (CIS) in Maxson and Hubbard middle school and expand current programming in the Stillman and Washington Schools. These CIS programs will provide various support services to meet a child's and his/her parents' needs, and instill the importance of education. Among the services to be provided on a daily basis for students and their parents are: 1) literacy education; 2) integrated education, health, social service, recreational, and cultural programs; 3) nutrition and health programs; and 4) parenting skills education.

The Partnership and the CIS program will promote a pro-active approach through education and community services to enrich and enhance the lives of Plainfield's students and their parents.

Applicant Name:

MCCORMICK COUNTY SCHOOL DISTRICT 01

Project Title:

Alliance for Rural Kids (ARK)

Address:

821 NORTH MINE STREET

City:

MCCORMICK

State:

SC

Zip Code:

29835-0000

PRNo

R287A80806

Rural/Urban:

R

of Centers:

5

FY1998:

\$556,032

FY1999:

\$498,713

Contact Name:

Sandra D. Calliham

FY2000:

\$498,713

Phone Number:

(864) 465-2387

Total:

\$1,553,458

Abstract:

The Alliance for Rural Kids assists its youth with quality after-school programs to improve their socio-emotional and physical well being and increasing their academic progress in reading, math, and science.

abstract

Alliance for Rural Kids (ARK) was developed by McCormick, Abbeville, and Marion School Districts who are members of the Rural Alliance for Communities' Kids. **ARK** will target 300 students and their families at five schools in rural communities. Schools will be transformed into 21st. century community learning centers. *The overall goal of ARK is to provide quality programs to children and youth in a drug free and safe environment during their out-of-school time; to assist them in improving their socio-emotional and physical well being; and to increase their academic progress in reading, math, and science.*

Six specific, measurable objectives will guide the program and be evaluated by external evaluators. They address (a) improving academic achievement in reading, math, and science; (b) reducing drug use and violence and making schools safe; (c) increasing students' motivation, developing students' leadership skills, and improving their study skills; (d) strengthening the family educational support system; (e) providing recreational programs to promote life-long wellness for students' out-of-school time; and (f) providing a technology rich learning environment for students and their families by infusing local heritages, the arts, and family histories.

Program activities will be delivered collaboratively with community partners to address students' individual needs as described in their Student Intervention Plans. This Plan will be jointly developed by students, parents, and partners, with the students actively monitoring their progress. Students will be a member of the team and have an opportunity to grow and develop as they learn about themselves and develop an appreciation for their uniqueness.

This project will demonstrate how America's rural communities can work in partnership with schools districts, community support agencies, students, and families to provide quality programs for children and youth at risk of educational failure in their out-of-school time.

Applicant Name:

NEW YORK CITY BOARD OF EDUCATION

Project Title:

Family Enrichment Center for Continued Ed

Address:

22 EAST 128th STREET

City:

NEW YORK

State:

NY

Zip Code:

10035-0000

PRNo

R287A80994

Rural/Urban:

U

of Centers:

1

FY1998:

\$150,000

FY1999:

\$150,000

Contact Name:

Marie E. Torchia

FY2000:

\$150,000

Phone Number:

(212) 427-5060

Total:

\$450,000

Abstract:

The center developed an extended day and summer plan to assist students. The program includes family weekend programs, enriched instruction, exercise classes, cultural enrichment time, and personal, social, and emotional support.

The Family Enrichment Center for Continued Education

21st Century community Learning Centers Program

CFDA: 84.287

Abstract:

Pregnant and parenting teens who attend the Center for Continued Education need an extended school day/year program in which they can receive: homework assistance, tutoring and mentoring, enriched instruction, recreation, cultural enrichment, counseling, substance abuse avoidance counseling and advanced technology training. The population that will be serviced at this Family Enrichment Center will be approximately one hundred (100) 6th to 12th grade pregnant and parenting teens, their babies and the families members.

The youth will receive an extended school day at the Center for Continued Education from 3:00 P.M. to 6:00 P.M., Monday through Thursday. Each student will receive a delicious snack at the beginning of each extended day, followed by an hour and a half (1 1/2) spent in a quiet or study center. During this time, peer tutors, and mentor will assist those who need the service. Others will use the time to complete homework, research or projects. Two days a week for forty-five minutes, exercise classes will be offered and two days (2) cultural enrichment will take place. These activities will follow the academic enrichment time. The last forty-five minutes will provide time for personal, social, and emotional support in the form of support groups.

A second component will focus on special family weekend program activities and trips. The third component is a summer school program. Total funds requested: \$150,000.

Applicant Name:

GILMER COUNTY BOARD OF EDUCATION

Project Title:

Gilmer County Lighted Schools Project

Address:

201 NORTH COURT STREET

City:

GLENVILLE

State:

WV

Zip Code:

26351-0000

**PRNo**

R287A81903

Rural/Urban:

R

of Centers:

5

FY1998:

\$298,400

FY1999:

\$298,400

FY2000:

\$298,400

Contact Name:

Richard Butler

Total:

\$895,200

Abstract:

The Gilmer County Lighted Schools Project benefits the educational, social, cultural, health, and recreational needs of the students and the community in a safe, drug-free, and supervised after-school and weekend haven for children.

"Lighted Schools" ABSTRACT

The "Lighted Schools" grant initiative will provide implementation of after-school, weekend, and evening programs in all five Gilmer County public schools. The after-school initiatives will be five days per week, two and one-half hours per day, full service after-school programs beginning the second week of school and continuing through the last week in May. The projects will benefit the educational, health, social, cultural, and recreational needs of students and community in a safe, drug-free, supervised and cost effective after-school and weekend haven for children. The central focus of the after-school programs will be to assist student participants in improving academic skills and extending academic interests. Program opportunities will occur through making available both human and technical resources including professional and college student tutors; supervised access to school technology labs; supervised homework/reading rooms; recreational, cultural, and wellness activities. Transportation services will be provided as will healthy after-school snacks .

Weekend programs will be primarily recreational in nature and will be operated at each of the four elementary school gymnasiums. Evening programs will feature classes for parents and community members on technology, parenting, and the arts.

A wide spectrum of community players and organizations will be involved in "Lighted Schools". Local artists, musicians, crafts people, business and professional workers, senior citizens, and especially parents will be recruited and encouraged to share experiences and talents through the activities coordinated by the Program/Activities Director at each site.

Three-year funds of \$298,400.00 annually are requested with the intent to provide all programs at no cost to students or parents since the Gilmer County area per capita income is only 61 % of the national average. The Gilmer County School-to-Work Partnership Committee will serve as the "Lighted Schools" Committee.

Applicant Name:

SPARTANBURG SCHOOL DISTRICT #3

Project Title:

Addressing the Three Faces of Need

Address:

P. O. BOX #267

City:

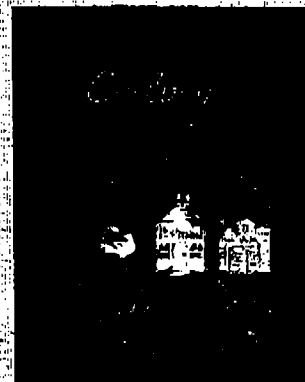
GLENDALE

State:

SC

Zip Code:

293460000

**Rural/Urban:**

R

of Centers:

8

PRNo

R287A80047

FY1998:

\$889,737

FY1999:

\$860,230

FY2000:

\$860,230

Contact Name:

Mary Seamon

Phone Number:

(864) 579-8000

Total:

\$2,610,197

Abstract:

The Addressing the Three Faces of Need project plans activities designed to show that the union of teaching and learning practices during school and out-of-school with other services for children and their families can improve student achievement.

Abstract: ADDRESSING THE THREE FACES OF NEED

THIS PROJECT WILL...

- ✓ ...demonstrate that the *synergy* created by combining enhanced teaching and learning practices during the school day, out-of-school academic and other activities, and needed services for children and their families *can improve student achievement*
- ✓ ...demonstrate that four small, rural districts can compensate for their isolation and scarce resources by *working together* to create common products and share common experiences
- ✓ ...involve *students and their families* in grades 3 through 10, in eight centers
- ✓ ...build on the commitment of local government agencies, civic organizations, non-profit service centers, churches, and private businesses to *provide a range of critical services* over a sustained period of time
- ✓ ...extend the school day and year for students by providing *after-school, Saturday and summer* experiences in four school districts, in eight centers
- ✓ ...illustrate the *power that rigorous academic standards and related (teacher friendly) diagnostic assessments* can have in focusing regular classroom instruction, after-school, and summer tutoring, and the efforts of parents to help their children
- ✓ ...provide a range of *academic support, parenting, health, career counseling and other services* as needed by the clientele being served
- ✓ ...document each step of the project's implementation, and *evaluate* its effectiveness so that others interested in its implementation, *will have a proper roadmap*

Applicant Name: UNION CITY BOARD OF EDUCATION

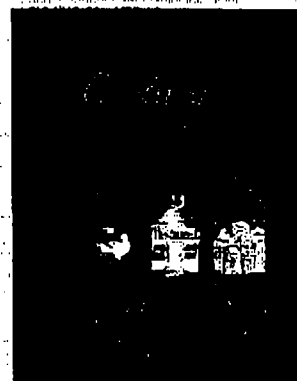
Project Title: Washington School CLC

Address: 3912 BERGEN TURNPIKE

City: UNION CITY

State: NJ

Zip Code: 94587-0000



PRNo R287A81283

Rural/Urban: U

of Centers: 1

FY1998: \$200,000

FY1999: \$200,000

Contact Name: Annette Kaplan

FY2000: \$200,000

Phone Number: (201) 392-3616

Total: \$600,000

Abstract: The Washington School CLC provides new and expanded after-school and summer activities including basic skills instruction, tutoring, arts/drama, conflict resolution training, adult education and family literacy, and social service counseling.

PROJECT ABSTRACT: 21ST CENTURY COMMUNITY LEARNING CENTER

Needs: The 21st Century Community Learning Center Project, to be located at Washington

School in midtown Union City, will serve the unmet need for age-appropriate instructional and social/recreation activities targeted to grades 5-8 at 3 schools (Washington, Roosevelt, and Robert Waters) with a combined enrollment of about 1,145 students. Virtually all of these youth are academically at risk and are eligible for the District's Basic Skills Improvement Program. (See Tables 1-10 in Appendix C)

Proposed Activities: The Washington School 21st Century Community Learning Center will provide a wide variety of new and expanded after-school and summer activities, including: new grade 5-8 basic skills instruction and preparation for 8th grade state Early Warning Tests; expanded college student tutoring; new music, dance, drama, aerobics, chorus, and band activities; expanded conflict resolution training; AIDS prevention education; new ESL language and basic skills; expanded summer swimming, music, and drama activities; new family literacy, adult education, and parenting classes; and comprehensive school-based youth and family social service counseling and case management services through a newly-hired social worker to be hired for the project.

Intended Outcomes:

The project will positively impact: (1) at-risk youth, by meeting the academic, emotional, and social/recreation needs of at least 50%, or 572 additional middle grade youth from three K-8 schools who are at academic risk of failure, who will benefit from improved academic performance, improved computer literacy skills, exposure to new technology careers and workplace skills. The project will also benefit up to 309 LEP students at the 3 schools, through new ESL classes; 100-200 family members who will benefit from new adult ESL basic skills and literacy, GED classes, and parenting classes and workshops; and special needs students will benefit from a new social worker who will provide after-school counseling, case management, social service advocacy, and family liaison activities.

Applicant Name:

LEAP ACADEMY CHARTER SCHOOL

Project Title:

LEAP Academy 21st CCLC

Address:

409 NORTH 8th STREET

City:

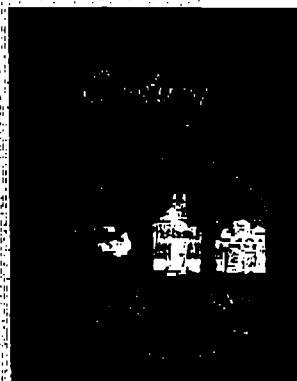
CAMDEN

State:

NJ

Zip Code:

08102-0000

**PRNo**

R287A80373

Rural/Urban:

U

of Centers:

1

FY1998:

\$100,000

FY1999:

\$100,000

FY2000:

\$100,000

Contact Name:

Gloria Bonilla-Santiago

Total:

\$300,000

Phone Number:

(609) 225-6348

Abstract:

The LEAP Academy charter school center will focus on extending the school day and enhancing weekend and summer programs, enriching the learning environment by partnering with collaborators, and implementing a model technology curriculum for replication.

ABSTRACT: The LEAP Academy: Leadership, Education, And Partnership

The LEAP Academy began with 324 students in grades K-5th in 1997. A grade will be added each year: K-6 beginning in September 1998; K-7 in 1999; K-8 in 2000. By 2000, the school will be serving 500 elementary and middle-school age students and their families.

Currently, the LEAP Academy provides an extended day with school opening at 8 a.m. to 5 p.m. Educational activities and services for parents and children take place during the school day, weekends, and summers. This request will focus on: 1) extending the school day to 6:30 p.m. and enhancing weekend and summer programs to provide the most effective individualized student; 2) enriching the learning environment--partnering with our collaborators to meet our high technology goals; 3) implementing a model technology curriculum for replication, especially within urban centers.

Camden, NJ, a designated Empowerment Zone, has long been perceived as a community suffering from economic and social distress. Children bear a cruel share of the burden of poverty. Camden is referred to as a "city of children", with more than a third of the city's population under the age of 18 and half its children living below the poverty level.

Under the leadership of Rutgers University's *Center for Strategic Urban Community Leadership*, a variety of businesses, government agencies, non-profit groups, and concerned parents developed the LEAP Academy, the first charter school to be approved in the State. This model community school offers expanded learning opportunities, including comprehensive health services, with programs for children and families designed to reduce drug use and violence; school-linked human services to meet the needs of the family; professional development; extensive parent involvement; and extended day/year round instructional program. It is designed to serve as a model for the incorporation of educational and communications technology in the classroom, giving children unlimited access to computers.

Applicant Name:

NEWARK PUBLIC SCHOOLS

Project Title:

Newark Public Schools 21st CCCLC

Address:

2 CEDAR STREET

City:

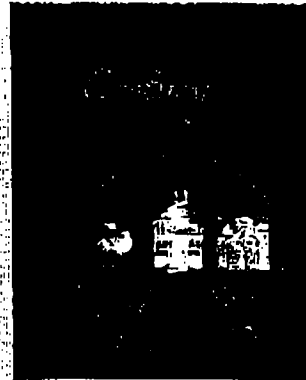
NEWARK

State:

NJ

Zip Code:

071020000

**PRNo**

R287A80407

Rural/Urban:

U

of Centers:

9

FY1998:

\$1,800,000

FY1999:

\$1,800,000

Contact Name:

Fran S. Atchison

FY2000:

\$1,800,000

Phone Number:

(973) 733-6436

Total:

\$5,400,000

Abstract:

The Newark Public Schools center provides the community with parenting skills education courses, nutrition and health programs, technology education programs, integrated education, and summer and weekend school activities.

Abstract

The Public Schools of Newark, NJ, an **Enterprise Community**, propose to meet the purposes of the 21st Century Community Learning Centers Program by developing and expanding an array of inclusive and supervised services to adolescents and **middle school students (grades 6-8) in nine school-based centers**. The centers are all inner city public schools, and are located to serve a student population that reflects the diversity of a large urban city. As the Lead Education Agency, the Newark Public Schools will collaborate with a **network of five lead service providers** with national, regional, and state reputations for helping students stay in school and succeed: **The Urban League of Essex County; Communities In Schools of New Jersey, Inc., Community Agencies Corporation of NJ (CAC); Newark Do Something; and New Community Corporation**. Each of these primary lead organizations brings multiple collaborations, such as those with the **colleges and universities** located in the city, and corporate and business sponsors to the district-wide effort.

The overall long-term goal of Newark's 21st Century Community Learning Centers is to assist students, by the end of 8th grade, to be healthy, confident, self directed and responsible, and able to negotiate the demands and challenges of high school. Two strategies will be used, and to support the strategies, **5 of the required 13 program activities will be carried out:**

- #4 - Integrated education (including science and math education), health, social service, recreational, or cultural programs;
- #5 - Summer and weekend school programs in conjunction with recreation programs;
- #6 - Nutrition and health programs;
- #8 - Telecommunications and technology education programs for individuals; and
- #9 - Parenting skills education programs.

Applicant Name:

MONONGALIA COUNTY SCHOOLS

Project Title:

Kaleidoscope CLC

Address:

13 SOUTH HIGH STREET

City:

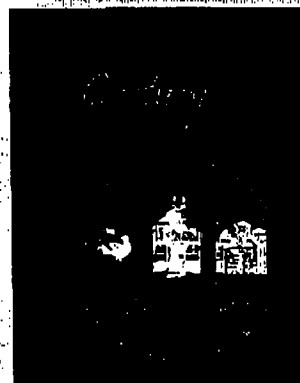
MORGANTOWN

State:

WV

Zip Code:

26505-0000

**PRNo**

R287A80582

Rural/Urban:

R

of Centers:

3

FY1998:

\$600,000

FY1999:

\$600,000

FY2000:

\$600,000

Contact Name:

Jenifer Snider

Phone Number:

(304) 291-9210

Total:

\$1,800,000

Abstract:

The Kaleidoscope CLC trains parents to help at after school and summer centers with career exploration, academic enrichment, school-to-work opportunities, and mentoring and tutoring by senior citizens, community members, and students.

Abstract

Monongalia County Schools Kaleidoscope Community Learning Centers will provide after school and summer recreational, cultural, and educational opportunities for students in 4th through 8th grades, their families, and community members at three middle school locations in Monongalia County, West Virginia.

The purpose of the centers is to assist students in developing a positive self-concept and in meeting state standards of academic achievement. In order to accomplish this purpose, the centers will operate programs based on the three protective factors identified in Bonnie Bernard's research on fostering resilience in children.

This project will bring together community leaders, recreational and social service agencies, local county schools, and other interested community participants to align and expand opportunities for early adolescents in Monongalia County.

Activities at the centers will include: mentoring and tutoring by senior citizens, students, and community members, academic enrichment, recreational and cultural opportunities, tutoring in basic skills, career exploration, School-To-Work opportunities for high school students, community service, and using technology to develop life-long skills.

The parent educator resource component of the learning centers will empower parents by providing them a voice in the design and operation of all programs. Parents will be trained and employed to assist in activities at the centers. Families of students in the participating schools will be offered an array of services to assist them in meeting their educational, recreational, and health needs.

**U.S. Department of Education
Office of Under Secretary, Planning and Evaluation Service
600 Independence Avenue, SW
Room 4168, FOB10
Washington, DC 20202**

FAX COVER SHEET

Fax Number: (202) 401-3036

TO : Neelva Tander
FAX NO.: _____

(Number of pages, including cover sheet:) 2

456-2878

FROM: A. de Korte

PHONE NO: 401-3132

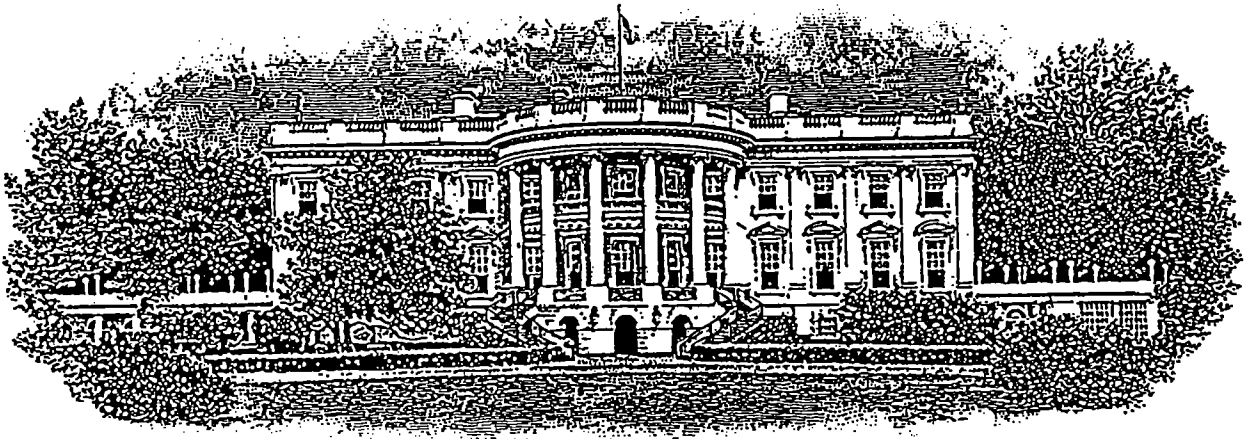
Table

State	Total	Percentage
Alabama	471	66.53%
Alaska	78	63.41%
Arizona	431	60.11%
Arkansas	276	69.35%
California	2908	56.31%
Colorado	447	72.45%
Connecticut	410	75.37%
Delaware	75	63.56%
District of Columbia	36	61.02%
Florida	1257	66.26%
Georgia	787	66.86%
Hawaii	104	71.72%
Idaho	157	69.78%
Illinois	1305	66.58%
Indiana	659	71.63%
Iowa	410	83.16%
Kansas	347	76.43%
Kentucky	388	61.39%
Louisiana	424	61.27%
Maine	130	72.22%
Maryland	524	73.80%
Massachusetts	629	67.27%
Michigan	1094	67.24%
Minnesota	626	76.06%
Mississippi	304	65.94%
Missouri	669	76.90%
Montana	115	73.72%
Nebraska	240	78.69%
Nevada	173	70.04%
New Hampshire	135	72.58%
New Jersey	767	64.67%
New Mexico	204	59.13%
New York	1719	59.42%
North Carolina	728	72.44%
North Dakota	88	83.02%
Ohio	1244	66.85%
Oklahoma	356	64.73%
Oregon	343	67.25%
Pennsylvania	1197	64.56%
Rhode Island	88	69.29%
South Carolina	406	68.12%
South Dakota	104	79.39%
Tennessee	566	68.86%
Texas	2079	62.90%
Utah	269	64.98%
Vermont	79	79.00%
Virginia	648	71.37%
Washington	588	67.51%

State	Total	Percentage
West Virginia	132	54.55%
Wisconsin	685	77.58%
Wyoming	64	72.73%

The White House

DOMESTIC POLICY COUNCIL



FAX COVER SHEET

To: Bob Strehl

Phone: _____ Fax No: 219-2198

From: Kelra

Phone: _____ 3pgo

Comments: _____



Jill Riemer @ ed.gov
06/02/98 10:40:00 AM

Record Type: Record

To: Neera Tanden

cc:

Subject: Re: 5:00 pm Con. Call -- June 11 after-school event

To recap our conference call:

Vetting schools:

I will vet the four schools from Baltimore, and three schools from Morgantown. Bob will send Jill addresses and names of schools.

Selecting Key Members of Congress:

Scott will determine the 15 Members of Congress that will be involved in either event whether at the White House or a site. Their involvement will range from actually attending the event to highlighting one of their newly awarded after-school sites.

Press and Event Paper:

Bob will arrange the singular lists of winning grantees state by state; will break down the one-page descriptions to 3-4 sentence descriptions with contact names and phone numbers for each of the winning sites. This information will be provided to Julie Green/Erica Lepping for revisions and edits.

Audience:

Fritz will continue to prepare a list for the audience including names, groups, and phone numbers. This list will include foundations, key education groups, outside groups such as community-based organizations, analogous groups from Maryland or DC depending on location, and selected grantees from the local area.

Next conference call will probably take place on Wednesday, June 3. I will let you know the times and code. Sorry for the confusion for yesterday's code, but the WH conference call system went down 30 minutes before our scheduled call.

If I have left anything off, please let me know. Thanks -- Jill

Dept of Ed

Baltimore

4 20th

Baltimore Schools



Problem w/ m-
school v.

Paper:

16th Package - Parent





Jill_Rierner @ ed.gov
06/02/98 10:40:00 AM

Record Type: Record

To: Neera Tanden

cc:

Subject: Re: 5:00 pm Con. Call -- June 11 after-school event

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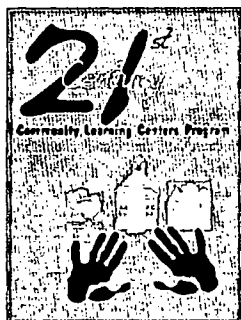
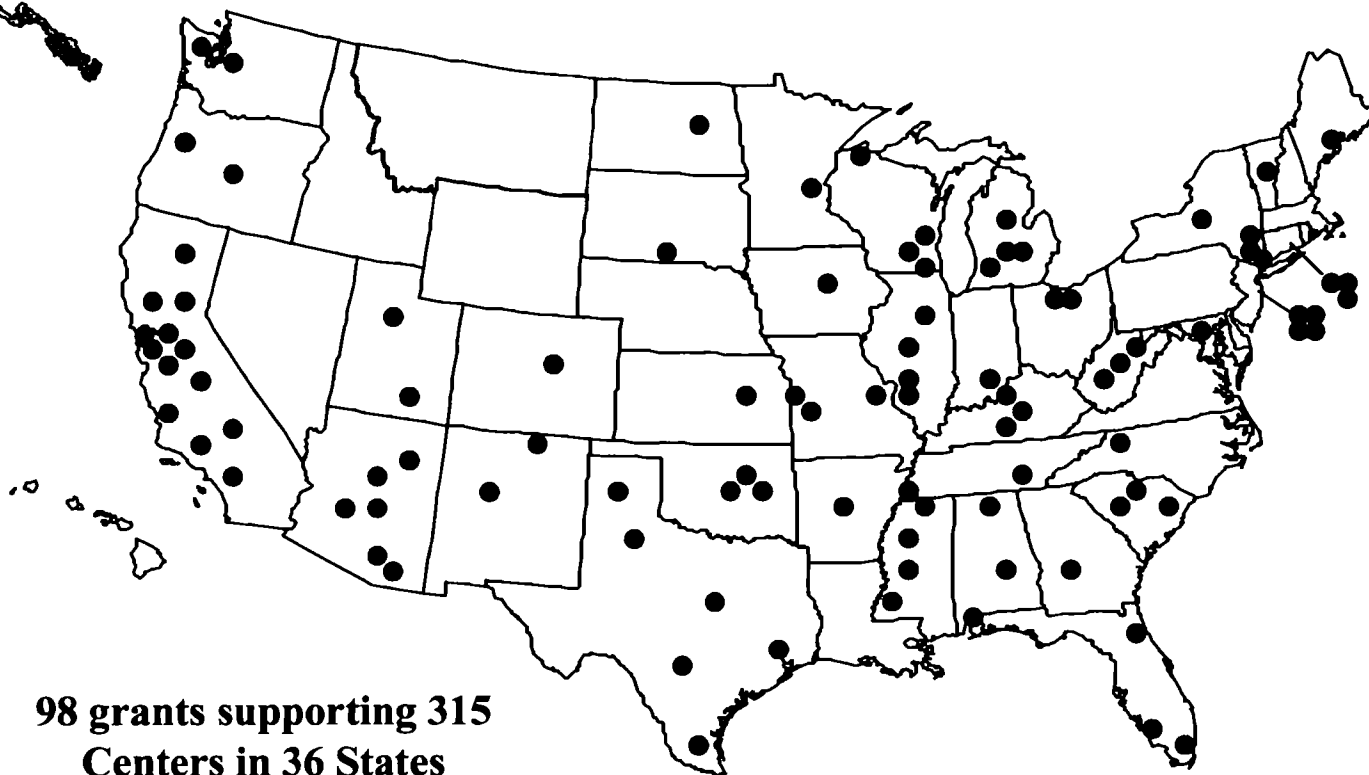
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21st Century Community Learning Centers 1998 Grantees



**98 grants supporting 315
Centers in 36 States**



U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

OFFICE OF REFORM ASSISTANCE AND DISSEMINATION

STATE AND LOCAL SERVICES DIVISION

TELEPHONE: 202-219-2187

FAX NUMBER: 202-219-2198

FACSIMILE TRANSMISSION

DATE: 6/1/98

NUMBER OF PAGES TO FOLLOW: 3

TO: Neera Tanden

FROM: Bob Stonehill

PHONE: 219-2088

MESSAGE:

Info about Baltimore County and
revised summary sheet.

Applicant Name:**BALTIMORE COUNTY PUBLIC SCHOOLS****Project Title:****The AAA Community Learning Centers Program****Address:****6901 CHARLES STREET****City:****TOWSON****State:****MD****Zip Code:****21204-0000****Rural/Urban:****U****# of Centers:****4****PRNo****R287A81738****FY1998****\$794,254****FY1999****\$812,639****FY2000****\$831,576****Contact Name:****Marie Mayor****Phone Number:****(410) 887-3487****Total:****\$2,438,469****Abstract:**

The AAA Community Learning Center provides a safe, drug free extended school day/year program in which young adolescents and their families can acquire the skills needed for lifelong academic and personal success.

Baltimore County Public Schools, AAA Community Learning Centers Program

The Maryland School Performance Program provides standards by which BCPS can chart its systemwide progress toward the state's Schools for Success/Goals 2000 reform initiative. It is also a means by which BCPS can identify those schools most at risk of educational failure. When BCPS schools are ranked by their Maryland School Performance Index (SPI), the disparity among individual schools is dramatic. In 1997, the SPI's of the 26 BCPS middle schools ranged from 109 (exceeds state standards) to 55 (45 points below the state standard).

Four At Risk BCPS Middle Schools

Perhaps the students most at risk of academic failure are those in urban middle schools. Distress in the community from poverty, unemployment, drug use, crime, and violence contribute to a perpetual cycle of failure. Young adolescents are physically, emotionally, and socially poised at the brink of decision about whether they will join that cycle or turn from it. The importance and effectiveness of interventions in the young adolescent years is well documented.

Baltimore County Public Schools has identified four middle schools which are at risk of failure to achieve its systemwide goals. The following data from the 1997 Maryland School Performance Report show that these schools have the urban middle school's challenges of **high poverty, low achievement on state academic standards, high student mobility rates, and high percentages of students with special needs.**

MIDDLE SCHOOL Enrollment & Location	% Minority Students	POVERTY % Free/ Reduced Meals	READING % meeting state standard (Gr. 8)	MATH % meeting state standard (Gr. 8)	MOBILITY county average: 26.9%	SPECIAL ED county average: 12.2%
DEEP CREEK 969 students Southeast	35%	54.4% (Title I)	16.1%	38.0%	42.6%	16.8%
DUNDALK 620 students Southeast	32%	46.3%	24.4%	36.5%	35%	16.8 %
LANDSOWNE 740 students Southwest	17%	54.9% (Title I)	17.5%	42.8%	33.7%	17.3%
WOODLAWN 767 students Southwest	97%	49.5%	20.4%	15.2%	38.9%	12.2%

Four Communities At Risk

These four schools' communities also face urban challenges: the flight of the middle class to the suburbs, a lack of local employment, increased poverty and transience, and increased incidence of violent crime and drug use. In 1996, the Baltimore County Police composite index of public safety factors identified these four communities **as among the top 5% in violent crime, juvenile offenders, and drug marketing.**

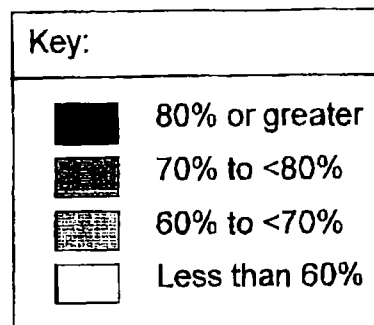
Deep Creek Middle School is located in the southeastern community of **Essex** in Baltimore County. An older established community, today many of the homeowners are relocating, and their properties are being converted to subsidized rental properties. There is increasing instability, with many single parent families and unsupervised children. More than 20% of students in the school zip code have been treated by area hospitals/physicians for medical problems related to drug abuse.

Dundalk Middle School is located in the southeastern community of **Dundalk**. Once the site of industries such as Western Electric and Bethlehem Steel, jobs were plentiful and housing was inexpensive. During the 1970's the demand for steelworkers diminished, and today families who live in the area generally do not work in the area. There is an increase in section-eight housing, and unemployment and homelessness are on the increase.

Lansdowne Middle School is located in the southwestern community of **Lansdowne**. High percentages of teen pregnancies, welfare recipients, single parent families, coupled with low educational levels contribute to a lack of hope and personal empowerment among families in the community. An indicator of this is that the public library has closed, but the Police Athletic League is active. Due to the pockets of racial isolation within the community itself, racial tensions can run high.

Woodlawn Middle School is located in the southwestern community of **Woodlawn**. Once a bedroom community for Social Security Administration employees, most no longer live in the area. Located on a major highway corridor, Woodlawn is now the destination of an exodus of urban families from Baltimore City. Many of the apartment complexes have been converted to section-eight housing, and some single family homes have been converted to group foster homes.

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Source: 24 Month average, April 1996 through March 1998, based on the CPS, Bureau of Labor Statistics

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To <i>Malibu</i>	From <i>Bella</i>	
Co.	Co.	
Dept.	Phone #	
Fax #	Fax #	

U.S. Department of Education
Office of Under Secretary, Planning and Evaluation Service
600 Independence Avenue, SW
Room 4168, FOB10
Washington, DC 20202

FAX COVER SHEET

Fax Number: (202) 401-3036

TO : Nelva Tauden 456-2878
FAX NO.: _____

(Number of pages, including cover sheet: 1)

FROM: Adriana de la Cruz

PHONE NO: 401-3132

Does this rock your world?



U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

OFFICE OF REFORM ASSISTANCE AND DISSEMINATION

STATE AND LOCAL SERVICES DIVISION

TELEPHONE: 202-219-2187

FAX NUMBER: 202-219-2198

FACSIMILE TRANSMISSION

DATE: 6/8/98

NUMBER OF PAGES TO FOLLOW: 50

TO: Neera Tanden

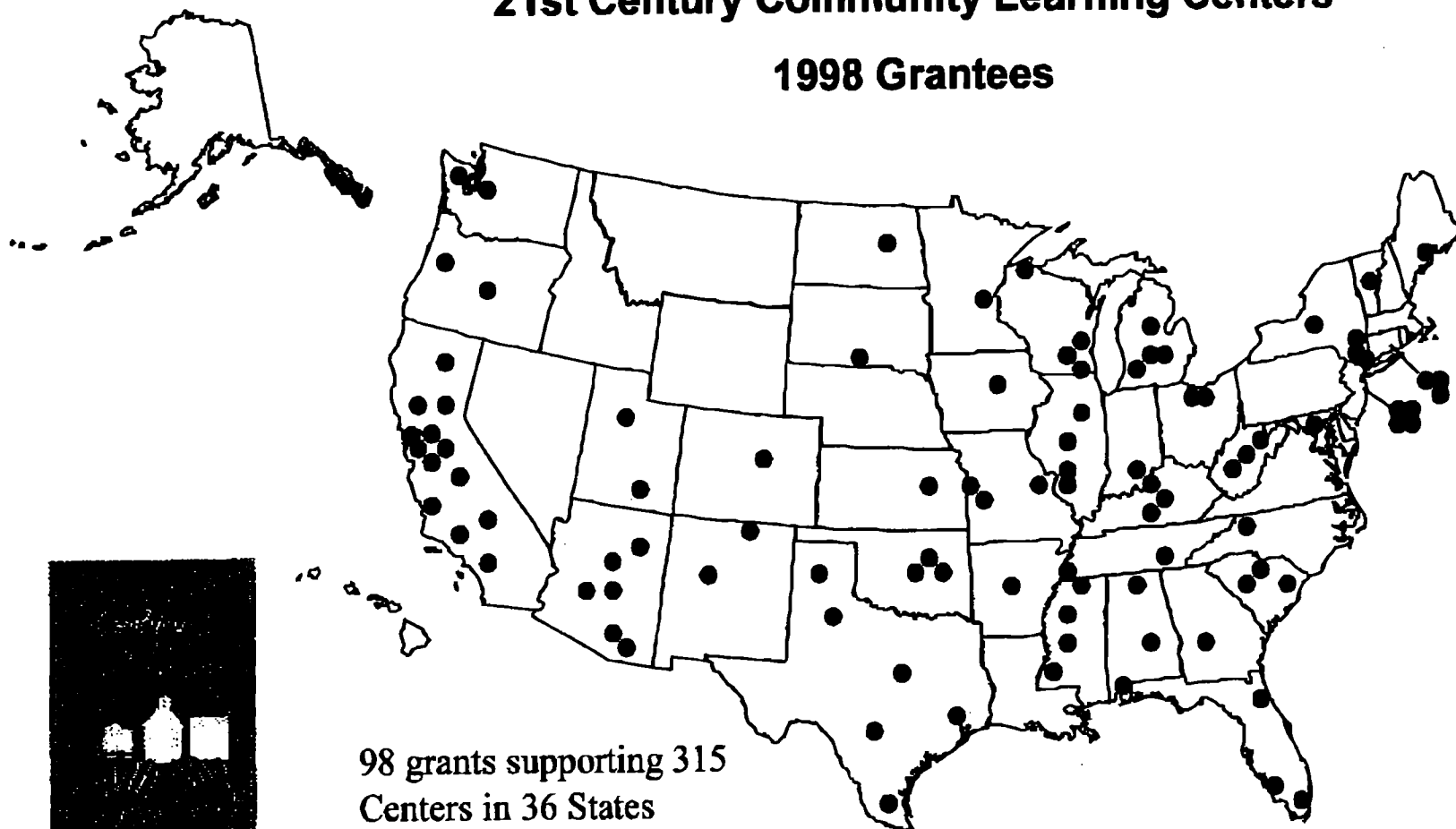
FROM: Bob Stonehill

PHONE: 219 2088

MESSAGE:

Map and - 21st CCLC
Summaries

21st Century Community Learning Centers 1998 Grantees



OVERVIEW

Need for After-School Programs

There is a tremendous need for extended-learning opportunities in the United States today.

- **Limited participation.**
 - In 1991, according to the Bureau of the Census, there were 36.7 million children between the ages of 5 and 14 (K through grade 8) living in the U.S.
 - Approximately 24 million of these K through grade 8 school-age children required child care.
 - However, only about 1.7 million children of these children in grades K through grade 8 were enrolled in 49,500 formal before- and after-school programs.
- **Especially limited participation in schoolbased programs.**
 - In 1993-94, according to the National Center for Education Statistics, only 974,348 children in public elementary and combined schools (grades K up to 8) were enrolled in 18,111 before- or after-school programs in public schools.
 - Just 3.4 percent of all public elementary and combined school students (grades K up to 8) were enrolled in before- or after-school programs in public schools.
 - Seventy percent of all public elementary and combined schools (grades K up to 8) did not offer before- or after-school programs.
- **Latch-key child problem.**
 - Estimates of the number of kids in self care (latch-key children) who are unsupervised during non-school hours range from 2 million to 15 million.
 - Experts estimate that about 5 million school-age children spend time without adult supervision during a typical week. Because of self-reporting, however, it is difficult to get a firm figure.

Barriers to Participation

The most frequent barriers to schools' participation in after-school programs include:

- Lack of resources to offer an after-school program
- Recruitment of a program administrator and staff to run a program
- Unwillingness of the school district to open the building beyond the regular school day
- Unwillingness of the principal to have his/her school used for a program
- Unwillingness of teachers to have their classrooms used for after-school activities
- Negotiations with custodial unions that stipulate building use fees

The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs.

- Availability
- Parent fees
- Transportation
- Hours of the program
- Quality of activities
- Poor conditions
- High staff turnover

Components of Successful Extended Learning After-School Programs

Based on an examination of schoolbased, afterschool programs that have a focus on enrichment and learning activities, the following components characterize these programs:

- Coordination with the regular school day learning program
- Student participation in learning activities
- True linkages between after-school and regular school day personnel
- Hiring of qualified staff
- Low student-staff ratio
- Involvement of parents
- Program evaluation

Costs of Schoolbased After-School Programs

Estimated costs of schoolbased, after-school programs, (programs that are housed in a public school either run by the school system, in collaboration with a communitybased organization, or by a schoolbased organization) range in costs according to the types of services delivered.

- Costs per student run between \$2-2.50 an hour
- Transportation costs run about \$1.00 per trip.

The Need for After-School Programs

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school programs¹ available to parents who work, many children must care for themselves or be supervised by older siblings which can entail excessive television watching and experimenting in risky behaviors such as alcohol and drug use. In communities without libraries, many children do not have access to books and other information resources or adults who can help with challenging homework; as a result, some of these students may not learn the skills they need to achieve their potential. These common sense notions are borne out in the **research that shows the importance of providing after-school opportunities for children:**

Few opportunities exist for young people. While there has been a growth in the availability of after-school care programs for children over the last 20 years, relatively few organized, extended learning opportunities exist. And even when they do exist, a 1994 survey of parents found that 56 percent think that many parents leave their children alone too much after school.

- **Limited participation.** In 1991, according to the Bureau of the Census, there were 36.7 million children between the ages of 5 and 14 living in the U.S. Approximately 24 million of these school-age children required child care (U.S. Bureau of the Census, 1994). However, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before- and after-school programs (Seppanen, 1993).
- **Especially limited participation in schoolbased programs.** Extended learning programs in schools are even more scarce, especially for older children and youth. According to the National Center for Education Statistics (NCES), in 1993-94, only 974,348 children in public elementary and combined schools (just 3.4 percent of all public elementary and combined school students) were enrolled in 18,111 before- or after-school programs at public schools. Seventy percent of all public elementary and combined schools did not offer before- or after-school programs (NCES, September 1996).

¹For the purposes of this paper, the definition used in the 1993 Study of Before and After School Programs of "Before- and after-school programs" applies: Before and After-school programs refer specifically to formally organized services for 5 to 13 year-olds that occur before and/or after school during the academic year and all day when school is closed and parents are at work. These programs include only school- or center-based programs that operate at least two hours a day, four days per week. These programs augment the schoolday, and typically also the school calendar, creating a second tier of services that provide supervision, enrichment, recreation, tutoring, and other opportunities for school-age youth.

- **Latch-key child problem.** Estimates of the number of kids in self care (latch-key children) who are unsupervised during non-school hours range from 2 million to 15 million (Child Care Action Campaign, 1992; Children's Defense Fund, 1989; National Commission on Working Women, 1989; U.S. Bureau of the Census, 1987). Experts estimate that about 5 million school-age children spend time without adult supervision during a typical week (School Age Child Care Project, 1997). Because of self-reporting, however, it is difficult to get a firm figure.

Parents want more access to extended learning opportunities. Survey data clearly indicate the demand for after-school programs:

- **Extent of parent demand for access.** A 1997 survey of elementary and middle school parents shows that 90 percent of parents have children that attend an after-school program or would be willing to pay for an after-school program if it was offered to them (National Opinion Research Corporation, 1997).
- **Extent of general public demand for access.** By and large, the public favors keeping school buildings open for use by schoolchildren (with adult supervision): 87 percent after school; 67 percent on weekends; and 72 percent during vacations (Gallup, 1992).
- **Principal agreement.** Principals have long seen a need for extended learning programs; in a 1989 survey, 84 percent of school principals agreed that there is a need for before- and after-school programs (Seligson, 1989). In 1993, the National Association of Elementary Principals printed a book entitled, "Standards for Quality School-Age Child Care."

Youth are at greatest risk of violence after the regular school day. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m.— a time when they are not in school at the end of the regular school day (FBI, 1993).

- **Child self-care risky.** Children left to themselves or under the care of siblings after school experience greater fear of accidents and crimes and are more bored than children in supervised care. They also are more likely to engage in risk-taking behaviors and drug and alcohol use, and are more often the victims of accidents and abuse. Children who spend more hours on their own and who began self-care at younger ages are at increased risk (Miller and Marx, 1990).
- **Organized activities can counter unsafe behaviors and enhance learning.** Children under adult supervision in a formal program have demonstrated improved academic achievement and better attitudes toward school than their peers in self- or sibling-care. After-school and summer programs can offer the support and supervision children need

in order to learn and to resist the influences of unsafe or violent behaviors (Miller and Marx, 1990).

Children in quality programs do better in school. Research indicates that program quality is very important. Children in these programs are exposed to more learning opportunities, spend more time in academic activities and enrichment, and spend less time watching TV. These students have more positive interactions with staff when student to staff ratios are low, staff are well-trained, and a wide variety of activities are offered. Students in quality programs may have better peer relations and better grades and conduct in school than their peers in other care arrangements (Posner and Vandell, 1994).

- **School-age programs of poor quality can harm children.** When school-age programs are well designed, they can raise achievement, but when they are low quality, with poorly trained staff and few age-appropriate activities, participants may do worse in school than children who are cared for by a parent or a sitter or even left alone (Carnegie Corporation of New York, 1996).
- **Teachers and principals recognize the positive effects.** The Cooperative Extension Service found that in programs that had received their assistance, teachers reported that the programs helped the children to become more cooperative, handle conflicts better, develop an interest in recreational reading, and earn better grades. More than one-third of the school principals stated that vandalism in the school decreased as a result of the programs (Riley et al., 1994).
- **Youth need opportunities outside of the regular school day.** Research clearly shows that positive and sustained interactions with adults contribute to the overall development of young people and their achievement in school. After-school activities allow children and youth to explore and master activities (art, dance, music, sports) that can contribute to their overall well-being and achievement (Clark, 1989).
- **Young people want opportunities outside the regular school day.** In a recent survey, young adolescents ages 10 to 15 were asked to identify what they wanted most during their non-school hours. Their responses included safe parks and recreation centers, exciting science museums, libraries with the latest books, videos, and records, opportunities to go camping and participate in sports, long talks with trusting and trustworthy adults who know a lot about the world and who like young people and opportunities to learn new skills (Carnegie Council on Adolescent Development, 1992).
- **Parents rank high computer classes, art and music courses, and community service as activities for after school programs.** In a 1997 survey of parents who indicated they enrolled or would like to enroll their child in an after-school program, 95 percent feel that their child would benefit from an after-school program that included computer technology classes and 91 percent feel their child would benefit from arts,

music, and cultural after-school activities. Among middle school parents, 90 percent favor after-school community service or volunteer opportunities for their children (NORC, 1997).

Barriers to Participating in After-School Programs

The most frequent barriers to schools' participation in after-school programs include:

- **Lack of resources** to offer an after-school program
- **Recruitment of a program administrator** and staff to run a program
- **Unwillingness of the school district** to open school buildings beyond the regular school day
- **Unwillingness of the principal** to have his/her school used for a program
- **Unwillingness of teachers** to have their classrooms used for after-school activities
- **Negotiations with custodial unions** that stipulate building use fees

The last barrier is particularly acute in the State of New York. Some union contracts stipulate significant fees for the use of school buildings outside of regular school hours that make the operating costs prohibitive. This is especially a problem for nonprofit organizations in New York City when fees were established as part of the janitorial union contract in 1975, as well as other New York cities (e.g., Buffalo). However, calls to several cities in other states do not indicate a similar problem.

In addition, parents face barriers to their children's participation:

- **Access.** Seventy percent of public elementary and combined (K-8) schools do not offer before- or after-school programs. A mere 3.4 percent of all students in public elementary and combined schools nationwide participate in before- and after-school programs in their schools (NCES, September 1996).
 - **Solutions:** Organizations like the National Community Education Association works with both individual schools and whole districts to make available after-school programming in the public schools. In addition, the Partnership for Family Involvement in Education, like many organizations, has pledged as part of the Presidents' National Volunteer Summit to work more vigorously in this area and create 500 new after school program in 1997.
- **Parent fees.** After-school activities for children may require fees which parents are unable or unwilling to pay. Parent fees make up approximately 80 percent of the budget of school-based programs (Seppanen et al., 1993). Waivers and scholarships are available on a very limited basis. Programs in high poverty areas simply do not have enough resource to serve the large numbers of children who wish to attend. Many good programs have long waiting lists. In cases when parents cannot afford child care, students may not participate because they are needed at home to care for younger siblings.

- **Solutions.** In 1991, almost 40 percent of public school programs offered a sliding scale for parent fees based on parents' ability to pay (Seppanen, 1993). In addition, the federal Title I program can be used for after-school programs, thus defraying fees. Finally, some programs like the Virtual Y make their program free to families, raising the money in the community.
- **Transportation.** The lack of safe and available transportation may prevent many of these children from participating in before- and after-school programs. Many programs do not provide transportation after the extended learning day. In addition, children who attend school outside of their neighborhood, because of a desegregation plan, school choice, or other reason, may not be able to participate unless provisions are made for early and late buses. Finally, some districts charge bus fees to access after-school transportation, which can inhibit participation among moderate and low income families.
 - **Solutions.** Based on the number of children participating in after-school programs, some schools offer late buses as part of their regular bus fleet runs. Where programs are offered in neighborhood schools, parents may be readily able to pick up their children from the school. However, in 1991, 20 percent of parents asked for transportation as a component of the after-school program their child was enrolled in when it was not offered (Seppanen, 1993).
- **Hours of the program.** Most programs operate according to the school calendar rather than parents' work schedule, in which case parents must make alternative arrangements for child care or leave children on their own.
 - **Solutions.** Programs like the Beacon Schools and IS 218 are open hours beyond the regular 3 p.m. to 6 p.m. after-school program, operating until midnight and 9 p.m., respectively.
- **Quality of activities.** Parents and students may choose not to participate because of unchallenging curriculums. Some programs may be perceived as merely providing supervision, rather than enrichment and extended learning opportunities. Activities may not address the needs of older students. Also, before- and after-school programs may not coordinate with the regular school program to help students who are falling behind in a particular subject and to reinforce what's happening in the classroom.
 - **Solutions.** Like programs operated at I.S. 218 in New York City and at the Seattle Title I school program run by Bailey Gatzert Elementary School, afterschool programs should be designed to coordinate with the regular school day and offer challenging complementary activities. Programs should have materials available to them and be aware of best

practices, perhaps employing the School Age Child Care Project standards of excellence.

- **Poor conditions.** Before- and after-school programs often have to make do with the resources available. Almost one-third of programs report a difficulty sharing space in schools and other facilities. Other common problems include a lack of activity space, no room to expand, and insufficient storage.
 - **Solutions.** Real and honest communication must take place between staff from the after-school program and the regular teaching force about the use of classrooms and other facilities. This is the most commonly discussed barrier among those groups that operate programs and communication is the only way to resolve the situation.
- **High staff turnover.** Before- and after-school programs suffer from a high staff turnover rate due to low wages and lack of benefits. While some programs do not have this problem, those that do experience a 60 percent turnover rate. This lack of continuity affects the quality of the activities, of the program as a whole, and of the bonds created between the children and staff.
 - **Solutions.** After-school programs need to be re-thought of as an extension of the regular school day with many of the same personnel that would be found during the regular school day, such as classroom teachers, participating but at perhaps a lower ratio than the regular school day. In the Murfreesboro, Tennessee program, this is accomplished by staggering teacher starting times. In after-school care situations, the quality of after-school staff is directly linked to the quality of the program offered. Wages and benefits must be calculated as an important part of the program. When teachers are used in extended learning programs, some of this turnover associated with day care can be resolved.

Necessary Components of An After-School Program

The most important part of any after-school program is that kids have a safe, learning environment with adults who clearly care for them.

Common elements across extended learning programs in schools. When we examine exemplary in-school programs that offer both enrichment and instructional activities (community schools in Flint, Michigan; after-school programs in Murfreesboro, Tennessee, I.S. 218 in New York City, and the soon-to-be implemented Virtual Y in New York City; the 21st Century Community Learning Centers) after-school, we find the following common elements:

- **Coordination with the regular school day learning program.** More than a latch key after school program, the extended school day should dovetail with the classwork engaged in throughout the day. This was also a major recommendation of the Carnegie Corporation's report, *Years of Promise: A Comprehensive Learning Strategy for America's Children*.
- **Student participation in learning activities.** The atmosphere should be more relaxed but it should be instructional allowing for hands-on projects, enrichment classes, reading, math, mentoring, sports, computer lab, music, arts, community service, trips, and even entrepreneurial workshops.
- **True linkages between after-school and regular school day personnel.** Support of and coordination with the school so that there is true partnering with the school and all school personnel in an atmosphere of mutual respect with regard to the use of facilities and materials, and the creation of a welcoming environment for parent, and community volunteers.
- **Hiring of qualified staff.** Programs should hire qualified staff, provide on-going training for staff, and be willing to pay for that quality. Staff usually include a program administrator, paraprofessionals, college students, and teachers. In some cases of when teachers are part of the program, they participate on the basis of a staggered school day where their day begins at 11 a.m. and ends at 6 p.m.
- **Low student-staff ratio.** For true student enrichment, the student-staff ratio should be low, especially when tutoring or mentoring activities are taking place.
- **Involvement of parents.** Opportunities for parents to be part of the afterschool program by offering orientation sessions, workshops, serve as volunteers, serve on a

parent advisory committee, and take part in classes that may be offered in computers or English as a Second Language.

- **Program evaluation.** From the beginning of a program, there should be a plan for measuring success, based on the goals set for the program--including student improvement in their regular school program. Both continuous improvement strategies and outside evaluations by a local university or board of education should be employed.

Researchers have also begun to identify core elements of after-school care programs and quality standards.

Characteristics of Quality After-School Programs as Assessed by the University of Wisconsin. The University of Wisconsin-Madison is conducting a study of after-school programs and assessing after-school care program quality. Programs being examined include those operated by for-profit agencies, non-profit programs, and programs located in schools. The University of Wisconsin study is assessing quality programs on the following components:

- tone and quality of interactions between children and staff
- caregiver skill
- presence of age-appropriate programming and activities
- level of child satisfaction
- level of parent satisfaction
- flexibility of programming and child choice of activities
- regulatable characteristics such as staff-to-child ratios, levels of staff education, and space available for activities.

Knowing the kind of program a child attends (e.g., for-profit or nonprofit) offers clues about the quality of care provided. For example, children in for-profit programs generally have more unoccupied time, spend more time watching television and videos, and spend more time not interacting with anyone, when compared with children attending nonprofit programs. For-profit programs also tend to offer fewer positive interactions between staff and children and offer fewer programming alternatives, when compared to nonprofit programs. Parents of children attending for profit programs report lower satisfaction with those programs, compared with nonprofit programs located in schools and those operated by community centers.

Program quality also varies across elements that are potentially regulatable, such as program size and caregiver education levels:

- **Size.** Children in small programs (41-60 children) have more and more positive interactions with caregivers and with other children.

- **Child-to-staff ratios.** Larger child-to-staff ratios (greater than 13-1) are associated with more time waiting in line and with caregivers showing poorer behavior management skills.
- **Caregiver education.** Higher levels of education are related to fewer negative interactions between caregivers and children and greater parental satisfaction.
- **Caregiver experience.** Caregivers with 25 to 36 months experience had better behavior management skills and more positive regard for children compared to those with more or less experience.

Core Components from the Carnegie Council on Adolescent Development. Whether an after-school program is located in a neighborhood school or community facility, effective programs identified by the Carnegie Foundation include the following key elements:

- **A research base and needs assessment.**
- **A basic understanding of social relationships.**
- **Involving parents.**
- **Tailoring programs to community needs.**
- **Capturing interest.**
- **Providing food.**
- **Setting clear rules.**
- **Collaborating with local community organizations.**
- **Being safe and accessible for all children.**
- **Providing linkages to schools.**

Standards for Quality After-School Care as developed by Wellesley College, Institute for Out of School Time. Standards of quality for after-school care have been developed by the Wellesley College School-Age Child Care Project (now the Institute for Out of School Time). The National Association of Elementary School Principals were also involved in developing these standards.

- **Human Relationships.**
- **Indoor Environment.**
- **Outdoor Environment.**
- **Activities.**
- **Safety, Health, and Nutrition.**
- **Administration.**

Costs of After-School Programs

Costs vary widely in implementing after-school extended learning programs. The major sources of variation in the cost of extended-hours programs run by public schools are:

- **Salaries of program staff**
- **Type and extent of services offered, including any materials**
- **The number of children served in the program**

These costs can vary widely depending on the level of staff expertise, the scope of the director's responsibilities, and local custodial rates. Most programs pay for instructional staff, a part-time director who receives a salary supplement, and custodial services. Materials costs vary extensively, and can be minimal, or very substantial, depending on the activities a program offers. Programs depend upon a variety of sources for their funding, including donations and government and foundation grants based upon the services which they provide.

The costs below are for school-sponsored programs; programs sponsored by other organizations appear to have somewhat lower costs, primarily due to using lower cost (non-school) personnel.

Hourly program cost per child: The costs of typical after-school programs vary significantly depending to the scope of the program, the level of staff expertise, and the materials used in the program.

- **Lower range costs.** The lower range of the cost estimate assumes that program staff will be supplemented by volunteers or low-level staff (college-students, etc.), and that program activities will include academic and enrichment work, but will not require a significant amount of new materials. Lower cost programs often center around providing homework assistance, recreation, and provide art and enrichment activities which do not require large expenditures for materials or professional staff (e.g. professional music teachers).
- **Higher range.** The higher range of the cost estimate assumes that programs will use certified teaching personnel and more experienced staff to provide instruction, and a full-time program director; program activities may include substantial amounts of enrichment activities (e.g. art and music classes) as well as significant materials expenditures (e.g. computer labs, art supplies). Higher costs programs are able to provide a wider range of options for students, and usually include targeted academic assistance, enrichment activities supervised by well trained staff (e.g. an art class taught by an art instructor), and may feature computer labs or field trips.

Hourly program costs per student. Hourly program costs typically range between about **two to two and a half dollars per student** (assuming three hours after school, five days each week, and a ratio of 10-12 students per instructional staff member)

Estimated hourly cost per student: \$2.00 to \$2.50

Yearly program costs per student. Per student yearly program costs range from \$1,050 to \$1,575, (assuming three hours after school, five days per week, thirty-five weeks, ratio of 10-12 students per instructional staff member)

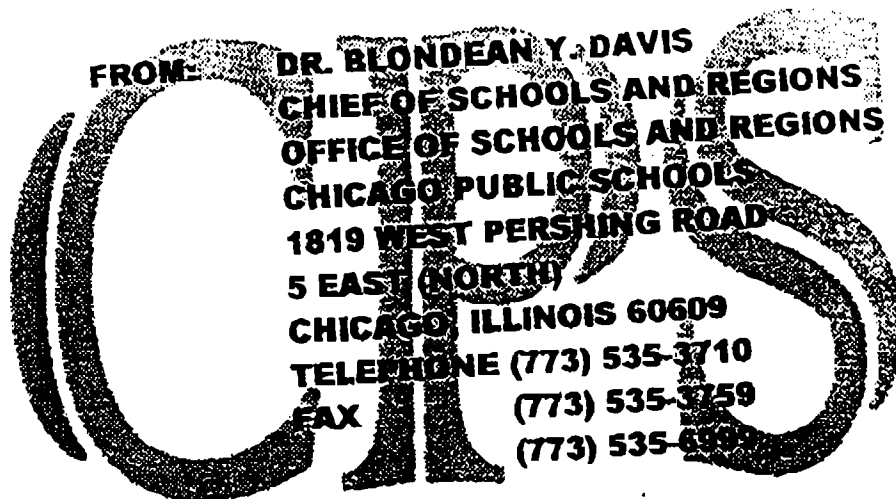
Estimated yearly cost per student: \$1,050 to \$1,575

Yearly program cost. In a typical elementary school of 450 kids, yearly costs for after school programs range from \$157,500 for low-cost programs serving approximately a third of the student body (i.e. 150 students) to \$500,000 for higher-cost programs serving most of the student body (i.e. almost all of the 450 students; **note: assume that marginal costs per student should decline with increased utilization**).

Estimated total yearly program cost: \$157,000 to \$500,000

Transportation costs. Many programs do not report paying any additional transportation costs; programs which do provide extra transportation report paying about \$1.00 per child, per trip (assume \$25 per hour for bus drivers, \$1.00 per mile for bus use, gas, and maintenance, 30 miles per day, 45-60 students per bus).

Estimated cost per student per trip: \$1.00

**SENDER:**DR. BLONDEAN DAVIS**TO:**NEERA TANDEN202-456-2878**SUBJECT:****DATE SENT**6/16**PAGES WITH COVER**

Rationale

During the regular school year, the most effective means of addressing academic deficiencies is to increase time-on-task through extended-day programs. In the 1996-97 school year, more than 460 schools implemented after-school programs to meet the educational, social, and emotional needs of students in the Chicago Public Schools (CPS). After-school programs are as diverse as the schools that house them. Within the Chicago Public Schools are the following supplementary programs:

- ▶ Tutorial Academies - A program that utilizes adult volunteers and employs students as reading and mathematics tutors.
- ▶ Social Center - A program designed by the local school that promotes academics, fine arts, sports, and social enrichment.
- ▶ State Chapter 1 Extended-Day - A program that extends the instructional day beyond the required 300 minutes and that is funded through discretionary State Chapter 1 funds.
- ▶ After-School Academies - A program that relies on community member volunteers in its educational, vocational, social, and cultural components, and that is presently active in all high schools and in 57 elementary schools.

On January 6, 1997, the Chicago Public Schools embarked on a new and innovative homework and tutorial program for 12,000 elementary school students. Forty public schools that launched this after-school program showed the greatest need for academic improvement as indicated by students' performance on standardized tests. These 40 schools were known as **Lighthouse Program** schools.

Program Description

The Lighthouse Program is an extended-day program geared primarily toward the improvement of student achievement in reading comprehension, mathematics problem solving, and test-taking skills. In addition to its academic component, the Lighthouse Program also includes a social center and meal components. A typical Lighthouse program begins immediately after the regular school day, and can be run two to four days per week. To provide structure and quality programs to children who live in areas noted for high incidence of gang activity, eight Lighthouse schools have added Friday and Saturday recreational programs with field experiences to their Lighthouse programs.

The following is a description of the Lighthouse Program as implemented by the Chicago Public Schools:

- ▶ 248 schools are participating during the 1997-98 school year; (serving 112,000 children)
- ▶ One hour of intensive instruction in reading and mathematics;
- ▶ One hour of social activities;

- ▶ A meal (hot or cold)
- ▶ Career education expanded to include in social activities
- ▶ Recreational activities (board and computer games)
- ▶ Physical education (exercise and court games)
- ▶ Parental involvement
- ▶ Community partnerships

Program Effectiveness

The first year of the Lighthouse Program produced positive results. Of the 40 schools involved in the program during the 1996-97 school year, 30 schools showed achievement gains in reading, and 39 schools showed achievement gains in mathematics. (See Attachment 1)

Chicago Public Schools and Ronald McDonald House Charities Partnership

The noted gains in reading and mathematics of students participating in the Lighthouse Program encouraged the Chicago Public Schools to expand the number of schools participating in the program. However, additional funding was needed. On September 11, 1997, Mayor Richard M. Daley, Chicago Public Schools CEO Paul Vallas, and Ken Barun, president and CEO of Ronald McDonald House Charities, jointly announced a public/private partnership that was translated into a major funding boost for the Chicago Public Schools' after-school program. Ken Barun stated that the Ronald McDonald House Charities pledged to provide a grant of \$4 million over a three-year period. "A decision to fund the program was guided by survey results from a recent public opinion study which revealed that behind parent care, after-school programs are one of the best ways to develop young people's character," said Ken Barun. The expanded Lighthouse Program of the Chicago Public Schools merged with the Ronald McDonald House Charities to become the **McPrep Lighthouse Program**.

McPrep Lighthouse Program's Impact on the Promotion Policy

The Chicago Public Schools' new promotion policy, which sets definite standards that students must meet before they can be promoted to the next grade level, brings with it a responsibility to serve the thousands of students who have been retained in the benchmark grades of 3, 6, and 8. These students have an urgent need for a program that provides instruction in reading, mathematics, and test-taking strategies during the school year. Expanding the **McPrep Lighthouse Program** to schools across the city, especially to those schools with significant numbers of retained students, created opportunities for thousands of students to develop and improve basic skills in reading and mathematics as well as test-taking strategies.

Bridging the Academic Gap

Benchmark grades 3, 6, and 8 mark the end of primary, intermediate, and upper grade levels, respectively. Their completion require completion of the curriculum, good attendance, and acceptable performance on the Iowa Tests of Basic Skills. An extended-day program which bridges the academic gap for students retained in grades 3, 6, and 8 has been included in the McPrep Lighthouse Program. The program is characterized by goals which:

- ▶ Provide the necessary support that diminishes existing academic deficiencies in retained students.
- ▶ Provide a standardized instructional model that maximizes both support given and achievement gained by retained students.

Bridging the Gap is a major factor in the instructional program of retained students. Staff from the CPS Department of Curriculum and Instruction are responsible for the development of the lesson plans. Six region facilitators, under the direction of the CPS Office of Schools and Regions, are responsible for distributing lesson plans, training classroom teachers, training student tutors, conducting parent workshops, and monitoring the program. Staff from the CPS Teachers Academy for Professional Development provide a training program for teachers, and six region facilitators conduct region workshops.

A standardized set of lesson plans for grades 3, 6, and 8 is provided to all schools with retainees. For each grade, 100 one-hour lessons address deficiencies in reading and mathematics. These lessons may be adapted to either an after-school program, a pull-out program, or to regular classroom activities. Schools receive instructional materials which correlate with their standardized set of lesson plans. An effort is made to create and provide the best materials and instruction to students participating in Bridging the Gap.

Typical Schedule of the McPrep Lighthouse Program

Student participation in the McPrep Lighthouse Program generally adheres to the following time and activities:

- ▶ 2:30 p.m. until 3:30 p.m. -- Students in the program are engaged in teacher-facilitated instruction or tutoring and homework-related activities in reading, mathematics, and/or test-taking strategies.
- ▶ 3:30 p.m. until 4:30 p.m. -- Students move from teacher-facilitated instruction or tutoring and homework to the social center component, which includes recreational activities and/or physical education and games.
- ▶ 4:30 p.m. until 5:00 p.m. -- A hot or cold meal is served.

Date: Friday, June 5, 1998 2:09 pm
From: SMO05(GESSNICK)
Subject: after school announcement invites -Reply

Given the need for cross-over from the law enforcement side to actually get prevention programs some support, I would suggest that the First Lady's office invite the usual suspects from the cop/prosecutors groups. They've been supportive of both authorizations + approps. for after school and it's a good message.

Neera Tanden in the First Lady's office has (or can get from Christa Robinson in DPC), the list of the "usual suspects" which includes their DOB's and Social Security #'s. The groups are:

- National Assoc of Attorneys General*
1. NAAG, Christine Milliken, exec. Dir, 326-6000
 2. NDAA, National District Attorneys Assoc.
 3. IACP
 4. Natl. Sheriffs Assoc.
 5. Frat. Order of Police
 6. Natl. Assn. of Police Orgs.
 7. Intl. Bro. of Police Officers
 8. Natl. Org. of Black Law Enforce. Execs.

Others non law enforcement, but still very important are:

1. US Conf. of Mayors ✓
2. Natl. Lg. of Cities
3. Natl. Assn. of Counties
4. Natl. Govs Assn.

As to these, DPC (Christa) will also have a file w. the dob's + Social's of the usual suspects.

Nick

Neera,

Nick Gess sent me this list of suggested invitees to the 6/16 after-school event. (The other names, sent to you last Friday, came from OSSDP.) Let me know if you have any questions.

Kathie

June 11, 1998

To: Neera Tanden

From: Scott S. Fleming, Assistant Secretary

Re: Members of Congress list for 21st Century Grant Announcement

Sen. Jim Jeffords ✓
Sen. Bill Frist
Sen. Frank Lautenberg
Sen. Barbara Boxer ✓
Sen. Patty Murray ✓
Sen. Frank Dewine
Sen. Barbara Mikulski ✓
Sen. Paul Wellstone
Sen. Mitch McConnell
Sen. Robert Byrd
Sen. Susan Collins
Rep. David Obey ✓
Rep. Nancy Pelosi ✓
Rep. Henry Bonilla ✓
Rep. Ray LaHood
Rep. Harold Ford, Jr.
Rep. Loretta Sanchez
Rep. John Baldacci
Rep. Richard Gephardt

Sen. Patrick Leahy ✓
Sen. Herb Kohl ✓
Sen. Thad Cochran ✓
Sen. Trent Lott
Sen. Frank Murkowski
Sen. Tom Harkin ✓
Sen. Carol Moseley-Braun
Sen. Dale Bumpers
Sen. Tim Hutchinson
Sen. Olympia Snowe
Sen. Wendell Ford
Rep. Maxine Waters
Rep. Lynn Woolsey
Rep. Fred Upton
Rep. William Clay
Rep. Jose Serrano
Rep. Donald Payne
Rep. Harold Rogers

AFTER SCHOOL WHITE HOUSE EVENT

JUNE 17, 1998

LIST FOR INVITATIONS

U.S. DEPARTMENT OF EDUCATION

A List

- 1. National Association of Attorneys General (NAAG)**
- 2. National District Attorneys Association (NDAA)**
- 3. IACP**
- 4. National Sheriffs Association**
- 5. Fraternal Order of Police**
- 6. National Association of Police Organizations**
- 7. International Brotherhood of Police Officers**
- 8. National Organization of Black Law Enforcement Executives**
- 9. U.S. Conference of Mayors**
Joan Crigger
293-7330
- 10. National League of Cities**
Frank Shaforth
626-3026
- ~~**11. National Association of Counties**~~
- 12. National Governors Association**
Ray Sheppach
624-5300
- Readers Digest DeWitt Wallace Foundation**
- 13. Laura Pires-Hester**
- 14. Jane Quinn**
212-251-9710

* includes congress & staff & reps
113
+ 2 DE Staff
+ 3 from ed list
- 1 Natl Assoc. of Cities
117
6/11

Charles Stewart Mott Foundation

15. Bill White, President
16. Maureen Smyth, Vice-President
17. Judy Samelson, Vice-President
18. Marianne Kugler
19. Sheila Gruber McLean
20. Zoe Gillett
(810) 238-5651

21. National Association of Elementary School Principals

Sam Sava
703-684-3345

22. National Association of Secondary School Principals

Tom Koerner
703-860-0200

23. National School Boards Association

Anne Bryant, Executive Director
703-838-6700

24. Council of Great City Schools

Michael Casserly, Executive Director
393-2427

25. National Education Association

Robert Chase, Executive Director
822-7140

26. American Federation of Teachers

Sandra Feldman, Executive Director
879-4442

27. Council of Chief State School Officers

Gordon Ambach
336-7002

28. National Community Education Association

Starla Jewel Kelly
703-359-8973

29. YMCA of the USA

David Mercer, Executive Director
101 N. Wacker Drive
Chicago, IL 60606

(312) 977-0031
Fax: (312) 977-9063
E-mail: dave@ymcausa.org.

30. YWCA

Dr. Prema Mathai-Davis
628-3636

31. Boy Scouts

John Anthony
972-580-2436

32. 4-H

Linda Kay Benning
778-0865

33. National 4-H Council

Don Floyd
Vice President and Chief Operating Officer
7100 Connecticut Avenue
Chevy Chase, MD 20815-4999
(301) 961-2824

34. AFL-CIO Working Women

Karen Nussbaum
637-5314

Girl Scouts

35. Sheila Lewis
36. Marsha Evans
212-852-8076

37. National Association of State Boards of Education

Brenda Welburn
703-684-4000

38. American Association of School Administrators

Paul Houston
703-528-0700

39. Aspira

Ronald Blackburn Moreno
835-3600

40. American Association of University Women

Janice Weinman Shorestein
785-7788

41. National Urban League

Hugh Price
212-310-9220

42. Public Education Network

Wendy Puriefoy
628-7460

43. American Association of Museums

Andy Finch
289-9125

44. Girls Inc.

Mildred Wurf
301-657-6226

45. National Retired Teachers Association

Annette Norsman
434-2381

National Center for Community Education

46. Dan Cady
47. Pat Edwards
(810) 238-0463

48. Academy for Educational Development

Richard Murphy, Director
Center for Youth Development & Policy Research
(202) 884-8266

49. Institute for Educational Leadership

Marty Blank
Collaborative Leaders Program
(202) 822-8405

Beacon School-Based Community Centers

50. Alicin Reidy
51. Michelle Cahill
121 6th Avenue, 6th Floor
New York, NY 10013
(212) 925-6675

52. National Institute for Out-of-School Time

Michelle Seligson
Wellesley College
(413) 256-8003

53. United Way of America

Sheri De Boe, Director
(703) 836-7112, x250

54. Center for Community Partnerships

Cory Bowman
(215) 898-0289

55. Skillman Foundation

Leonard Smith
(313) 568-6360

56. DC Agenda

James Gibson
(202) 223-2598 x11

57. Junior Achievement

James Hayes
(719) 540-6271

58. Mayor of Houston

Lee Brown
(713) 247-2200

59. School-Age Notes

Richard Schofield
(615) 242-8464

60. National School-Age Child Care Alliance

Eddie Locklear, President-Elect
(919) 515-8488

61. Save the Children

Catherine Milton
(203) 221-4084

61. National Federation of State High School Associations

John Heeney
(816) 464-5400

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	After School White House Event list (partial) (2 pages)	06/17/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

After School Event 6/17 [2]

2011-0619-S

rc287

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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RR. Document will be reviewed upon request.

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b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

62. National Guild of Community Schools of the Arts

Jonathan Herman
(201) 871-3337

63. National Recreation and Park Association

R. Dean Tice, Executive Director
Barry Tindell
22377 Belmont Ridge Road
Asburn, VA 20148
(703) 858-0784

64. Virginia State PTA President

Lois Cumashot

SS# [REDACTED] 60013
DOB [REDACTED]

65. District of Columbia State PTA President

Moretha Johnson

SS# [REDACTED]
DOB [REDACTED]

66. National PTA Region Director

Vicki Rafel

SS# [REDACTED]
DOB [REDACTED]

67. National PTA DC Office

Brita Wilkins, Lobbyist

SS# [REDACTED]
DOB [REDACTED]

68. Chief of Police

Thomas Frasier
601 East Fayette Street
Baltimore, MD 21202
(410) 396-2525

69. National Funding Collaborative on Violence Prevention

Lindas Bowen, Executive Director
815 15th Street, NW Suite 801
Washington, DC 20005
(202) 393-7731

70. Urban Family Institute

Caitlin Wood-Sklar

1400 16th St, NW Suite 101
Washington DC 20036
(2020 234-5437

71. B.A.S.E.

Nancy Schall
1101 South Broad Street
Lansdale, PA 19446
(215) 368-1288

72. Police Executive Research Forum

Chuck Wexler, Executive Director
1120 Connecticut Avenue, NW Suite 930
Washington, DC 20036
(2020) 466-7820

73. Fight Crime: Invest in Kids

Sandy Newman
13334 G Street, NW Suite B
Washington, DC 20005
(2020 638-0690

74. Big Brothers/Big Sisters of America

Tom McKenna, National Executive Director
230 N. 13th Street
Philadelphia, PA 19107
(215) 567-7000

75. Camp Fire Boys and Girls

Stewart Smith, Executive Director
4601 Madison Avenue
Kansas City, Mo 64112-1278
(816) 756-1950
Fax: (816) 756-0258

76. The Corporate Council on Out-of-School Time

Judy Ennes, Coordinator of Special Projects
Child Care Inc.
275 Seventh Avenue
New York, NY 10001
(212) 929-7604 ext. 3012

77. People

Ann S. Moore, President
Time & Life Building
Rockefeller Center
New York, NY 10020-1393
(212) 522-3970
Fax: (212) 522-7639

78. Entertainment Industry Foundation

Marydale DeBor
c/o DeBor and Associates
201 E. 80th Street, Suite 1460
New York, NY 10021
(212) 288-8037
Fax: (212) 472-5417

79. Boys and Girls Clubs of America

Roxanne Spillet
(404) 815-5765

Plus Time New Hampshire

Cynthia Holt
603-785-5850

L.A.'s BEST After School Enrichment Program

Carla Sanger, President/CEO
(213) 847-3681

Open Society Institute

Herb Sturz
212-548-0681

MEMBERS OF CONGRESS

- 80. Senator Jim Jeffords
- 81. Senator Partick Leahy
- 82. Senator Barbara Boxer
- 83. Senator Herb Kohl
- 84. Senator Thad Cochran
- 85. Senator Kay Bailey Hutchison
- 86. Senator Patty Murray
- 87. Senator Slade Gorton
- 88. Senator Barbara Mikulski
- 89. Senator Tom Harkin
- 90. Rep. Nancy Pelosi
- 91. Rep. David Obey

92. Rep. Henry Bonilla

SCHOOL DISTRICT STAFF

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