
This booklet
contains the
newly written State
learning standards
and activities
to support them.

EXPANDING YOUTH HORIZONS

EXPANDING YOUTH HORIZONS

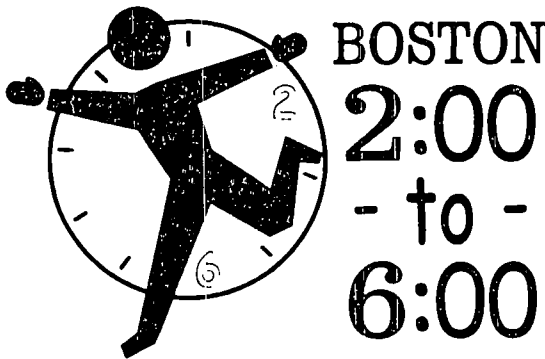
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CITY OF BOSTON

Thomas M. Menino

Mayor

In collaboration with



Boston 2:00-to-6:00 After-School Initiative

Office of the Mayor

Boston City Hall, Room 708

Boston, MA 02201

Ph: (617) 635-2098; Fax: (617) 635-2026

www.cityofboston.com/2to6



CITY OF BOSTON • MASSACHUSETTS

OFFICE OF THE MAYOR
THOMAS M. MENINO

Boston 2:00 - to - 6:00 After-School Initiative

JENNIFER DAVIS
Executive Director

Dear Friend:

Enclosed is a copy of the resource notebook distributed at our Expanding Youth Horizons conference held on September 27th, 1999. As you know, the notebook contains our user-friendly summary of the key concepts from the BPS and State Learning Standards in literacy, math, and science, as well as a number of activities that support these standards, each of which are appropriate for after-school time.

We hope that this notebook proves useful to you in your work. If we can answer any questions or provide you with further information, please feel free to contact Joe Levinger, Resource Development Manager for Boston 2:00-to-6:00, at (617) 635-2029.

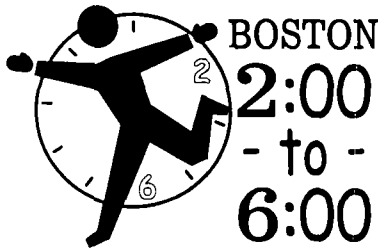
Sincerely,

Jennifer Davis
Executive Director

Boston 2:00-to-6:00 News

Volume 1, Issue 4

January 2000



After-School Initiative

The mission of the Boston 2:00-to-6:00 After-School Initiative is to support the expansion of quality after-school programs across the City of Boston to provide new learning and social development opportunities for children.

Staff:

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Katie Brown, Executive Assistant
Joe Levinger, Resource Development Manager

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Special Issue: The City of Boston's Role in Supporting After-School Programming

Mayor's Column

As we begin the new millenium, providing children with safe, creative learning opportunities during after-school hours remains one of my top priorities. To that end, over the last two years I have outlined the following goals for the Boston 2:00-to-6:00 Initiative:

- Expand after-school programming in every neighborhood of Boston;
- Leverage new resources to support programs;
- Coordinate the opening of school facilities in which programs can operate;
- Focus on helping to improve the quality of programs; and
- Link program content more directly to the Boston Public Schools' learning goals.

In partnership with many community-based organizations, multiple City agencies are working toward these goals. The focus of this special edition of *Boston 2:00-to-6:00 News* is to provide you with an overview of the many different ways that City agencies support after-school programming. For more information about any of these

programs or initiatives, please contact the appropriate staff person listed in the accompanying description. ☞

Thomas M. Menino
Mayor of Boston

Overview

The following is an overview of the city agencies that support children during after-school hours:

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Please fill out the
Boston 2:00-to-6:00 survey
on Page 8!

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Overview (Continued)

- Currently, three city agencies operate after-school programs: Boston Community Centers, the Boston Housing Authority, and Boston Public Libraries.
- Two city agencies operate, fund, and provide in-kind services to support after-school programs: Boston Public Schools and the Office of Community Partnerships.
- Three additional city agencies provide funding for after-school programs: the Office of Jobs and Community Services, the Boston Police Department, and Boston 2:00-to-6:00.
- Four city agencies support after-school programs through the provision of in-kind services: ReadBoston, the Emergency Shelter Commission (after-school snacks), the Public Health Commission, and the Parks and Recreation Department.
- Finally, a number of other city agencies play less direct roles, but are nevertheless crucial to the provision of quality after-school programs throughout the city.

City Agencies that Operate After-School Programs

Boston Community Centers

Boston Community Centers make up the largest human service provider in Boston, with 44 neighborhood-based facilities. Community Centers offer a wide range of after-school activities and services, including: 17 licensed school-age programs; more than 25 after-school tutoring/homework assistance programs; eight computer learning centers; 10 girls' programs; 27 peer leadership/youth advocacy programs; numerous enrichment classes (for example, dance, theatre arts, studio art instruction, and martial arts); and citywide athletic leagues and clinics (volleyball, swimming, basketball, tennis, double-dutch, etc.) Contact: Sandy Holden, Public Information Coordinator, Boston Community Centers: (617) 635-4920 X2213; or Daria Fanelli,

Director of Planning and Development, Boston Community Centers: (617) 635-4920, X2102.

Boston Housing Authority

The Boston Housing Authority administers 19 drop-in center after-school programs for children who live in housing developments throughout the city. The programs offer homework assistance and recreational activities. Contact: Eric Mitchell, Assistant Director, Community Initiatives Department, Boston Housing Authority: (617) 988-4022.

Boston Public Libraries

The Boston Public Libraries offers the William Shiebler Homework Assistance Program for children in 3rd through 8th grades. The program is available two afternoons per week in each of the following 16 branches: Brighton, Charlestown, Codman Square, Connolly, Dudley, East Boston, Egleston, Faneuil, Grove Hall, Hyde Park, Lower Mills, Mattapan, South Boston, South End, Uphams Corner, and West Roxbury. Contact: Karen Duff, Coordinator of Children's and Young Adults' Services, Boston Public Libraries: (617) 536-5400 X385.

City Agencies that both Operate and Fund After-School Programs

Boston Public Schools

Of the 129 schools that comprise the Boston Public Schools (BPS), 57 elementary and middle schools are offering full-time after-school programs in the 1999-2000 school year. Over half of these programs are run by youth-serving organizations that partner with the schools. Many schools that offer their own programming utilize existing education funding, such as Title I and Chapter 636, to support after-school programs.

Continued on Page 3

Boston Public Schools (Continued)

The federal GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) initiative recently awarded BPS a five-year grant to support eight partnerships between higher education institutions and middle schools to provide tutors and other supports to help prepare students to finish high school and pursue future options. (See table on page 6.) Contact: Lisa Jackson, Director, GEAR UP, Boston Higher Education Partnership: (617) 426-0681 X14028.

Boston Public Schools and the Office of Community Partnerships

Boston Public Schools and the Office of Community Partnerships jointly administer the Boston Community Learning Centers Initiative, in partnership with such community-based organizations as Parents United for Child Care. The Initiative is funded by U.S. Department of Education 21st Century Community Learning Centers grants and Targeted Cities funding from the State. The Boston Community Learning Centers Initiative currently offers academic enrichment and youth and family support programming in eight elementary and middle schools throughout Boston. (See table on page 6). Contact: Maureen Harris, Assistant Director for Curriculum and Instruction, Boston Public Schools: (617) 635-9414; or Juanda Johnson-Taylor, Manager, Office of Children and Families: (617) 635-2130.

Office of Community Partnerships

The Office of Community Partnerships administers the Safe Neighborhood Youth Fund, which provides funding for community-based projects for children and youth, including after-school programs. Contact: Kevin Stanton, Youth Fund Manager, Office of Community Partnerships: (617) 635-2258.

The Office of Community Partnerships, through its Office for Children and Families, also offers grants for after-school program providers through its Child Care Quality Improvement Grants. (See table on page 6.) These grants enable childcare providers to acquire additional resources for projects designed to directly benefit the physical, social, emotional, and cognitive development of Boston's preschool children. Currently, funding is also included from Boston 2:00-to-6:00 to support school-age programs. Grants are up to \$5,000, and the deadline is January 21, 2000. Contact: Juanda Johnson-Taylor, Manager, Office of Children and Families: (617) 635-2130 or Marinell Yoders, Senior Program Manager, Boston 2:00-to-6:00 Initiative: (617) 635-2098.

City Agencies that Fund After-School Programs

Office of Jobs and Community Services

The Office of Jobs and Community Services (JCS) provides funding and services to empower Boston residents through education, training, career development, and human services. JCS provides grants available to after-school programs through its Community Development Block Grants program. During the 1998-99 funding cycle, of the 54 grants awarded to youth programs, 20 were awarded to support after-school programming. (See table on page 7.) Contact: Yvette Peake, Program Manager/Human Services, Office of Jobs and Community Services: (617) 918-5270; or Lynn Dever, Planner, Office of Jobs and Community Services: (617) 918-5233.

Boston Police Department

The mission of the Boston Police Department (BPD) is to work in partnership with the community to fight crime, reduce fear, and improve the quality of life in Boston's

Boston Police Department (Continued)

neighborhoods. The BPD provides Violence Prevention Grants to non-profit community-based organizations to work in collaboration with the police to prevent violence in their communities. Several of these grants have funded after-school programs. (See table on page 7.) Contact: Jennifer Williamson, Senior Policy Analyst, Boston Police Department: (617) 343-4904.

Boston 2:00-to-6:00

The city's FY 2000 budget included \$250,000 to support programs serving additional children and focusing on quality improvement. This funding will be distributed through the Child Care Quality Improvement Grants program, as well as Parents United for Child Care's Affordability Grants Program (see table on page 7). Contact: Marinell Yoders, Senior Program Manager, Boston 2:00-to-6:00: (617) 635-2098.

City Agencies that Support After-School Programs Through the Provision of In-Kind Services

ReadBoston

ReadBoston was created in order to ensure that all children in Boston are fluent readers by the end of the third grade. Through its Children's Literacy Network, ReadBoston provides consulting services to organizations wanting to integrate literacy into their ongoing work with children, ages 0-8 years. Sites must agree to create a literacy plan and devote staff time to centralized training. Call ReadBoston if interested in applying to join the Children's

Literacy Network in the spring. Contact: Hal Phillips, Field Coordinator, ReadBoston: (617) 918-5283.

Emergency Shelter Commission

The Emergency Shelter Commission, working with Boston 2:00-to-6:00 and community organizations, recently coordinated a major survey, and is currently implementing a strategy for ensuring that all Boston children receive nutritious snacks in their after-school programs. Contact: Ed Cameron, Hunger Coordinator, Emergency Shelter Commission: (617) 635-4507.

Public Health Commission

The mission of the Boston Public Health Commission (BPHC) is to protect, preserve, and promote the health and well being of Boston residents, particularly those who are most vulnerable. Through the Boston Community Learning Centers initiative, the BPHC is providing counseling, health education, violence prevention workshops, and nutrition workshops to three of the Boston Community Learning Center sites. Contact: Betty Holt, Program Director, Adolescent Wellness Program, Boston Public Health Commission: (617) 534-4557.

Additionally, the Boston Area Health Education Center (BAHEC), a program of the BPHC, provides academic enrichment and health promotion activities to middle and high school students during school hours and after school as well. The program is affiliated with the University of Massachusetts Medical Center in Worcester, as well as Boston Medical Center. The BAHEC's after-school program is housed on the Boston Medical Center Campus at 729 Massachusetts Avenue. The program is open to any Boston student who needs academic assistance or is interested in exploring a career in health. Contact: Michelle Urbano, Director, Boston Area Health Education Center: (617) 534-5258.

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Boston Parks and Recreation

The Boston Parks and Recreation Department oversees the 2,200 acres of park land in Boston, as well as offering a wide range of arts and athletic programming during after-school hours. Parks and Recreation works in partnership with community organizations to provide rich opportunities, including arts workshops, sports clinics, and competitions to children in neighborhood parks. Contact: Laurie Ciardi, Assistant Commissioner, Boston Parks and Recreation: (617) 635-4505.

In addition, Mayor Menino launched the Boston Youth Sports Congress in 1997, which is designed to set the course for the future of youth sports and organized physical activity in Boston. Since its inception, the Sports Congress has helped to facilitate the creation, expansion, and improvement of a number of youth sports facilities and programs in Boston. Contact: William Linehan, Operations Director, Boston Parks and Recreation: (617) 635-4463.

CONCLUSION

Agencies throughout the city are working diligently to promote and coordinate after-school programming and support. In order for us to best meet your needs, please take a moment to fill out the survey accompanying this newsletter. And as always, if you would like further information about any of the programs or agencies listed in this edition of *Boston 2:00-to-6:00 News*, please feel free to contact the staff person listed above or the Boston 2:00-to-6:00 office at (617) 635-2098.✂

City Agencies Supporting Children During After-School Hours

AGENCY	PROGRAM	DESCRIPTION	CONTACT	NEXT ROUND OF GRANTS
Boston Public Schools	GEAR UP	Funds support eight partnerships between higher education institutions and middle schools to provide tutors and other supports to help prepare students to finish high school and pursue college and careers.	Lisa Jackson, Director, GEAR UP, Boston Higher Education Partnership: (617) 426-0681 X14028	Future funding is uncertain at this time.
Boston Public Schools and the Office of Community Partnerships	Boston Community Learning Centers (funded by the 21 st Century Community Learning Centers Program)	Funds support three middle schools to provide extended services to the school and community through partnerships. Grants to each school average \$75,000. (Boston has received two separate 21 st Century grants.)	Maureen Harris, Assistant Director for Curriculum and Instruction, Boston Public Schools: (617) 635-9414	The deadline for BPS to apply to the federal Department of Education for another 21 st Century grant is March 20, 2000
	Boston Community Learning Centers (funded by the State Targeted Cities initiative)	Funds support five schools in Roxbury and Dorchester to provide extended services to the school and community through partnerships. Average grant sizes are \$75,000.	Juanda Johnson-Taylor, Manager, Office of Children and Families: (617) 635-2130	No additional funding for new sites is available this year.
Office of Community Partnerships	Safe Neighborhood Youth Fund	Supports community-based projects to provide education and support to young people and their families. Grants are up to \$7,000.	Kevin Stanton, Youth Fund Manager, Office of Community Partnerships: (617) 635-2258	There are two funding cycles. The deadline for the first cycle is mid-April, and the deadline for the second cycle is mid-September.
	Child Care Quality Improvement Grants (FY2000 RFP also includes funding for school-age programs.)	Provides childcare providers with additional resources for projects designed to directly benefit the physical, social, emotional, and cognitive development of Boston's preschool children. The current round also includes funding from Boston 2:00-to-6:00 to support school-age programs. Grants are up to \$5,000.	Juanda Johnson-Taylor, Manager, Office of Children and Families: (617) 635-2130	The deadline is January 21, 2000.

City Agencies Supporting Children During After-School Hours (Continued)

Office of Jobs and Community Services	Community Development Block Grants	Funds essential human services activities, including after-school tutoring, for low- to moderate- income families. Grants range from \$12,000-\$100,000 annually.	Yvette Peake, Program Manager/Human Services, Office of Jobs and Community Services: (617) 918-5270; or Lynn Dever, Planner, Office of Jobs and Community Services: (617) 918-5233	A citywide hearing will be held on January 25 th at the Copley Branch of Boston Public Library, Rabb Lecture Hall, 6:30-8:30 p.m. The RFP will be available on January 28 th .
Boston Police Department	Violence Prevention Grant Program	Funds projects in partnership with the Police Department that work to prevent and reduce violence, including after-school programs. This year, grants of up to \$30,000 were awarded.	Jennifer Williamson, Senior Policy Analyst, Boston Police Department: (617) 343-4904	Funding for FY 2000 has not yet been announced.
Boston 2:00-6:00	Affordability Grants coordinated by Parents United for Child Care, and Child Care Quality Improvement Grants coordinated by the Office of Community Partnerships	Boston 2:00-to-6:00 is providing funds to Parents United for Child Care's Affordability Grants program and the Office for Community Partnerships' Child Care Quality Improvement Grants program. Funds for the Affordability Grants program support the expansion of affordable slots for school-age care programs, enabling programs to provide affordable fees to parents and increase the number of children served in school-age programs from low- and moderate-income families. For information on the Child Care Quality Improvement Grants program, please see that listing earlier in this chart.	Marinell Yoders, Senior Program Manager, Boston 2:00-to-6:00: (617) 635-2098	Funding for FY 2000 has not yet been announced.

Boston 2:00-to-6:00 Survey

WE WANT YOUR FEEDBACK!

The Boston 2:00-to-6:00 office wants to provide you with the best possible resources. In order to help us improve our efforts, please fill out this survey and fax or mail it back to us at the fax number or address listed below. Thanks!

1. Are you interested in more in-depth information on any of the topics or programs that were presented in this edition of *Boston 2:00-to-6:00 News*? If so, what topics or programs would you like us to address in subsequent issues?
2. What additional services would you like the city to provide in order to help support your after-school program?
3. Do the Boston 2:00-to-6:00 newsletters provide you with useful information? ____ Yes ____ No
If no, how can we improve the content of our newsletters?
4. Do you use our website? (www.cityofboston.com/2to6) ____ Yes ____ No If so, what additional information would you like us to feature on our website?
5. On a scale of 1 to 5, with 1 being "not very responsive" and 5 being "highly responsive," how would you rate the Boston 2:00-to-6:00 office in filling your needs? ____ If our rating is low, how could we be more responsive to your needs?

Name: _____

Organization: _____

Address: _____

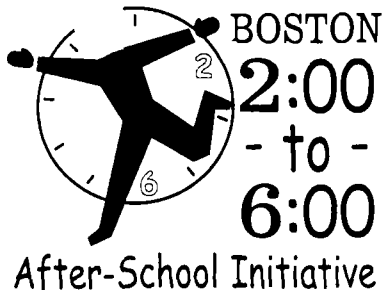
Please fax or mail this form to:

Joe Levinger, Resource Development Manager, Boston 2:00-to-6:00 After-School Initiative
Office of the Mayor, Boston City Hall, Room 708, Boston, MA 02201
Fax: (617) 635-2026

Boston 2:00-to-6:00 News

Volume 1, Issue 3

November 1999



The mission of the Boston 2:00-to-6:00 After-School Initiative is to support the expansion of quality after-school programs across the City of Boston to provide new learning and social development opportunities for children.

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Mayor's Column

I am pleased to report that the *Expanding Youth Horizons* conference, held on September 27th at The Children's Museum, was a tremendous success. The response from all who attended was overwhelmingly positive, and I was inspired to see so many of you coming together to support our city's children.

For our next event, I am pleased to announce that the Boston 2:00-to-6:00 After-School Initiative, together with Vice President Gore's Federal Support for Communities Initiative, the Boston Federal Executive Board, City Year, and Parents United for Child Care, will host an After-School Resource Fair and Forum on Tuesday, November 16th at City Year Headquarters, 285 Columbus Avenue in Boston, from 9:00 a.m. to 1:00 p.m. The Fair is targeted to after-school program providers, as well as youth and community workers, and training sessions will also be held.

Additionally, this edition of *Boston 2:00-to-6:00 News* is filled with funding opportunities and other informational resources.

Thank you, as always, for your work in providing the best possible out-of-school time care for our city's young people. Children represent our most precious resource — and our

future. Together, we are making a difference.✂

Thomas M. Menino
Mayor of Boston

Funding Opportunities

Public Sector and Non-Profit Grants

Parents United for Child Care Opening Doors Initiative

- **Who May Apply:** Boston Public Schools Elementary School Program Development Teams, headed by the school's principal.
- **Funding Criteria:** This program supports partnerships to create new after-school programs in school buildings, or to expand existing part-time programs to full-time programs. Applicants are eligible to apply for training, technical assistance, and funding through the grant program.

Continued on Page 2

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Funding Opportunities (Continued)

- **Average Grant Size/ Range:** Start-up grants of up to \$10,000, in conjunction with free training and technical assistance.
- **Deadline:** RFPs will be available in late November 1999. They will be due in mid-January 2000.
- **Contact:** Tania Buck, Project Associate: (617) 426-8288.

Parents United for Child Care's Affordability Grants Program, with Support from the Boston 2:00-to-6:00 After-School Initiative and Other Funders

- **Who May Apply:** Out-of-school time providers serving children ages five to 14.
- **Funding Criteria:** This program supports the expansion of affordable slots for school-age care programs, enabling programs to provide affordable fees to parents and increase the number of children served in school-age programs from low- and moderate-income families. Programs are eligible to receive grants over a three-year period.
- **Deadline:** December 15, 1999.
- **Contact:** Samantha Wechsler, Project Associate: (617) 426-8288

Child Care Quality Improvement Grants

- **Who May Apply:** Early care and school-age/after-school care providers.
- **Funding Criteria:** As a result of new funding from Boston 2:00-to-6:00, grant guidelines have been expanded this year to include both early care as well as school-age after-school program. These mini-grants are designed to address issues of program quality using the benchmarks developed by Boston EQUIP (training, parent engagement, accreditation, and facilities).
- **Average Grant Size/Range:** To be announced.

- **Deadline:** RFPs will be available in early December 1999.
- **Contact:** Juanda Johnson-Taylor, Office for Children and Families: (617) 635-2130.

Office of Child Care Services' Child Care Quality Fund

- **Who May Apply:** Non-profit child care organizations in Massachusetts.
- **Funding Criteria:** Projects must improve the delivery of childcare services within the Commonwealth by assisting children in progressing effectively in learning environments. Grants will be awarded for teacher training, as well as for training and education curricula and materials.
- **Average Grant Size/Range:** As of April 1999, approximately \$84,000 is in the Child Care Quality Fund.
- **Deadline:** January 1, 2000.
- **Contact:** Janet McKeon, Director of Policy and Training: (617) 626-2027.

Community Development Block Grants

- **Who May Apply:** Community-based organizations.
- **Funding Criteria:** Programs must serve low- and moderate-income residents.
- **Average Grant Size/Range:** \$12,000 to \$100,000 per year for two years.
- **Deadline:** RFPs will be available on January 14, 2000.
- **Contact:** Yvette Peake, Program Manager/Human Services: (617) 918-5270, or Lynn Dever, Planner: (617) 918-5233.

Boston Annenberg Challenge – Fund for Nonprofits

- **Who May Apply:** Non-profit organizations collaborating with schools on education reform activities.

Continued on Page 3

Funding Opportunities (Continued)

- **Funding Criteria:** School practitioners must be active participants in the joint application submitted with nonprofit organizations, and are responsible for explaining how their nonprofit partners will help them achieve their goals as defined in their Comprehensive School Plans.
- **Average Grant Size/Range:** Grants have typically ranged from \$5,000 to \$50,000, although there is no upper or lower limit on the amount of funds that can be requested.
- **Deadline: January 28, 2000.**
- **Contact:** Susan Fish, Administrative Assistant: (617) 557-9775. Information is also available at www.agmconnect.org/links/annenfnp.html.

Massachusetts Cultural Council YouthReach Initiative

- **Who May Apply:** Non-profit arts organizations or organizations with a strong history of arts programming.
- **Funding Criteria:** Projects may include arts education and training programs; internships; artist residencies (excluding school residencies); youth-generated performances; literature, video or film pieces; murals; or exhibitions.
- **Average Grant Size/Range:** Applicants who have not received YouthReach funding previously may request up to \$22,000 per year for two years.
- **Deadline: February 7, 2000.**
- **Contact:** H. Mark Smith, YouthReach Program Coordinator: (617) 727-3668, X253. Information is also available at www.massculturalcouncil.org.

Corporate and Foundation Grants

Fleet National Bank – The Lloyd G. Balfour Foundation After School Teen Initiative

- **Who May Apply:** Social service agencies, community groups, schools, colleges, church groups, and other non-profit programs. Existing, new, or collaborative ventures are all eligible.

- **Funding Criteria:** This is a new grant initiative supporting after-school programming for children ages 12-16, focusing on urban areas in Massachusetts, working toward providing after-school care that promotes academic and personal development. The goal of this initiative is to improve the quality and expand the availability of after-school teen programming while maintaining affordable fee structures. Ideal programs will not only serve as safe havens, but will also provide opportunities for learning working toward improving academic achievement.
- **Average Grant Size/Range:** Funds will total \$1.5 million, awarded to approximately 10 to 15 organizations over a two-year period. Grants will range from \$75,000 to \$200,000.
- **Deadline: December 15, 2000.**
- **Contact:** Kerry Herlihy Sullivan, Director of Grantmaking: (617) 346-2493. Information is also available at www.agmconnect.org/Rfp/BalfourRFP2000.pdf.

Home Depot Community Giving Program

- **Who May Apply:** Non-profits located in neighborhoods where there is a Home Depot present. (Boston Home Depot branches are located in Dorchester and West Roxbury.)
- **Funding Criteria:** Grants are awarded to organizations that assist troubled youths at risk of drug abuse, violence, teen pregnancy, joining gangs, and dropping out of school.
- **Average Grant Size/Range:** The company awards \$10.3 million nationwide.
- **Deadline: Applications are accepted throughout the year.**
- **Contact:** Carolyn Smillie, Manager of Community Affairs: (770) 433-8211. ☞

INFORMATIONAL RESOURCES

Violence Prevention/Substance Abuse Training

Boston Public Schools will be offering a free training entitled "Using the Teenage Health Module to Teach About Substance Abuse, Violence Prevention and Tobacco Use Prevention" on **November 15th from 2:30-5:00 p.m.** at Student Support Services, 443 Warren Street, Conference Room 2, in Dorchester. The training is geared toward teachers or after-school program providers who work with children in grades 6-12. Jeremy Phillips, from the Massachusetts Prevention Center, will be the presenter.

The Teenage Health Teaching Modules, developed by Education Development Center, are nationally validated curricula proven useful in teaching the skills and knowledge needed to help students to resist risk-taking behavior. This workshop will help teachers and after-school providers use the curricula in their classrooms or after-school programs and develop related activities to help students avoid negative behaviors. Each participant will receive curricula and related materials to use in the classroom. To register, contact Shirley Handler, Program Director of the Comprehensive School Health Unit, at (617) 635-6788.

Boston Excels Opportunity

Boston Excels is an eight-year-old award-winning full service school model developed by the Home for Little Wanderers (formerly Boston Children's Services). The goal of the program, currently in four Boston elementary schools, is to address academic support needs of children and their families and to overcome barriers to children's success. Boston Excels is currently embarking on selecting a fifth Excel elementary school in Cluster 2, 3, 7, 8, or 9. Elementary school principals interested in applying to be part of this program should contact Susan Klaw, Director of Boston Excels, at (617) 927-0602, **no later than November 15th.**

New Federal After-School Website

Vice President Gore recently launched a new initiative to support safe, high-quality after-school programs to aid working families. As part of this initiative, a special after-school website (www.afterschool.gov) has been developed. The aim of the website is to connect schools, community groups, parents and after-school programs with existing federal resources, expanding after-school opportunities around the country. Announcements of future federal funding opportunities for after-school programs can be obtained on the website.

Boston 2:00-to-6:00 Website Updates

The Boston 2:00-to-6:00 website (www.cityofboston.com/2to6) will soon include a user-friendly summary of the key concepts from the BPS and State Learning Standards. The summary, containing after-school activities to support children's learning, was distributed at the Expanding Youth Horizons conference on September 27, 1999. (For those without access to the web, free copies of the resource notebook will soon be available from Boston 2:00-to-6:00. Please call the Boston 2:00-to-6:00 office at (617) 635-2098 to request a copy.) In addition, all prior editions of *Boston 2:00-to-6:00 News* will be available on the Boston 2:00-to-6:00 website.✂

CELEBRATING NEW SCHOOL-BASED AFTER-SCHOOL PROGRAM SITES

In carrying out Mayor Menino's call to open up the Boston Public Schools for after-school programs, 20 new and three expanded school sited after-school programs have opened over the past several months in BPS elementary and middle schools. In some instances, individual schools working in partnership with an outside organization have started these programs. In addition, through efforts including the Community Learning Centers Initiative in which the Boston Public Schools, Boston 2:00-to-6:00, the Mayor's Office of Community Partnerships, and Parents United for Child Care are collaborating to launch these programs, as well as through Parents United for Child Care's Opening Doors Initiative, many schools are operating programs themselves or are working in partnership with community-based organizations to serve hundreds of children during out-of-school hours.

Parents United for Child Care Opening Doors Initiative

School	Lead Provider
Conley	West Roxbury/Roslindale YMCA
Hamilton	Jackson Mann Community Center
Mather	School Run
Orenberger	School Run
Perry	South Boston Neighborhood House

Targeted Cities

School	Lead Provider
Blackstone	Boston Excels (Home for Little Wanderers)
Cleveland*	Citizen Schools
Ellis	Boston Excels (Home for Little Wanderers)
Lewis*	Roxbury YMCA
Mason*	The Walker Home & School

21st Century Community Learning Centers

School	Lead Provider
Hernandez	School-led with many partners
King	School-led with many partners

Additional Programs

School	Lead Provider
Emerson	Phillips Brooks House/City Year
Guild	East Boston YMCA
Irving	Citizen Schools
Kenny	B.E.L.L. Foundation
Marshall	B.E.L.L. Foundation/Dorchester YMCA
Otis	Boston Excels (Home for Little Wanderers)
Shaw, P.A.	B.E.L.L. Foundation
Shaw, R.G.	Citizen Schools
Stone	Boston Excels (Home for Little Wanderers)
Sumner	Hyde Park YMCA
Wilson	Citizen Schools

* Expanded school sited after-school programs✂

QUOTE OF THE MONTH

"Eighty-six percent of police chiefs participating in a survey believe the government could reduce youth crime by increasing after-school and child care programs, an advocacy group said today. Nearly nine of 10 agreed that failing to do so will cost the nation more in the long run in crime, welfare and other expense, said *Fight Crime: Invest in Kids*, a group lobbying Congress to spend more on juvenile crime-prevention efforts."*

Associated Press
November 1, 1999

* To find out more about *Fight Crime: Invest in Kids*, check out their website at www.fightcrime.org✂

The New York Times

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MONDAY, JANUARY 24, 2000

The Bell Rings but the Students Stay, and Stay

By JODI WILGOREN

The revolution begins at 3 p.m.

Every afternoon, in thousands of schools across America, students are staying after the final bell. They file back into cafeterias for a snack, then filter through classrooms conducting science experiments and creating art projects. They play, but they also study. By the time they go home, the sun has already faded.

The explosion in after-school programs — federal financing alone has ballooned to \$454 million this year from \$1 million in 1997 — represents nothing less than a reimagining of

the school day for the first time in generations, as educators and policymakers seek to respond to the realities of working families and what may be missing from the classroom.

The lofty goal, says the Afterschool Alliance, a coalition of businesses, foundations and the federal government, is for every American child to have access to high-quality programs by the end of the decade.

"How many hours does it take to truly help a child learn and grow in today's society?" asked Jennifer Davis, executive director of Boston 2 to 6, one of the programs sprouting in communities across the country. "It's no longer enough to just have a school day."

With 78 percent of mothers of school-age children in the work force, and welfare reform pushing more into jobs, millions of children are on their own between 3 p.m. and 6

p.m., the hours when youth are most likely to commit crime — or be victimized by it. At the same time, the public is increasingly frustrated with school failures, worried about poor performance on standardized tests and that the renewed emphasis on basic skills has squeezed out enrichment programs like music and gym.

Typically offered free but with required attendance in poor urban areas, the burgeoning after-school programs in some ways try to mimic the suburban activity calendar in which the children of cul-de-sacs are shuttled from piano lessons to soccer

Continued on Page A18

The Bell Rings and the Students Stay

Continued From Page A1

practice, with time for tutoring and play dates in between. They also imitate the schedules of elite boarding schools, keeping students scheduled until dark with experiential learning and athletics — an agenda packed with academics, yet distinct from what happens during the day.

"If you give kids more time to learn," said Adriana DeKanter, the adviser to the United States Secretary of education for after-school issues, "they're going to learn more."

In Boston, teenagers cook sophisticated meals or stage mock trials after apprenticeships with volunteer chefs and lawyers. In the San Fernando Valley of Los Angeles, children built a miniature golf course. About 500,000 students in 1,000 school districts in 45 states are using curriculums like "Time Warp Egypt" and "Do Cows Eat Sunshine?" that were designed by the Smithsonian Institution with Voyager Expanded Learning, a company based in Dallas.

Up to \$5 billion in public and private money is being spent annually on after-school programs, and estimates on how many students are involved range from two million to five million. The programs have mostly blossomed in underprivileged

area, but experts think they will soon spread to middle-class suburbs.

While the notion of keeping idle youngsters out of trouble with meaningful activities has universal appeal, some critics frown at the notion of the government, rather than families, being responsible for children for more hours each day. Considering the shortcomings of public schools, others are skeptical about expanding their reach — will more time just produce more failure?

"It's got to be a lot more than just baby-sitting," said Herbert Sturz, chairman of the After School Corporation, an initiative funded largely by George Soros which, by next month, will have programs serving 26,000 students in 100 New York schools. At the same time, warned Gil Noam, a professor of medicine and education at Harvard, "we have to be very careful not to overprogram," because it is "very important just to kind of have downtime where kids can be together."

At P.S. 130 in the Bronx, the after-school program is centered on a production of "The Wiz," which took the stage last week. Focusing on the musical's themes of home and family, the elementary-school students did research projects about Kansas, drew maps and built cardboard houses modeled on Dorothy's, while

also rehearsing songs and dances and painting a backdrop for the set.

One recent afternoon, Washington Chavez, a local artist, led a group of second-graders through a lesson about detail as they outlined the yellow-brick road, as Tamik Davis, who is in fourth grade, tumbled across the auditorium practicing the tornado dance.

"Children that are very quiet and very shy are being more expressive," said Juliet McBride, a reading teacher at the school who also works in the after-school program. "You can see it in their self-esteem. You can see it in their grades."

A variety of small-scale studies have shown that enrollment in after-school programs, particularly through grade 3, helps boost attendance and reduce behavior problems during the school day, and even improves academic performance in class and on standardized tests. Surveys done for the After School Corporation suggest that students in the programs are more likely to finish their homework, read, use computers and feel comfortable solving math problems, while their parents report being able to work more hours while also developing closer relationships with their children's schools.

In Chicago, where youngsters with low test scores, about 237,000 of

them, are required to attend the Lighthouse after-school program, 89 percent of those enrolled saw their scores rise. In the Cabrini Green housing project, the portion of students at the Jenner Academy for the arts who meet the national average has jumped to 21 percent from 14 percent in reading and to 29 percent from 15 percent in math, since Lighthouse began.

"In some of the homes, there's

either no parents to help with homework, or parents may not be capable," said Blondean Davis, Chicago's chief of schools and regents. When the city began mandatory homework in 1996, Dr. Davis said, "parents wrote to us and said, 'How do I help with inversion of fractions? What do I know about calculus?' The focus of Lighthouse is on the reading, the math, and the homework assistance."

But as the after-school movement skyrockets, with at least 26 states planning to increase funding, along with countless cities, school districts, foundations and private companies, questions abound about how to structure curriculum and recruit and train staff. Many doubt the After School Corporation's estimate that high-quality programs can cost just \$1,000 per child, pegging it closer to \$1,800 (the Children's Defense Fund puts it as high as \$3,000). And summer programs, the obvious next step in needy neighborhoods, are even more complex and expensive.

There is widespread agreement that the new after-school programs should be situated in schools, rather than the old model of the Y.M.C.A., to take advantage of insured public facilities sitting empty, give the added hours an academic air and help schools become community hubs. Most, though, think they are best run not by school districts and teachers but by neighborhood institutions — the Dance Theater of Harlem, the Children's Museum of Boston, or community-development organiza-

tions — able to bring something beyond books.

Nearly all the programs contain a homework or tutoring component, but the other hours are filled with recreation, adventure, or artistic activities. The federal government provides a free snack.

"If we extend the day, it cannot be more of the same," said Deborah Lowe Vandell, a professor of educational psychology at the University of Wisconsin who is perhaps the nation's leading researcher on after-school programs.

Eric Schwarz, cofounder of Citizen Schools, the apprenticeship program in Boston, said the key is to replace the "drill and kill" approach of the test-focused classroom with something that will "allow kids to learn and have fun at the same time."

One major issue is who should staff the programs. Some places, like Chicago, use only teachers or retired teachers, but most say that is unrealistic because of burnout, or simply too costly. Instead, programs recruit lower-level school employees, college or high school students, local artists and musicians and even unemployed people from nearby neighborhoods, usually offering \$6 to \$15 an hour. Turnover is brisk.

"Children need adults to help them grow up successfully," said Carla Sanger, director of L.A.'s Best, whose employees typically come from the low-income neighborhoods where the schools are situated and go through extensive training. "Good adult supervision requires a lot of generosity. That's not always intuitive. We have to build what that means among staff."

At P.S. 130, Rosetta Price is a

At P.S. 130, Rosetta Price is a cafeteria worker by day, a counselor in the after-school program. She has a special rapport with the children she leads in games and helps to make glittery pins out of bow-tie pasta; they relate to her in a different way than to their more highly educated teachers.

Parents are often in the classroom as well, either as volunteer helpers or as paid counselors.

Attendance is good — better than in a pure reading program aimed at weaker students in the school — and the children seem thrilled with the array of activities.

"At home, all you do is watch TV — over here you do more stuff," said Giovanni Vicenti, 8, as he squirmed in his small chair in Ms. Price's class. "You get to do art, you get to paint, you get to do plays."

The children said they finish all their homework during the after-school program, so in the evening, they are free to play.

"I used to go home and be bored," said Nieka Williams, another 8-year-old. "It's fun here."

The Boston Globe

MONDAY, SEPTEMBER 27, 1999

Metro Region

THE BOSTON GLOBE • MONDAY, SEPTEMBER 27, 1999

Changing lessons after school

More work, less play urged for city centers

By Jordana Hart
GLOBE STAFF

Trying to shed their reputation among some parents and teachers as glorified baby sitters, Boston's 240 after-school programs are embarking on a campaign to stress academics as strongly as sports to boost the classroom skills of thousands of pupils.

This means that the 1,500 counselors, teachers, and others who staff the city's after-school centers will have to become familiar with what Boston public schools expect children to be able to learn in kindergarten through grade 8, the age group targeted by after-school programs.

Today, 300 of the city's after-school workers are expected to attend a conference and three-hour workshops at the Children's Museum on everything from learning unusual math games and physical science projects to new techniques for engaging struggling readers.

Boston's comprehensive strategy to enhance the academic content of after-school programs for 17,000 schoolchildren is considered the first initiative of its kind in the country, federal education officials said.

"Nothing has been as systemic as what appears to be happening in Boston," said Adriana de Kanter, special adviser on after-school issues to US Education Secretary Richard Riley.

"This is a very deliberate effort to bring Boston schools curriculum specialists together with after-school providers" to pinpoint ways to boost "literacy activities, math games, and how we can use computers to enhance classroom learning," said Jennifer Davis, director of the Boston 2:00-6:00 After-School Initiative, a city agency spearheading the academic push.

At the conference, each worker will be given an 80-page summary of state and city academic standards by grade, as well as scores of after-school activities. Mayor Thomas M. Menino and Superintendent of Schools Thomas W. Payzant are expected to attend.

SCHOOL, Page B5

After-school programs focus on academics

■ SCHOOL

Continued from Page B1

Following the Expanding Youth Horizons conference, sponsored by Menino's after-school program and the Children's Museum, the city will sign up after-school workers for other as yet unscheduled workshops.

But the changes in after-school programs are expected to be subtle, said Davis, and will not replace much-cherished sports and recreational activities.

For example, children can still play card games, but better trained staffers will now know how to use card games to enhance math skills. Or, in an effort to improve literacy, they can discuss the themes of books they are also reading for class.

The hope is that many schoolchildren in after-school programs will soon notice that the storybooks they read in class will now also be found on their clubhouse book shelves. They may find themselves making leaf displays or recording an imaginary space journey instead of playing the usual checkers or cards.

As they operate now, Davis said, many after-school programs "are not that comfortable handling math homework, for example, because folks don't feel they have the training they need around new approaches to math."

The effort comes as the city this fall began allowing 61 schools, more than half the city's elementary and middle schools, to remain open late for after-school programs.

"When you look at the literature on outstanding programs, they are those that connect to regular school programs," de Kanter said. "Boston is understanding that after-school activities have to be fun, but also reinforce standards."

Still, city officials acknowledge, there is a dearth of after-school slots, noting that 15,000 schoolchildren go to empty homes or are looked after by a sitter. And in the next two years, officials estimate, 2,000 Boston families on welfare will lose their benefits, forcing many parents into the work force, where they will need after-school care for their children.



Mayor Menino's 2:00-to-6:00 After-School Initiative

"Today, I am announcing the Boston 2:00-to-6:00 Initiative. Its mission will be to offer quality, affordable after-school activity in every neighborhood."

Mayor Thomas M. Menino, Inaugural Address, January 5, 1998

After-School Programming is More Important Now Than Ever Before

- In Boston, two-thirds of children ages five to fourteen live in families in which a single parent or both parents work, leaving no one at home during after-school hours.
- Over the next two years, 2,000 families receiving welfare in Boston will lose their benefits. As parents join the labor force, roughly 3,500 additional children will be in need of after-school care.
- Recent data show that although approximately 17,000 elementary and middle school children in Boston are enrolled in full-time after-school programs, an additional 15,000 children are in need of programs.

Raising Academic Expectations Requires Extra Support for Students

The Boston Public Schools and the Commonwealth of Massachusetts have introduced ambitious new standards and the MCAS test to measure the academic achievement of students. Setting high expectations, however, is only the first step to achieving excellence, and many students will need additional support to reach these goals. High quality after-school programming can give children and youth important opportunities to apply and expand upon skills learned in school.

The Consequences of Inaction can be Grave

Recent studies have demonstrated the positive effects that high quality after-school programs can have in encouraging children and youth to make responsible and constructive decisions. In Boston, 33% of all juvenile offenses occur on school days between the hours of 2:00 p.m. and 6:00 p.m. Without structured, supervised after-school activities, children are more likely to use drugs and alcohol, become sexually active, and engage in criminal behavior.

Boston 2:00-to-6:00 Initiative's Accomplishments to Date (1998-1999):

- Supported partnerships between youth-serving organizations and schools to open 33 new full-time after-school programs in school buildings. As of this fall, a total of 57 schools — more than 50% of the City of Boston's elementary and middle schools — operate after-school programs, serving over 2,750 children. Each of these programs offers a diversity of academic enrichment, recreation, and arts and cultural programming.
- Helped to leverage over \$5 million from public and private sources to expand the number of children served in quality after-school programs.
- Released "*Financing Our Children's Future*," the nation's first guide to federal, state, and local funding resources available to support after-school programming.
- Introduced a bill with the full support of the Boston Delegation to the Legislature. Due to the Mayor's leadership and collaboration with parent and community groups, the state's pending budget includes additional funding for after-school programming.

Accomplishments (Continued)

- Selected by the Vice President's National Partnership for Reinventing Government (NPR) as one of three city partners of the Federal Support for Communities Initiative. Boston is featured as a community success story on the NPR website (www.afterschool.gov/strongprogl1a.html).
- Launched *Expanding Youth Horizons*, a major educational initiative for after-school program providers, offering training and materials to help after-school staff support children's learning in literacy, mathematics, and science in fun and creative ways.
- Interviewed over 350 parents and more than 100 program providers to gather input on the Initiative.

Goals for 1999-2000

I. Expand the Number of Elementary and Middle School Children Served

- Support partnerships between youth-serving organizations and schools to help open 20 new school-based programs in 1999 and expand existing school and community-based programs to serve 900 additional children.

II. Leverage New Resources

- Work with program providers and funders to leverage over \$5 million in new public and private resources.
- Better coordinate non-financial resources for after-school programs, such as college and business volunteers, arts and cultural programs, and U.S. Department of Agriculture after-school meals.

III. Improve Quality and Focus on Results for Children

- Provide additional staff development and training opportunities to program providers.
- Develop initiatives that encourage better communication about children's academic and social development needs between after-school providers, school staff, and parents.
- Develop a report that reviews continuous improvement and quality technical assistance efforts underway in Boston and in cities across the country, and develop recommendations for building on the current system in Boston.

IV. Establish High-Level Boston 2:00-to-6:00 Task Force to Help Accomplish the Above Objectives

Boston 2:00-to-6:00 After-School Initiative

Office of the Mayor

Boston City Hall, Room 708

Boston, MA 02201

Ph: (617) 635-2098; Fax: (617) 635-2026

www.cityofboston.com/2to6

January 2000



CITY OF BOSTON • MASSACHUSETTS

OFFICE OF THE MAYOR
THOMAS M. MENINO

Mayor Menino's 2:00-to-6:00 After-School Initiative

"Tonight, I ask the Governor, the House Speaker, and the Senate President to commit \$300 million to the next round of education reform, including early intervention, and put \$50 million to out of school programs for children most in need."

I stand by my commitment to education reform. Our students are beginning to learn how to climb. Don't kick that ladder out from under them."

Mayor Thomas M. Menino, The State of the City Address, January 11, 2000

After-School Programming is More Important Than Ever Before

- ◆ In Boston, two-thirds of children ages five to fourteen live in families in which a single parent or both parents work, leaving no one at home during after-school hours.
- ◆ The state MCAS and local standardized test scores show a high percentage of students below grade level in the subjects of reading and math. After-school programs provide opportunities for extra support for these children.
- ◆ 33 percent of all juvenile offenses in Boston occur on school days between the hours of 2:00 p.m. and 6:00 p.m. Without structured, supervised after-school activities, children are more likely to use drugs and alcohol, become sexually active, and engage in criminal behavior.
- ◆ Over the next two years, 2,000 families receiving welfare in Boston will lose their benefits. As parents join the labor force, roughly 3,500 additional children will be in need of after-school care.

Boston's Accomplishments to Date:

- ◆ Partnerships between youth-serving organizations and public schools have contributed to the opening of 33 new full-time after-school programs in school buildings. As of this fall, a total of 57 schools — more than 50 percent of the City of Boston's elementary and middle schools— operate full-time after-school programs, serving over 2,750 children. Each of these programs offers a diversity of academic enrichment, recreation, and arts and cultural programming. The Mayor and Superintendent are committed to keeping school buildings open through the afternoon hours and will be expanding summer programming as well.
- ◆ Mayor Menino has helped to leverage over \$5 million from public and private sources to expand the number of children served in quality after-school programs.

Challenges Facing After-School Programs

Over the last few years national and local momentum in support of expanding after-school programming has grown. The support from policymakers, however, has not reached the commitment necessary to financially meet the after-school needs of children.

- ◆ **Program Affordability, Availability, and Sustainability:** Current funding for after-school programming is comprised of a complex mix of public resources, private donations, and parent fees. Although substantial resources (an estimated \$35 million) are currently invested in after-school programming in Boston, estimates are that only half of the children in need of programs are being served. Communities across Massachusetts face a similar challenge. Furthermore, many of the funding sources are short-term and do not provide sustainable resources to enable programs to plan for the future and focus on program quality.
- ◆ **Staffing:** After-school programs have alarmingly high staff turnover, caused by low pay, lack of benefits, and insufficient career development opportunities. While training opportunities for after-school providers have expanded over the last several years, program providers continue to articulate the need for a variety of ongoing training support.
- ◆ **Infrastructure:** Systems such as: (1) transportation; (2) facilities; (3) after-school meals; (4) volunteer training; (5) communications; and (6) program management need be strengthened.

Proposed Solutions:

“Learning can not be just the school’s responsibility. All of us have a role to play...parents and other caregivers need to help support children’s learning after-school, in the evenings, over the summer – all the time.” Superintendent Tom Payzant

The federal, state, and city governments must work together to develop increased, dedicated, and sustainable funding to support after-school programs. The public sector, in particular the state, has to bear the primary responsibility for funding the basic programmatic costs of running after-school programs for children. Parents should continue to contribute what they can afford to pay for programs, but these fees cannot meet fully the total program costs. To support program sustainability, funding should be driven by a per child formula, scaled according to a parent’s ability to pay.

Possible State Funding Sources:

- I. **Massachusetts State Budget:** The State Legislature may choose to increase the line item in the state budget (Department of Education item number 7061-9611) dedicated to after-school programs to \$50 million. The Fiscal Year 2000 Budget contained \$5 million in non-designated funds, of which Boston received \$475,000.
- II. **Education Reform:** The funding of Education Reform in Massachusetts should include resources for comprehensive out of school time programming. This option would include after-school programs as part of the formula grant calculations for education funding across the state.

III. “Sunny Day Fund” Interest: The legislature created the Commonwealth of Massachusetts Stabilization Fund or “rainy day fund,” as a buffer against downturns in the economy. As of June 30, 1999, the Fund had a balance of \$1,388,523,000. The Fund generated interest revenue of over \$63 million during the last fiscal year; in addition, the Fund grew by more than \$165 million with a stabilization transfer. One option is that the State Legislature use up to \$50 million in interest earnings from the Stabilization Fund and create a “Sunny Day Fund” to support children, youth, and families during out of school time. This proposal would not affect the principal or any of the transfers and still would protect the state in the event of a recession or other fiscal crisis.

Additional Background: Research Supports The Need for After-School Programs

- ◆ Teachers and principals report that students become more cooperative, learn to better handle conflicts, develop an interest in recreational reading, and receive better grades due to participation in after-school programs. (National Institute on Out-of-School Time, 1998)

- ◆ A study of two housing projects, one with a 32-month after-school recreation program, and one with minimal recreation services, found that in the housing project with the after-school program, juvenile arrests declined by 75 percent compared to prior years, while juvenile arrests increased by 67 percent in the housing project offering minimal services. (National Institute on Out-of-School Time, 1998)

- ◆ Several studies have found that children who attend quality programs have better peer relations, emotional adjustment, grades, and conduct in school compared to their peers who are not in programs. They also have more learning opportunities, academic or enrichment activities, and spend less time watching television. (National Institute on Out-of-School Time, 1998)

This is a Summary
of the State bill

we introduced.

It resulted so

far is an additional

3 million for
open-school.

An Act to Promote Out-of-School Time Programming and Community Education for Children and Families in the Commonwealth S. 1844

The Need

In the face of rising academic standards, a potentially significant increase in juvenile delinquency during the after-school hours, and more working parents unable to care for their children in the afternoon, the children and working families of this State clearly need help if we are to fulfill our commitments to improve the quality of life for our youth. We now have the opportunity to work together to promote the expansion and enhancement of after-school and out-of-school time programming for Massachusetts' children and families, including urban and suburban residents. The goal of this legislation is to help enhance and expand quality programming in communities throughout the State. Such programming can:

- Promote academic success by linking programming in creative ways to state and local learning standards;
- Prevent juvenile delinquency and improve the health and social well-being of children;
- Provide support to children and working families, including the thousands of families across the state that will lose their welfare benefits over the next two years; and
- Strengthen community involvement in the lives of young people.

The Proposal

Grants to Cities and Towns through Community Councils

The State, through the Department of Education, would provide grants to municipalities to support quality after-school and out-of-school time programming in their communities such that each community would be empowered to decide how to use the funds to meet its specific needs most effectively. Funds will support programming that promotes learning in the areas of literacy, math, the arts, sports, and technology, among others. The bill encourages cities and towns to use these funds to open school buildings and facilities across the state during out-of-school time so that communities could take full advantage of the resources found therein.

The Building Blocks of Success

To be eligible for these funds, communities must establish community councils, comprised of parents, municipal officials, community members, community-based organizations, and youth. The councils would develop a proposal to meet community needs and oversee the distribution of funds (a lead agency with fiduciary responsibility would be designated). The proposals must demonstrate how the programs will support student learning and social development and must also show collaboration among various community members and organizations. With this foundation of support, communities can create quality programming that is both successful and sustainable.

Coordinated State Approach

This legislation would also create the capacity for the Department of Education to coordinate across all appropriate State agencies that support after-school programming. In this way, communities, organizations, and families would be able to access information about after-school programming in Massachusetts through a single point of contact.

Why is this bill important?

Ensuring Safe Spaces:

Currently tens of thousands of children in Massachusetts are unsupervised in the after-school hours. Out-of-school time programming can ensure that children are not alone after school and that they have the opportunity to engage in constructive activities if their parents are working or not at home.

Academic Support:

After-school and out-of-school time programs can provide critical tutoring in reading and math that can significantly improve a child's academic confidence and performance.

Preventing Juvenile Delinquency:

According to a report of the Massachusetts Targeted Cities Initiative, the state will see a 24% increase in the youth population ages 12 to 17 between 1995 and 2005. This population increase potentially will result in over 700 arrests for violent crime, 1,000 teen pregnancies, and 4,000 high school dropouts without new intervention strategies. A significant amount of juvenile crime occurs during the after-school hours. In Boston, fully 1/3 of all juvenile offenses occur between the hours of 2:00 p.m. and 6:00 p.m. After-school programs can keep kids off the streets and give them productive opportunities in which to engage after the school bell rings.

Supporting Welfare-to-Work:

Welfare reform is leading thousands of parents throughout the state to return to work. If more parents are working, more children are without supervision after-school. These programs can provide parents with both a service and peace of mind that are critical to the success of welfare reform.

Strengthening Families:

This bill will not only help communities provide services to children, but will help them serve parents and families as well. Through health-related programming, career planning, ESL classes, or exposure to arts and culture, out-of-school time programs can provide invaluable support to children and families. By encouraging communities to opening school buildings and use those resources, this bill also encourages schools to become centers of community life more fully.



Office of the Mayor

BOSTON 2:00-to-6:00
After-School Initiative

Jennifer Davis
Executive Director

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Email: jennifer.davis@ci.boston.ma.us

Ann -

This report was developed
with the help of the
management firm, Bain & Co.
and a 360-parent poll.
The data is from 1998.

J

The Boston 2:00-to-6:00 After-School Initiative

“Today, I am announcing the Boston 2:00-to-6:00 Initiative. Its mission will be to offer quality, affordable after-school activity in every neighborhood.”

**Mayor Thomas M. Menino, Inaugural Address, January 5,
1998**

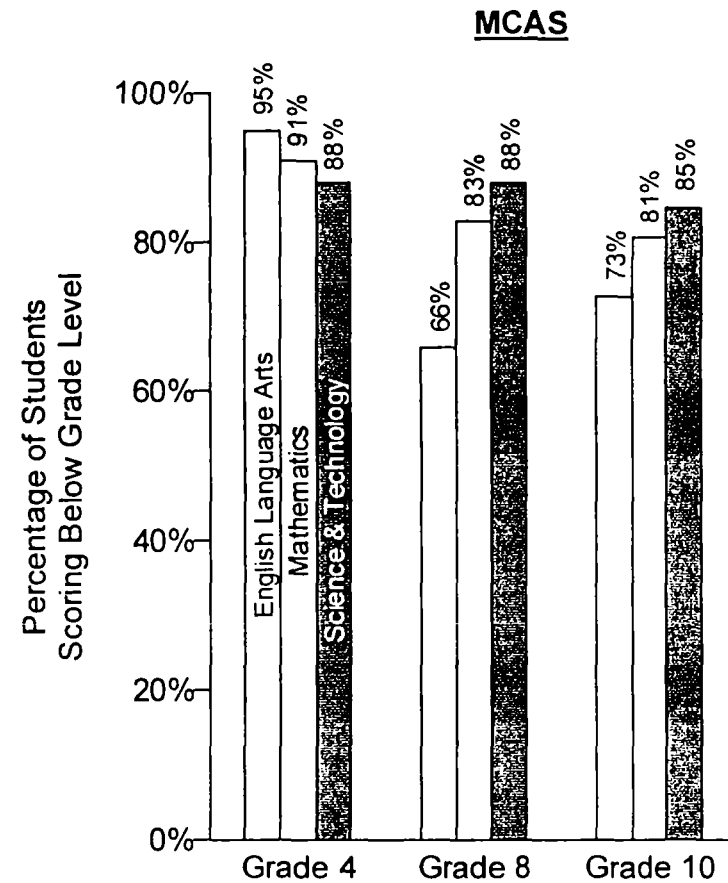
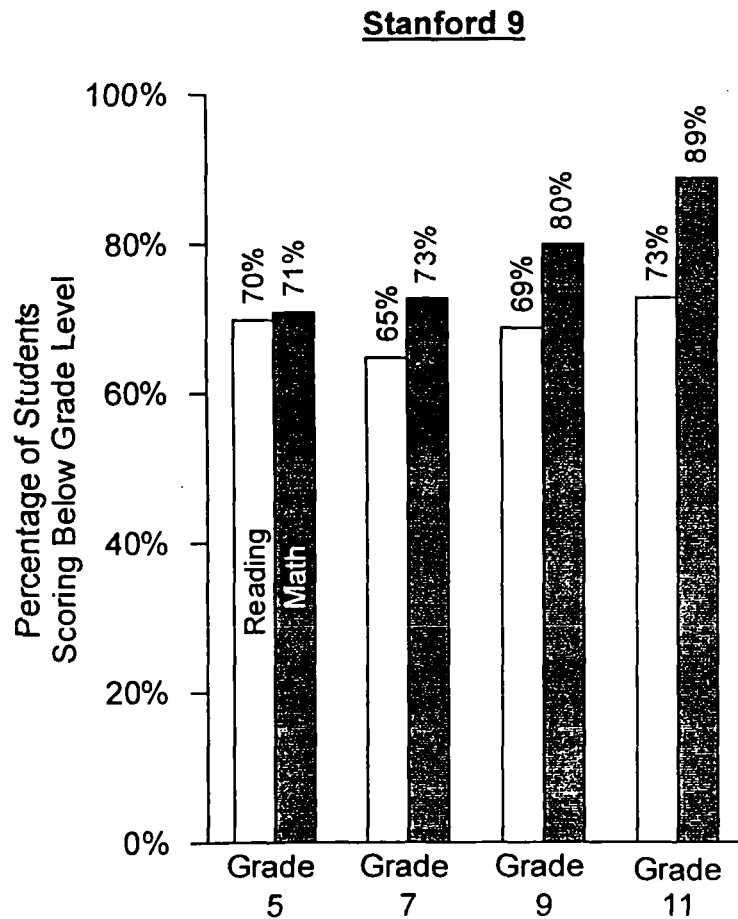
Why Support After-School Programming?

- **Promote** learning and academic success.
 - **Provide** support to families and children.
 - **Strengthen** children's health and social development.
-

Boston 2:00-6:00 Initiative

BPS Scores on the 1998 Stanford 9 and MCAS Achievement Tests

Education is not just limited to the six hours per day of school time. It should be supplemented with other opportunities like after-school programs. -- Tom Payzant, Superintendent of Boston Public Schools

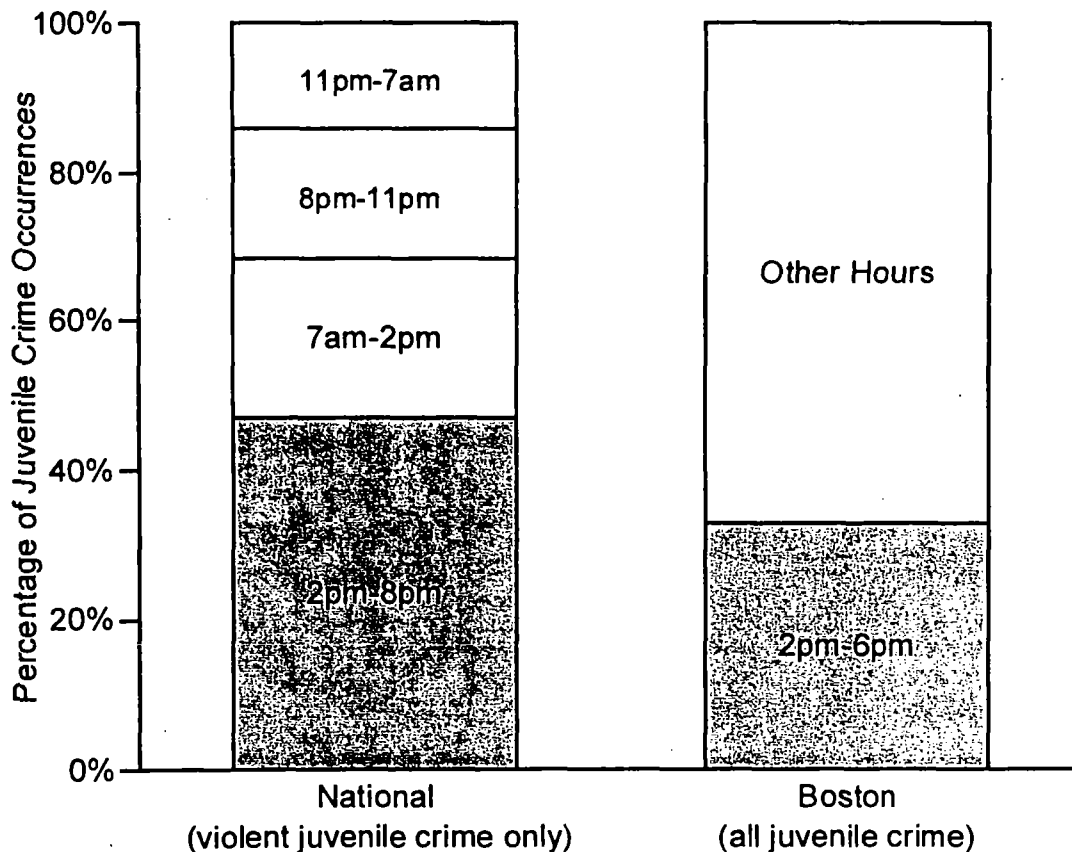


Note: Scores do not include all Special Education or Bilingual students
Source: Boston Public Schools

Boston 2:00 - 6:00 Initiative

Hours of Juvenile Crime Occurrences

Hours When Juvenile Crime Occurs



After-school programs can provide young people with positive and healthy alternatives to drug, alcohol, and tobacco use, criminal activity, and other high-risk behaviors during the peak hours after school.

- U.S. Department of Education, *Safe and Smart: Making After-School Hours Work for Kids* (1998)

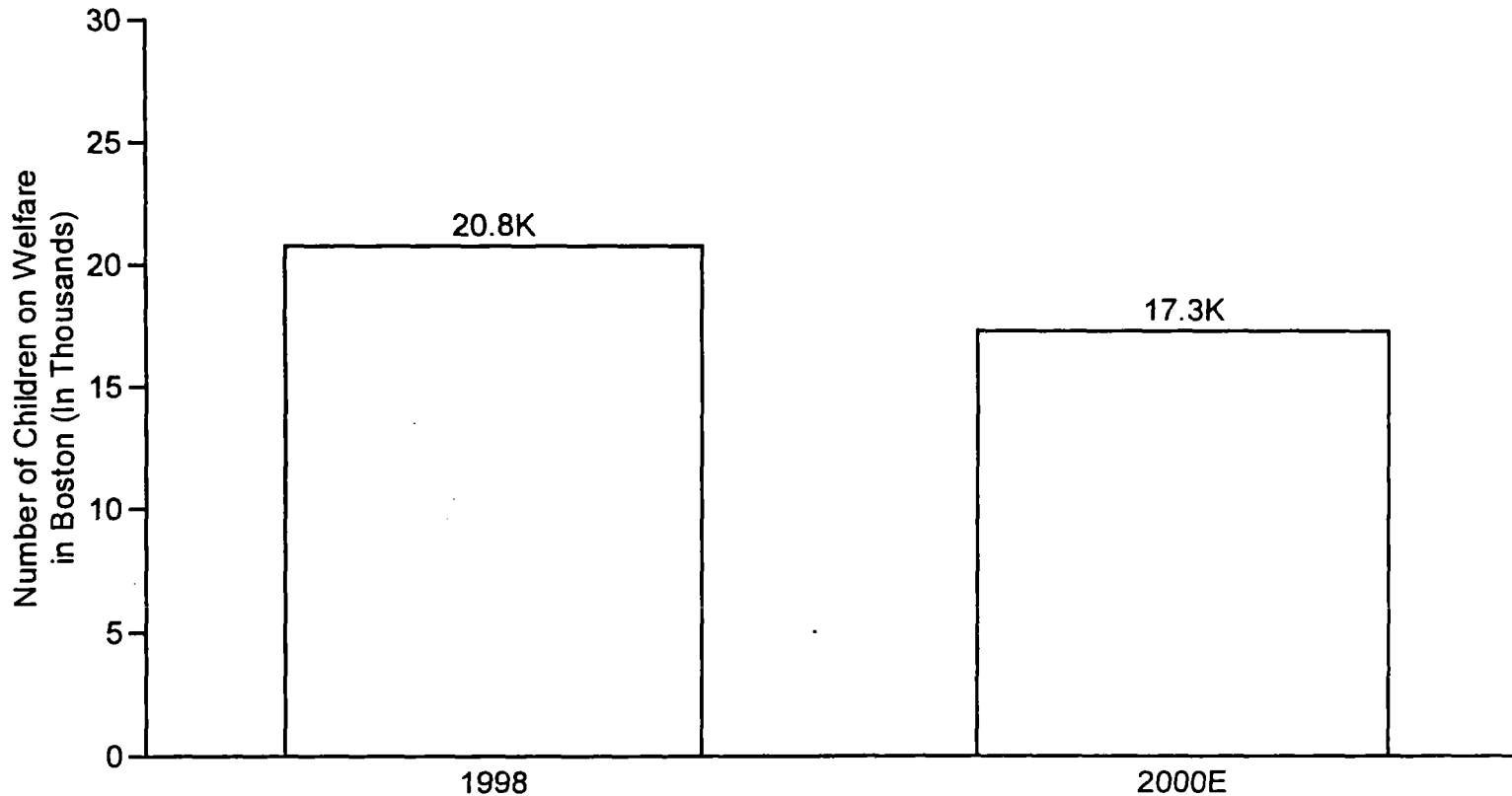
After-school care decreases the amount of time children spend watching television, an activity that has been associated with increased aggressive behavior and other negative consequences.

- National Institute on Out-of-School Time

Boston 2:00 - 6:00 Initiative

Impact of Welfare Reform

Over the next two years, welfare reform will cause over 2,000 incremental parents to start working outside the home, leaving approximately 3,500 additional children potentially in need of after-school care.*



*The difference between those coming off welfare and those new families receiving welfare benefits.

Source: Massachusetts Office of Jobs and Community Service

Boston 2:00 - 6:00 Initiative

Current needs/priorities

Example questions:

- Which ages should we focus on?
- In which neighborhoods are they needed?

Facilities and transportation

Example questions:

- What facilities currently exist?
- In which neighborhoods are facilities lacking?

Quality standards

Example question:

- How do we define program outcomes?

Critical Questions

Cost and funding alternatives

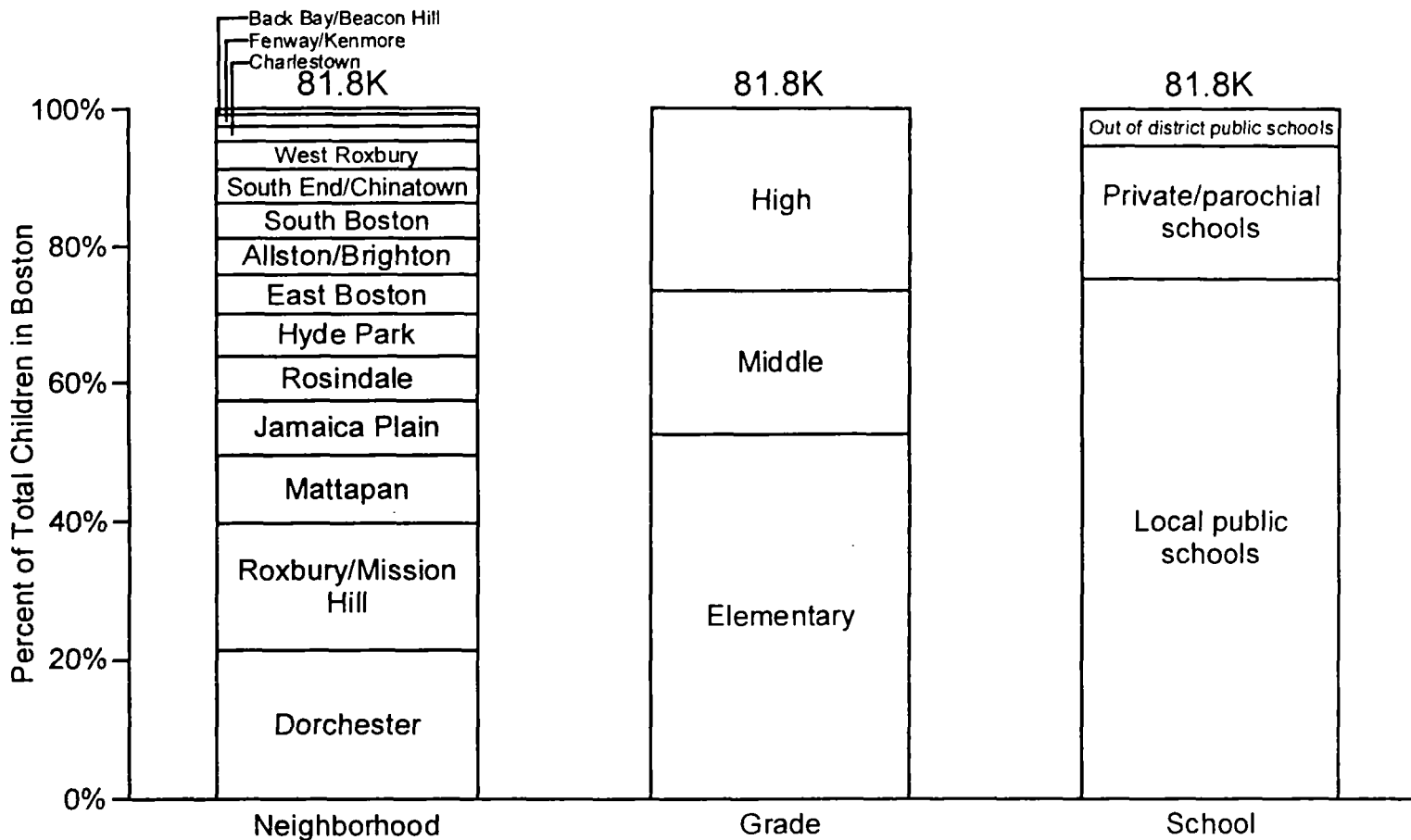
Example questions:

- What is the cost of different program alternatives?
 - cost per slot
- What sources of funding currently exist?

Defining the Context

Boston 2:00 - 6:00 Initiative

Boston Youth Overview (1998 Children in School Ages 5-18)

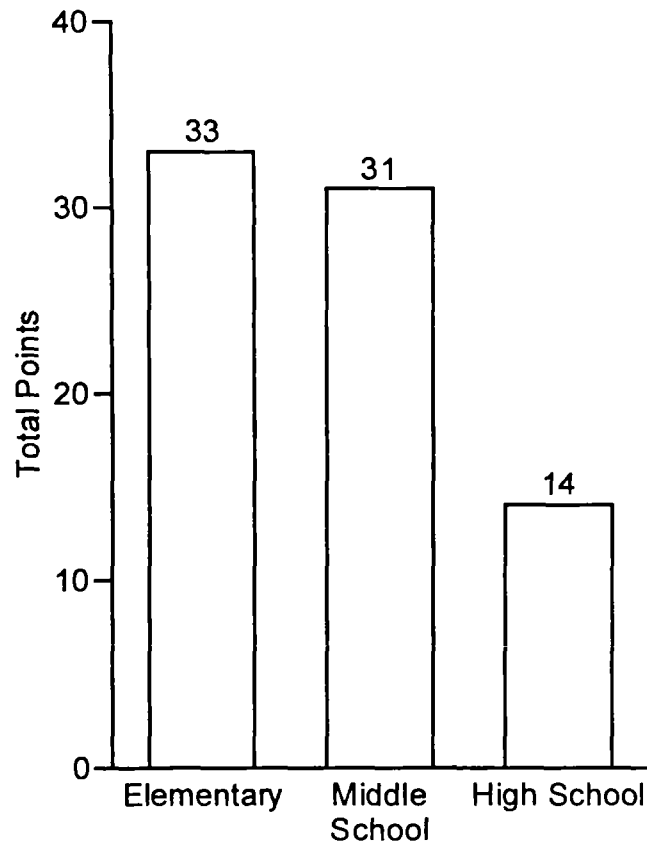


Notes: Neighborhood proportions are based on the 1990 Census of elementary and middle school-aged children
 Source: Massachusetts Department of Education School-Attending Children; Boston's SACC Supply and Demand-DRAFT 7/28/98 (Compiled by Parents United for Child Care); 1990 Census Data

Boston 2:00 - 6:00 Initiative

Age Focus

Stakeholders viewed elementary aged kids as the biggest priority, with middle school a close second.



"The youngest kids are the most critical, because they are the largest group and they need the most attention. Providing a safe, supportive environment for the youngest is the first priority."

"We should focus on middle school first because that group is at the greatest risk. That is the age when kids are at a crossroads and if you can provide a positive influence and direction, then you keep them out of trouble and off the streets."

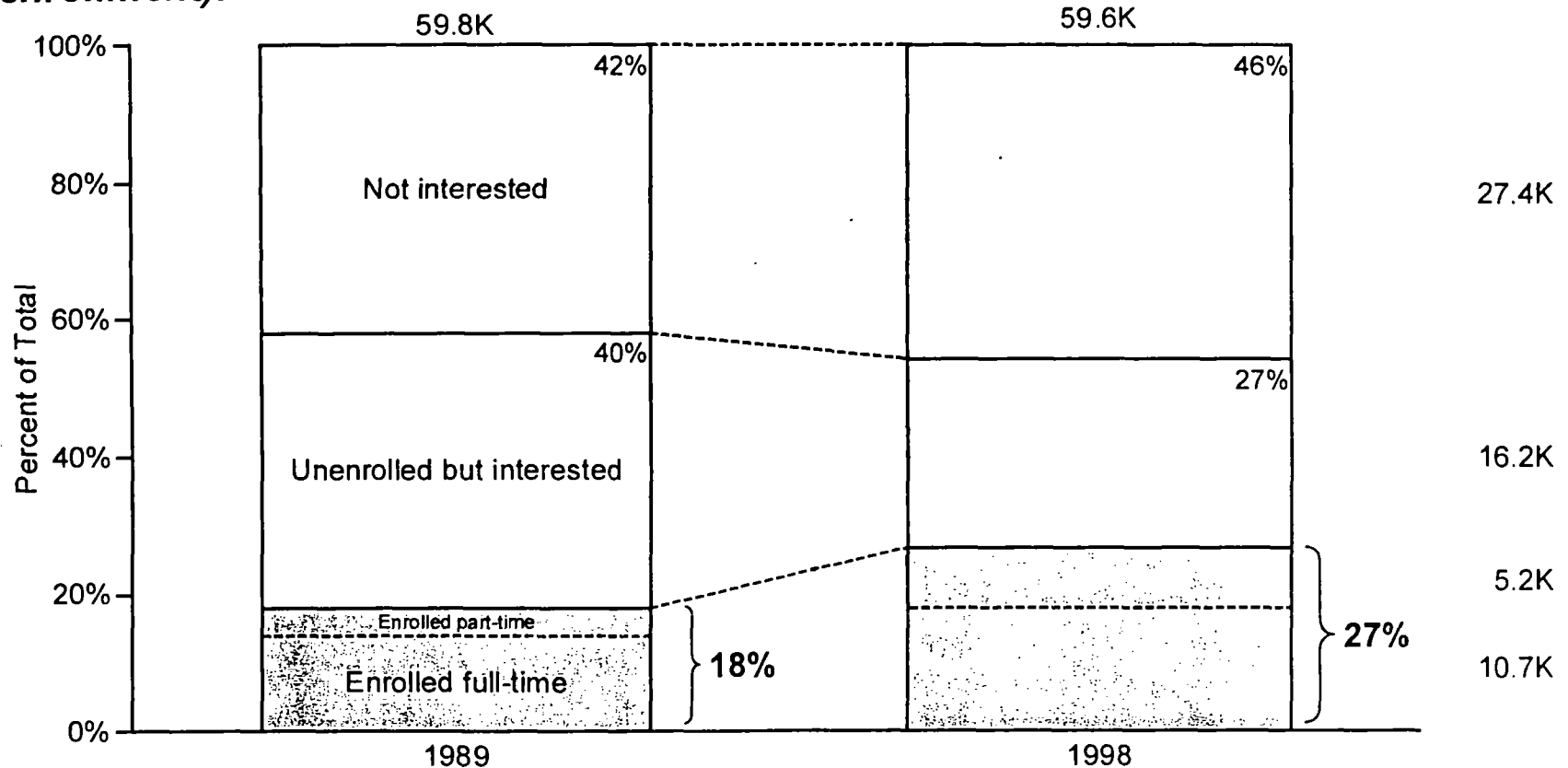
Note: 13 stakeholders were asked to prioritize age groups; 1st priority received 3 points, 2nd priority 2 points, 3rd priority 1 point
Source: Stakeholder Interviews

Boston 2:00 - 6:00 Initiative

Demand for After-School Programming (Elementary and Middle School)

The number of children enrolled in after-school programming has increased from 18% in 1989 to 27% in 1998 (from 14% to 18% for full-time enrollment).

1998 Total Demand

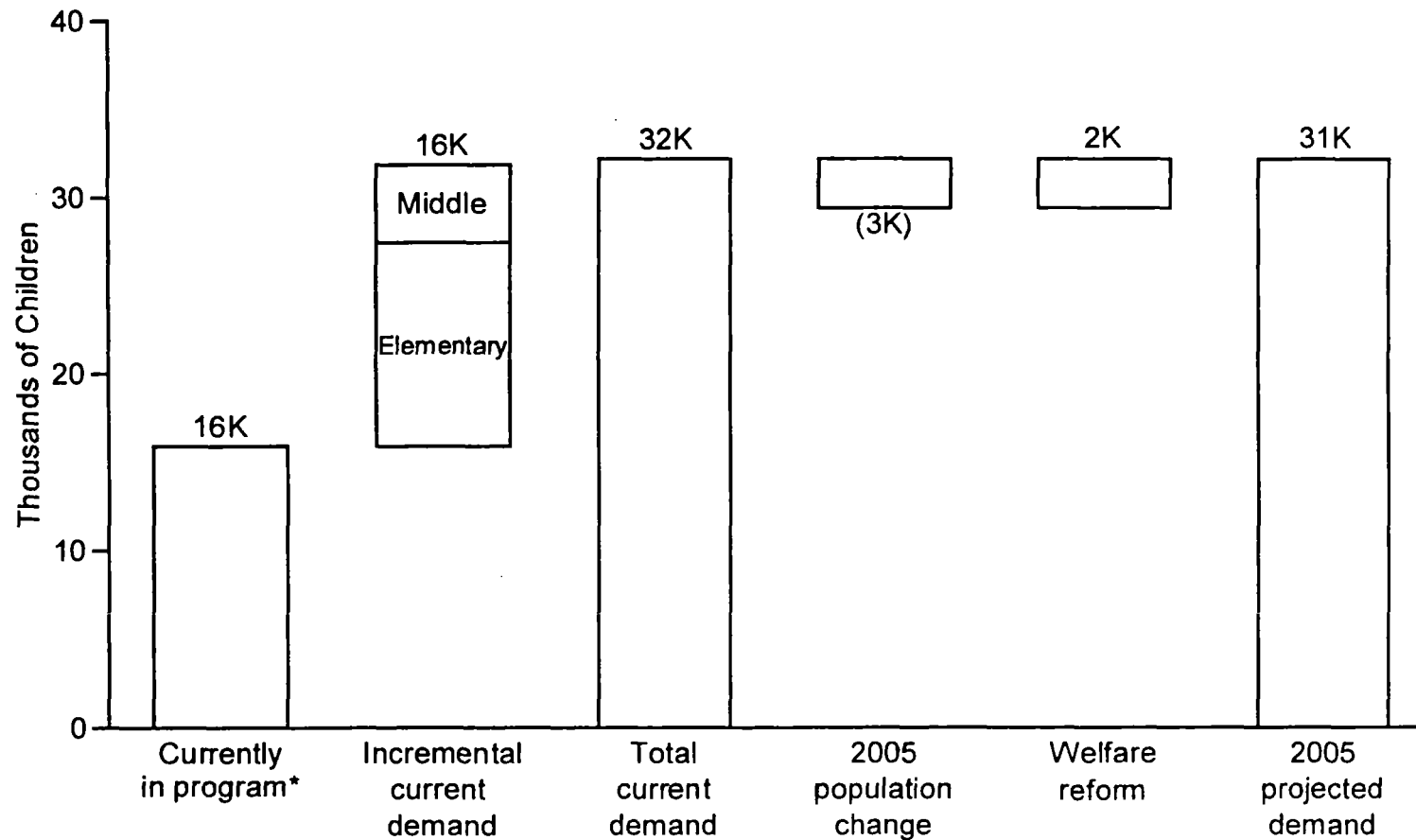


Note: Unfulfilled demand for program slots is calculated using percentages from parent poll. Based on typical experience with expressed demand versus actual behavior, 80% of very interested and 20% of somewhat interested are considered interested; for 1998, attendees of 4 and 5 day programs are considered full-time

Source: PUCG After-school Survey 1989; BPS School-attending Children Report 1990 and 1998; Harrison & Goldberg 1998
Boston Parent Poll #1

Boston 2:00 - 6:00 Initiative

Total Demand for Incremental Programs (Elementary and Middle School)



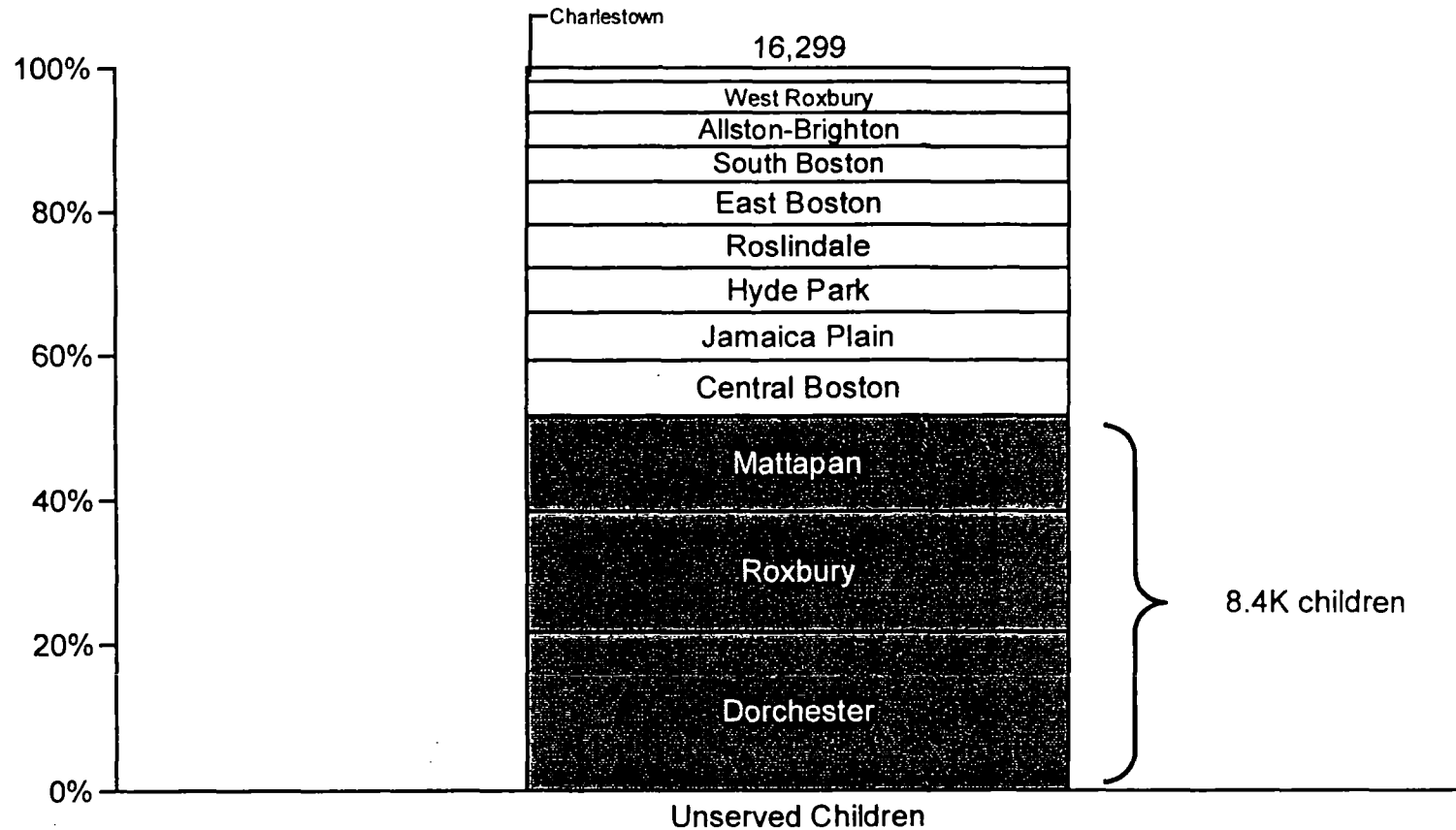
*Excludes high school students

Source: Harrison & Goldberg 1998 Boston Parent Poll #1; BPS Demographic Data

Boston 2:00 - 6:00 Initiative

Unserved Children by Neighborhood (Elementary and Middle School)

Dorchester, Roxbury and Mattapan account for more than 50% of all unserved children.



Note: Demand calculation assumes that 80% of very interested parents and 20% of somewhat interested parents will enroll their children

Source: Harrison & Goldberg 1998 Boston Parent Poll #1; 1990 Census; BPS School-Attending Children Report 1998

Objectives:

- Better understand demand for after-school programming among Boston families with school-age children
- Highlight major barriers to participation in after-school programming
- Examine families' willingness to contribute financially to program fees and/or transportation
- Identify and prioritize drivers of program choice and satisfaction

Logistics:

- Polling firm Harrison & Goldberg conducted a series of parent surveys spanning the dates November 16-23, 1998

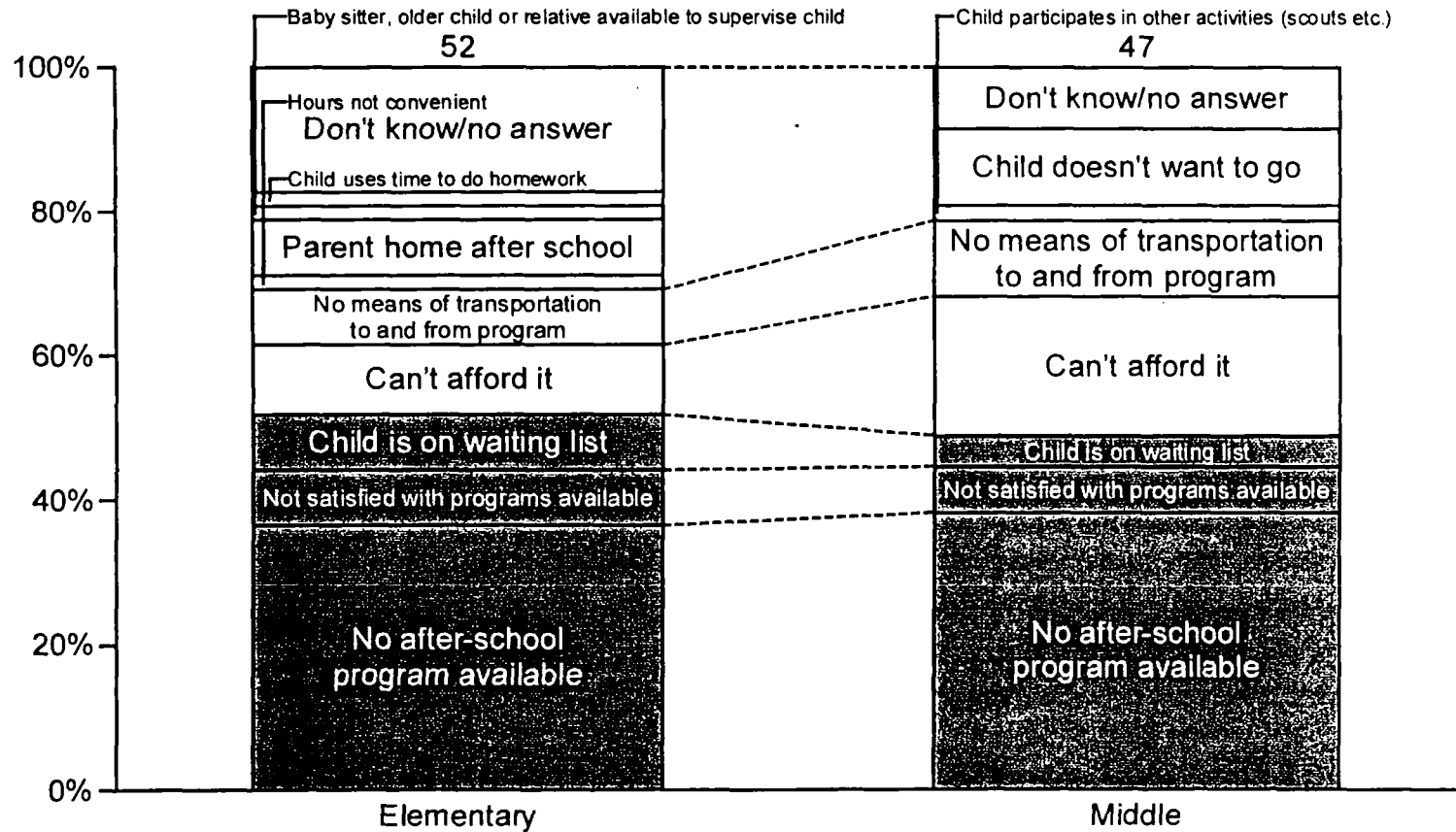
Sample:

- The sample consisted of 350 families with school-age children; contact information was provided by the Boston Public Schools
 - 100% of respondents had at least one child in elementary or middle school
 - Sample was distributed evenly between elementary and middle school parents
 - Participants were evenly drawn from four neighborhood groupings, as follows:
 - Group 1 - Roxbury, North Dorchester, Mattapan
 - Group 2 - East Boston, Charlestown, North End, South Boston, South Dorchester
 - Group 3 - Hyde Park, West Roxbury, Roslindale
 - Group 4 - Jamaica Plain, South End, Chinatown, Allston, Brighton, Mission Hill
 - 87% of respondents were female, 13% male
-

Boston 2:00 - 6:00 Initiative

Barriers to Program Participation By Age (Unenrolled but Very Interested)

Current availability of good programs is the primary barrier for parents and kids.



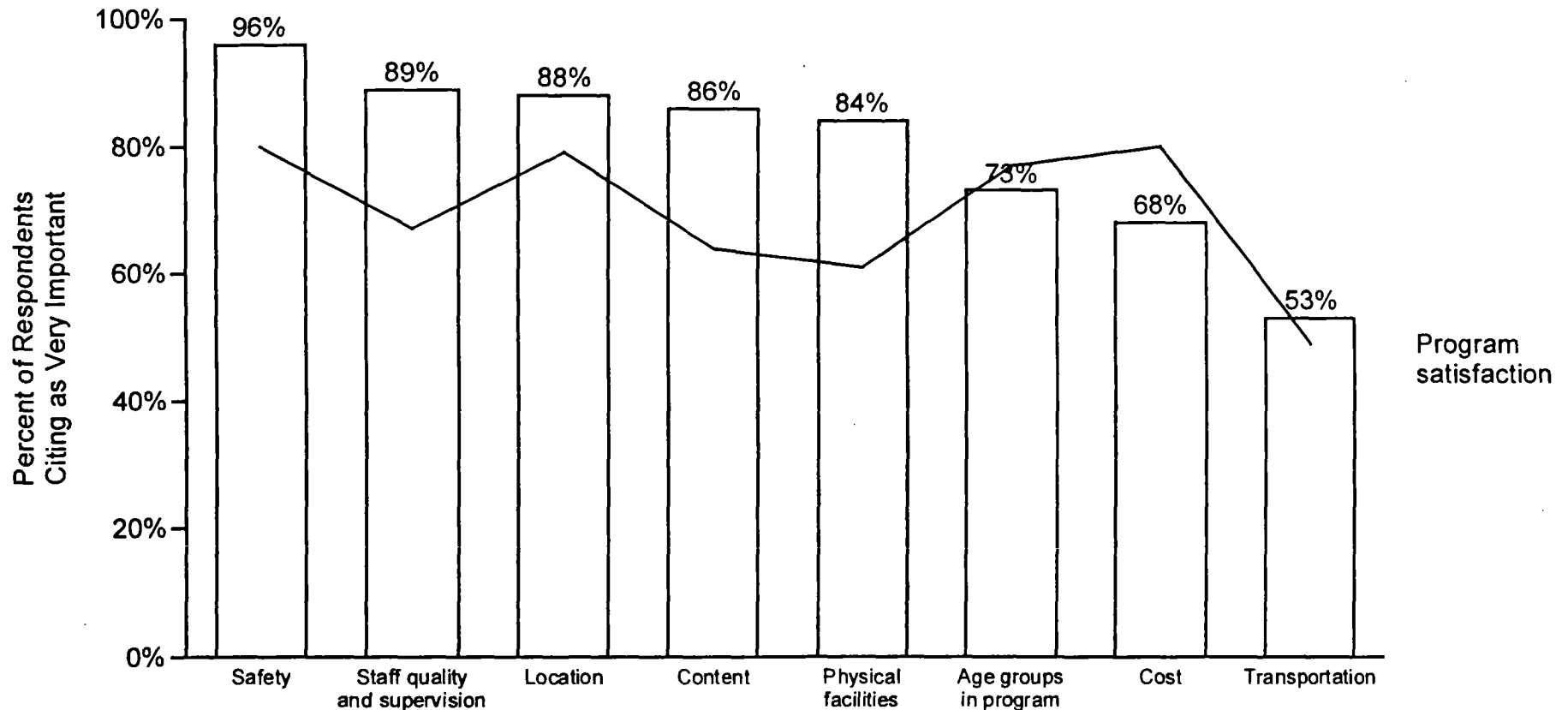
Source: Harrison & Goldberg 1998 Boston Parent Poll #1

*Nearly 75% of those parents polled were paying fewer than \$10 per week for their after-school program. This may very well have been a significant factor in their responses to questions concerning the importance of program cost.

Boston 2:00 - 6:00 Initiative

Current Programs: Drivers of Choice and Satisfaction (Elementary and Middle School)

Safety and staff quality were two major drivers of program choice.



Note: Characteristics which scored 6 or 7 are classified as very important; a designation of 1 is classified as very satisfied

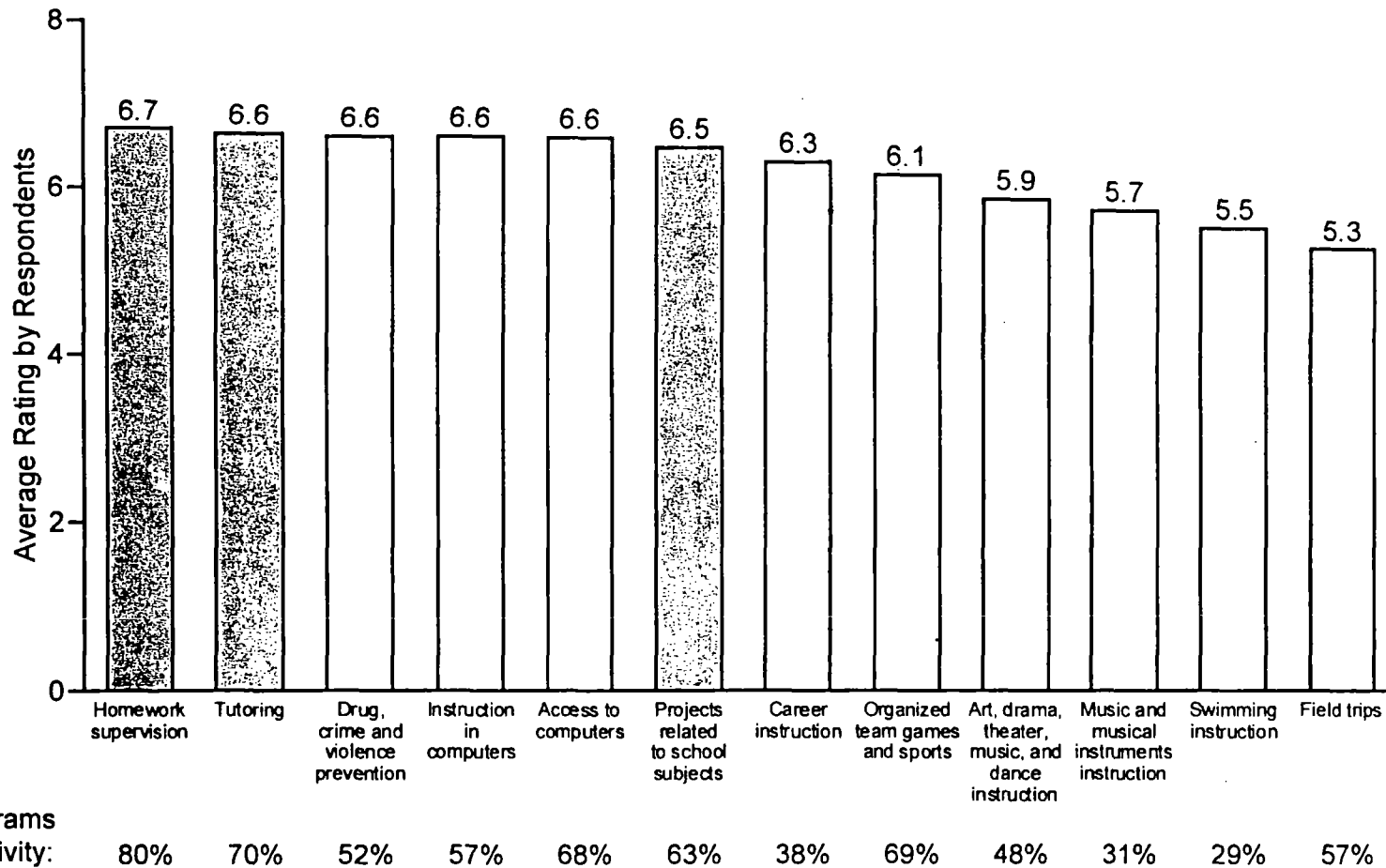
Source: Harrison & Goldberg 1998 Boston Parent Poll #1

*Nearly 75% of those parents polled were paying fewer than \$10 per week for their after-school program. This may very well have been a significant factor in their responses to questions concerning the importance of program cost.

Boston 2:00 - 6:00 Initiative

Desired After School Program Offerings

Academically focused activities were among the most important.



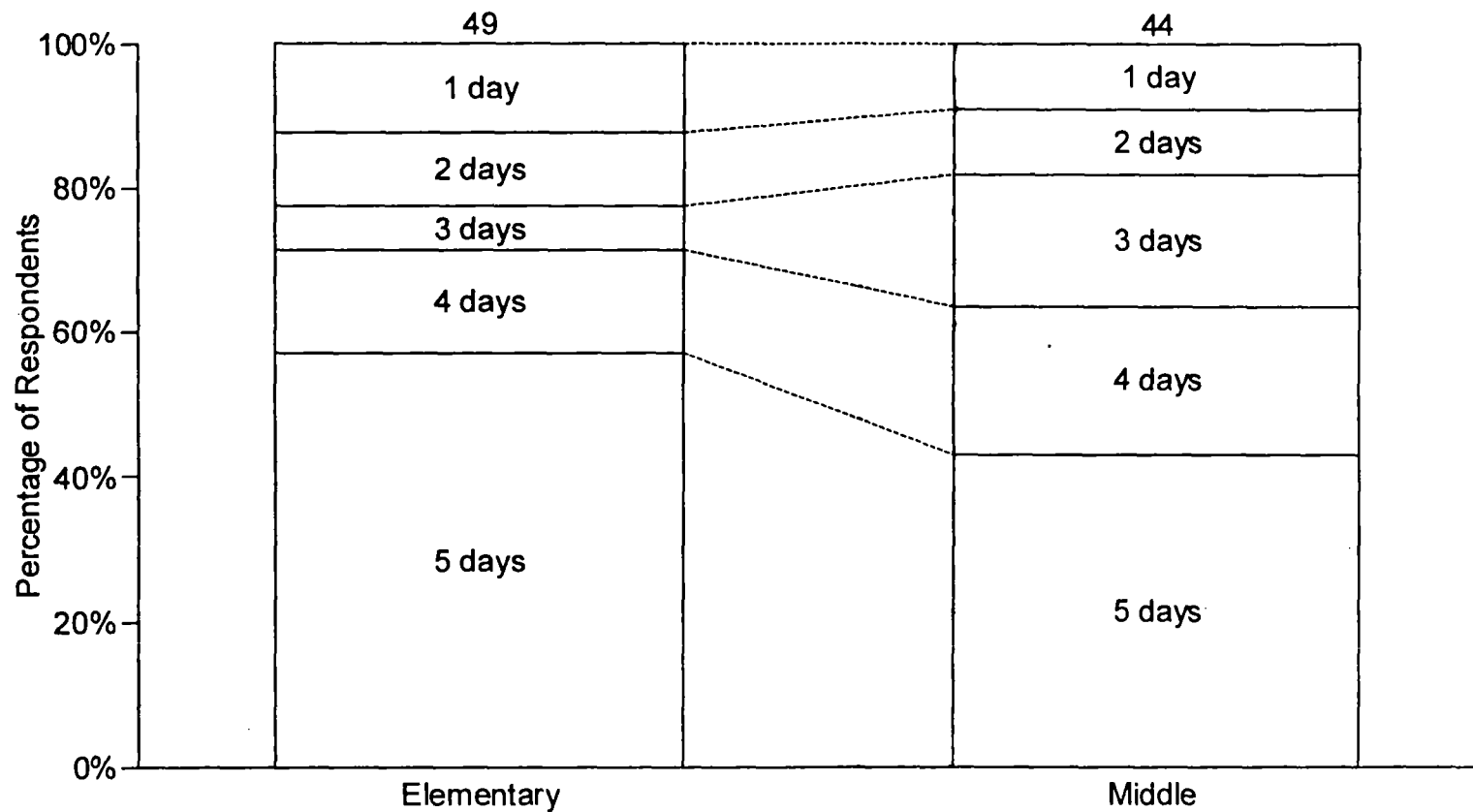
Notes: The rating scale being used goes from zero to 7 with zero meaning it is not important at all and 7 meaning it is absolutely essential

Source: Harrison & Goldberg 1998 Boston Parent Poll #1

Boston 2:00 - 6:00 Initiative

Frequency of Use

Approximately 80% of children currently enrolled in programs are in 3+ day programs.

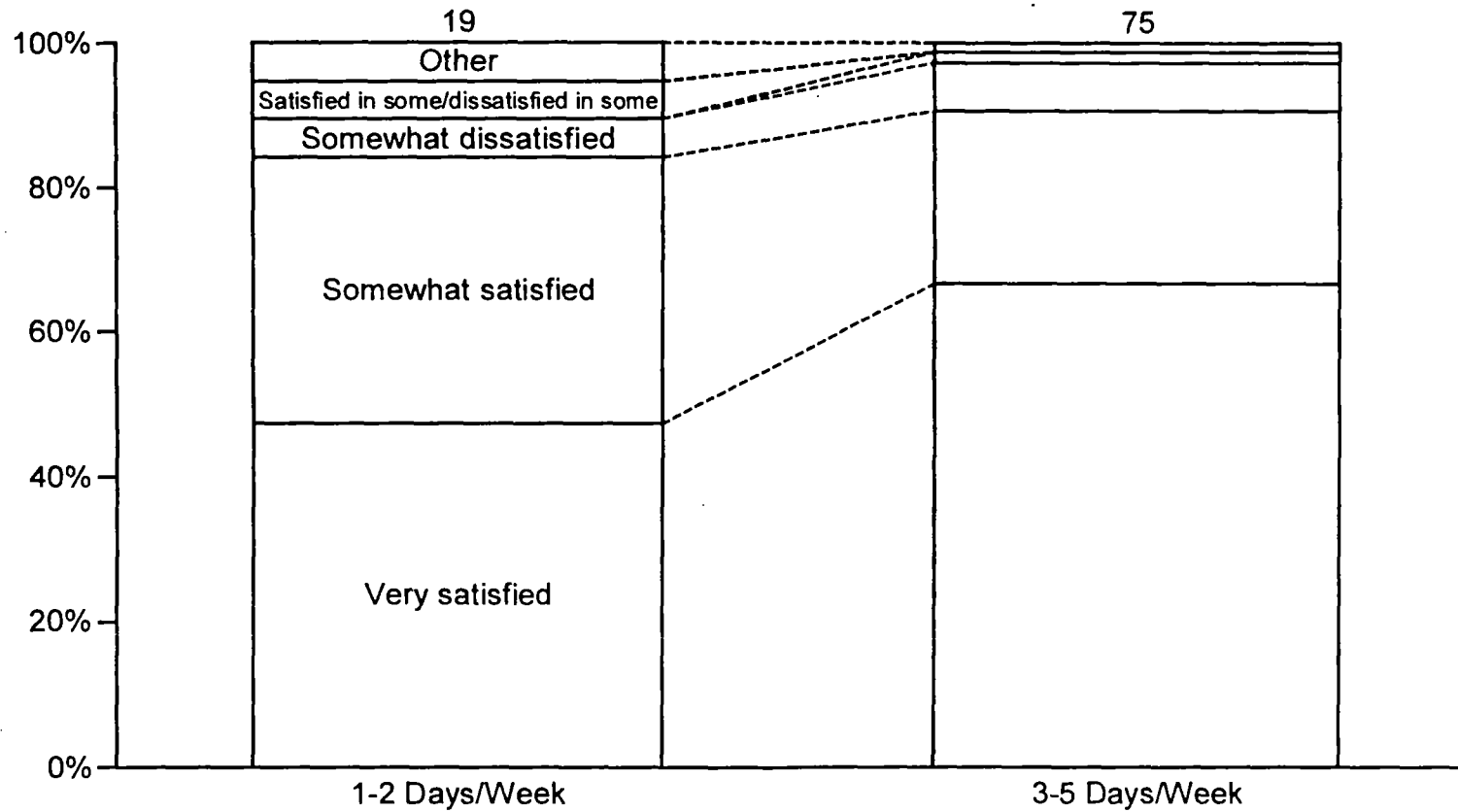


Note: Totals are different based on the number of responses received
Source: Harrison & Goldberg 1998 Boston Parent Poll #1

Boston 2:00 - 6:00 Initiative

Satisfaction by Frequency of Use

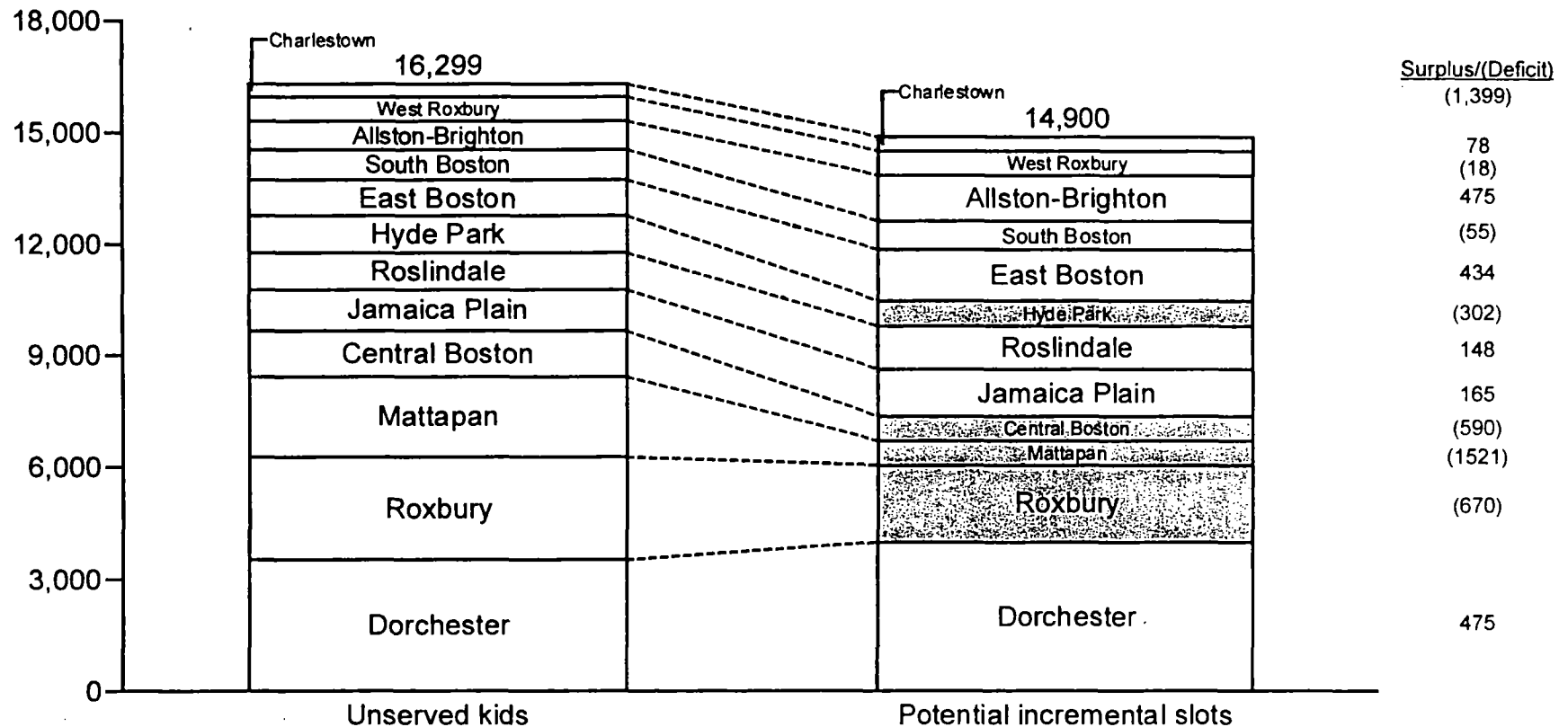
Parents with children in 3+ day programs show higher levels of satisfaction than parents with children in 1-2day programs.



Boston 2:00 - 6:00 Initiative

Potential Space vs. Need by Neighborhood

Elementary and middle school facilities represent a large part of the solution to space constraints, but are not always where the children are.



Note: Unserved kids figure is based on demand calculated as 80% of very interested survey respondents and 20% of somewhat interested survey respondents. Incremental slots takes all BPS elementary and middle school facilities, plus Early Education Centers and assumes that they could serve 150 kids; each of the BPS facilities which currently have programs is assumed to serve 50 children, with 100 additional slots possible

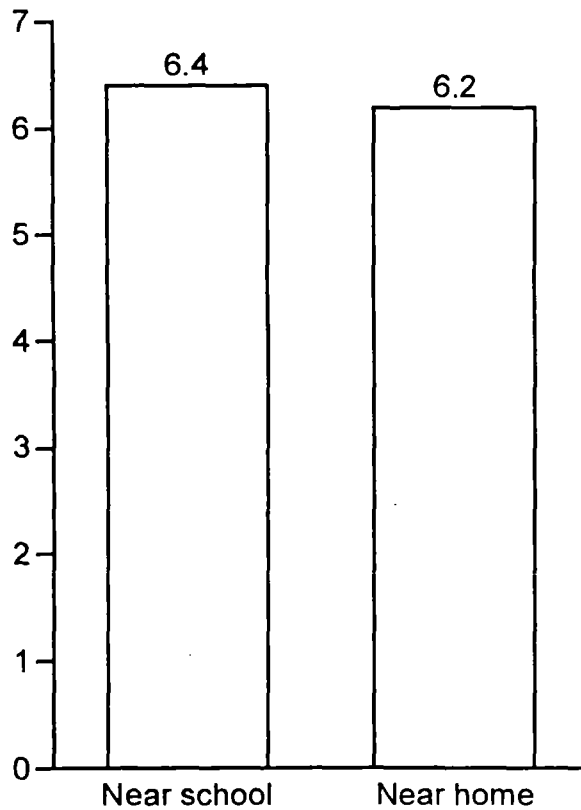
Source: BPS; Harrison & Goldberg 1998 Boston Parent Poll #1

Boston 2:00 - 6:00 Initiative

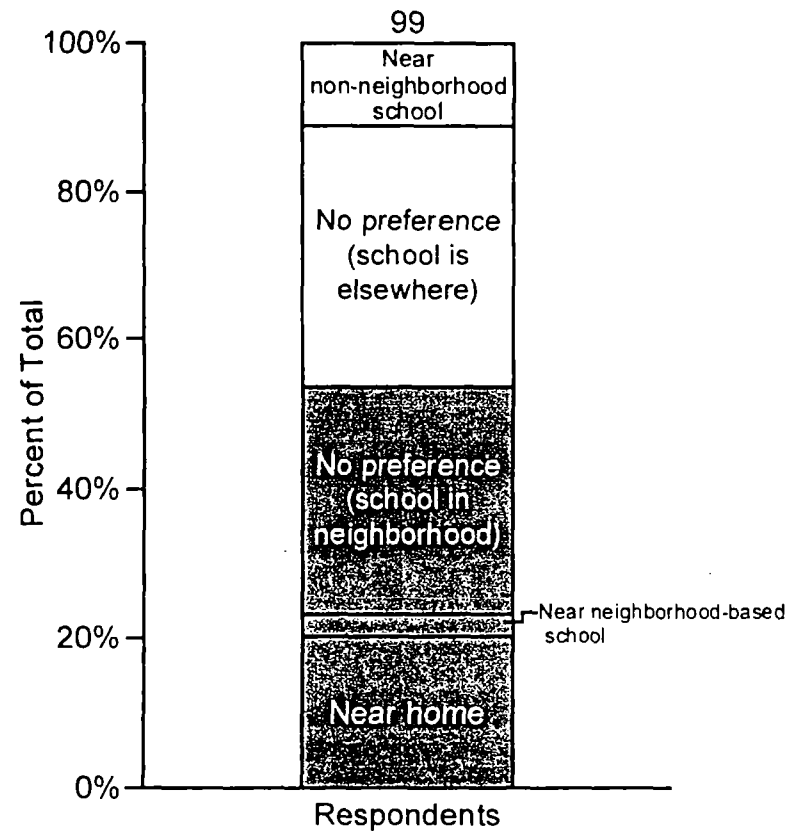
Location Preference

Parents did not show a strong preference toward school or neighborhood-based programs.

Importance Rating



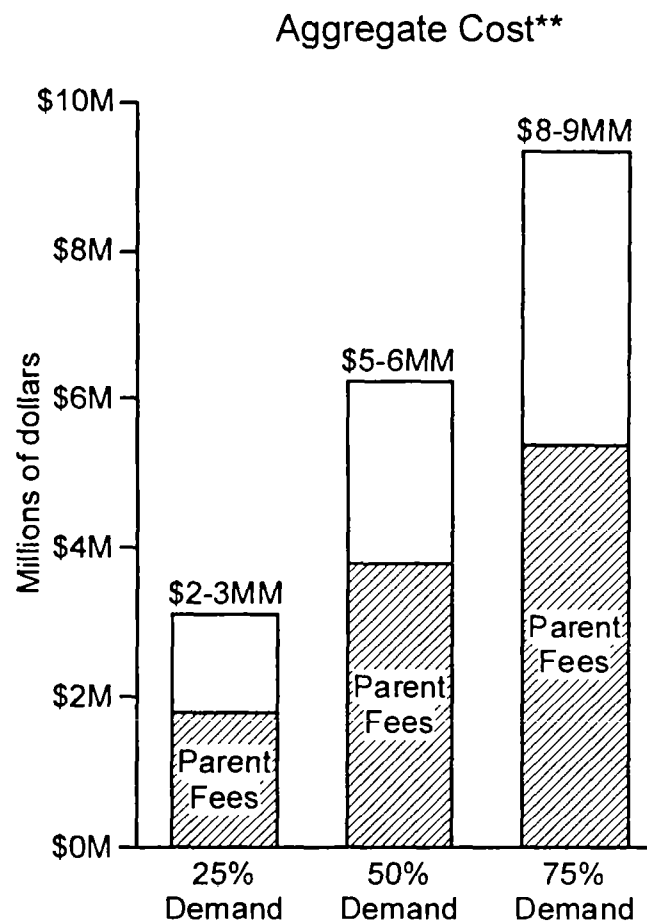
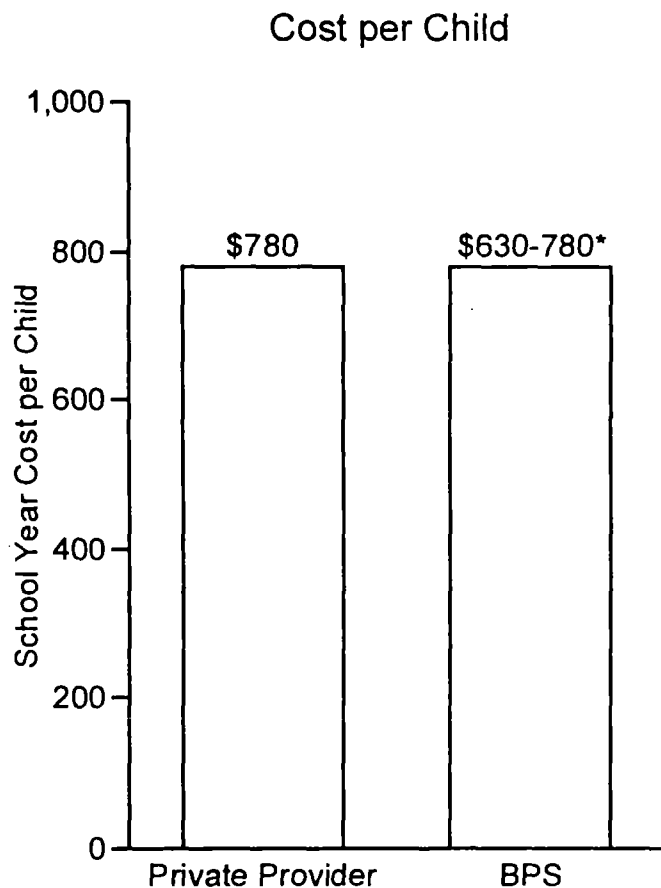
Location Preference



Boston 2:00 - 6:00 Initiative

Transportation Cost

Providing transportation to the child's home will cost \$600-800 per child annually.



*Excludes additional BPS administrative overhead.

**Based on 16,300 new after-school slots.

Source: Harrison & Goldberg 1998 Boston Parent Poll #1, BPS Transportation Office.

- To avoid transportation costs, parents should be given the choice to have their child in a BPS site closer to home or keep their child in the school he/she attends (but then be responsible for transportation)
 - This places the burden on BPS to create academic links with programs that transcends individual schools and trends
 - The lack of school buildings in Roxbury, Mattapan, Hyde Park and Central Boston will require that admission guidelines label these student as “residents” of neighboring areas and alternate facilities (churches, etc.) should be pursued in those neighborhoods
-

Costs and Funding

Boston 2:00 - 6:00 Initiative

Total Costs

Program provider costs

- Start-up costs
- Ongoing operating costs*
 - staff
 - supplies, etc.
- Provider overhead costs
 - administration
 - fundraising
 - marketing
- Upgrade existing programs to benchmark standards

Facilities cost

- Opening/maintaining BPS facilities
 - utilities/maintenance
 - facility upgrades
- Other facilities costs for non-BPS sites

Infrastructure costs

- Management and leadership
 - develop strategic plan
 - convene stakeholders to build consensus around program outcomes and financing strategy
 - facilitate cooperation between other agencies
- Quality assessment and technical support
 - ongoing training
 - start-up assistance
- OCCS licensing
 - streamline process
 - increase staff/capacity

Approximate

cost: \$34-36 MM

\$1.5-2 MM**

\$4-6MM

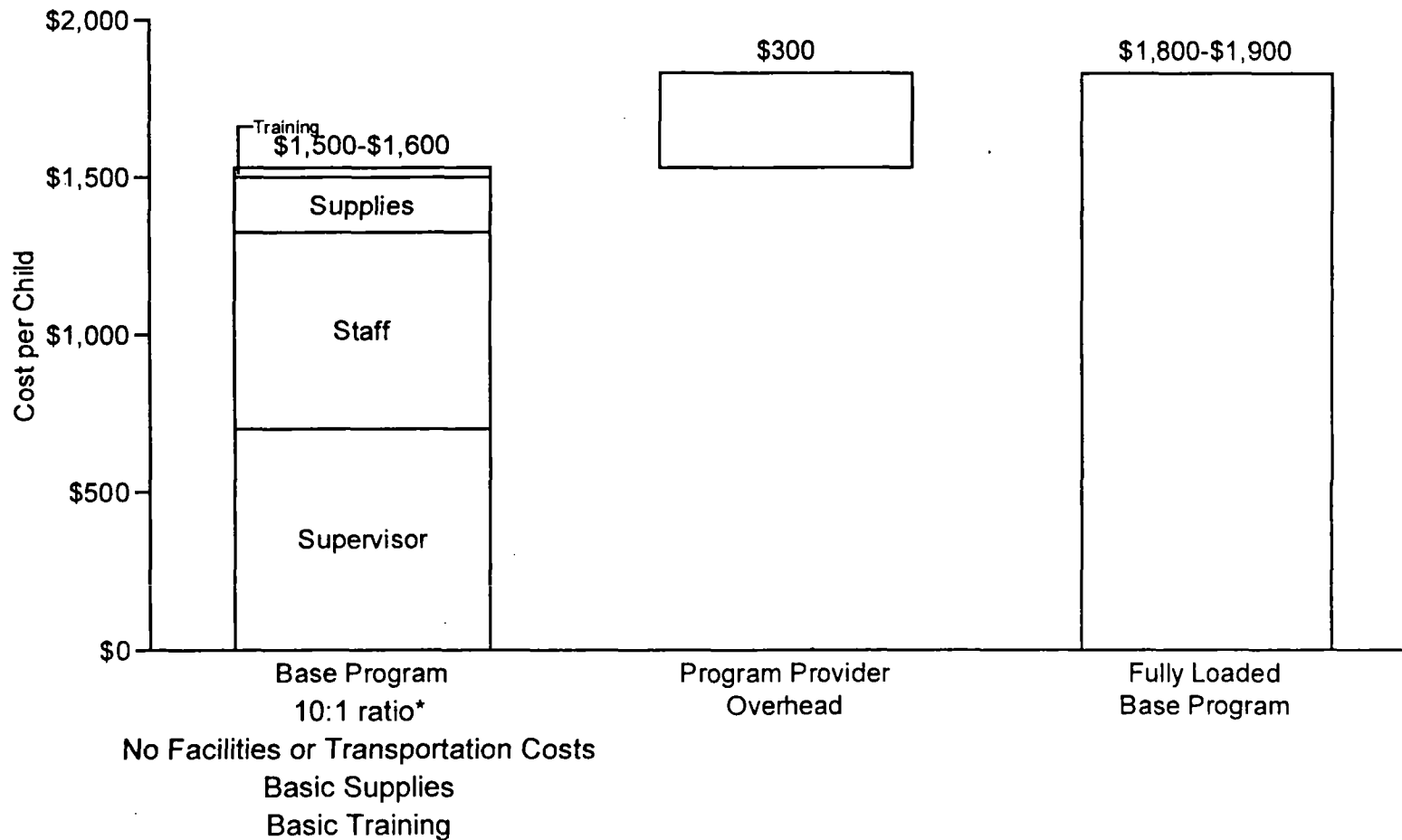
*Excludes transportation and rent expenses

**Includes only utilities and maintenance

Boston 2:00 - 6:00 Initiative

Current Incremental Cost Per Child

A base program costs about \$1,800-1,900 per child including provider overhead but excluding transportation, facilities, start-up, and summer program costs.



* Based on 50-child site with one site administrator (\$34,000) three hourly workers (\$10/hour) and a part-time activities instructor.

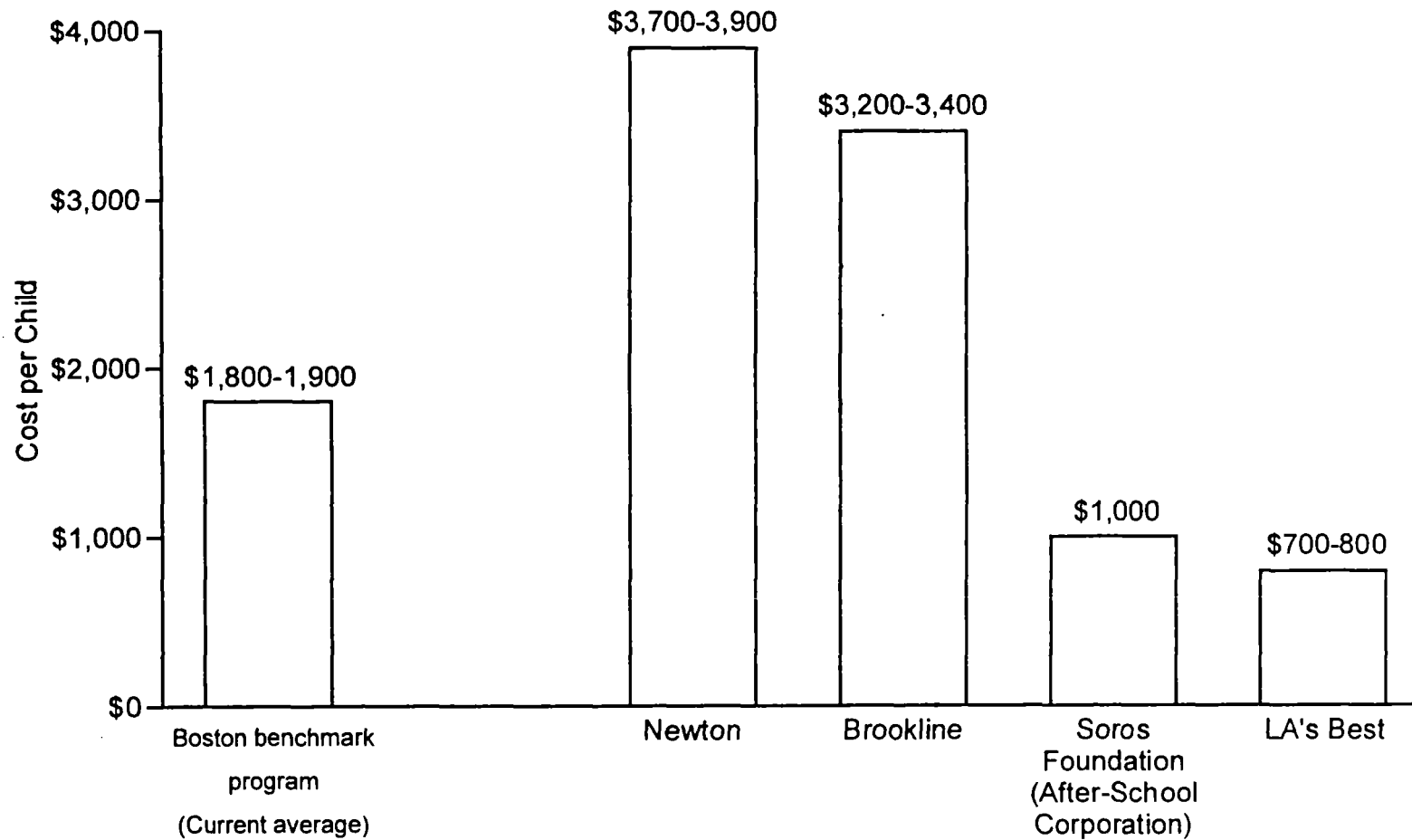
** \$4 per child/day with a range of 20% to 100% of children needing transportation.

***\$12.60/sq. ft. with a range of 40 - 50 sq. ft. per child.

Source: Budget data from over 45 local After-School Programs

Boston 2:00 - 6:00 Initiative

Boston Program Costs vs. Other Cities*



*Excludes Facilities and Transportation costs

Source: Newton Childcare Commission, Devotion After-School Program (Brookline), After School Corporation, L.A.'s Best

Base Program Assumptions

- 39 week program
- 4 hours per day, 5 days per week
- 50 child site
- 10:1 child/adult ratio
- 1 full-time site supervisor: \$34,000
- \$10 hourly wage rate for staff (4): \$31,200 (includes 10 paid hours per staff member of training).

Please note: The key to understanding these assumptions is the student/staff ratio.

Boston 2:00 - 6:00 Initiative

Base Program Costs

	<u>Total</u>	<u>Cost/child</u>
Site supervisor	\$34,000	\$680
Staff	\$31,200	\$624
Supplies	\$6,250	\$125
Equipment	\$2,500	\$50
Part-time activities instructor	\$1,950	\$39
Training	<u>\$1,500</u>	<u>\$30</u>
	\$77,400	\$1,550
OH (20%)	<u>\$15,000</u>	<u>\$300</u>
	\$92,400	\$1,850

Boston 2:00 - 6:00 Initiative

Cost Sensitivity to Key Staffing Variables

Variable

Impact on Cost

Fully Loaded Base cost:

\$1,800-1,900 per child*

Potential adjustments:

- Increase site supervisor salary from \$34K to \$40K +\$120
- Increase site size from 50 to 60 kids -\$90
- Increase staff wages from \$10/hr to \$12/hr +\$125

*Assumes 10:1 ratio; \$10/hr staff wages; 50 child site; \$34K site administrator; No transportation or facilities costs
Source: Budget data from over 45 local after-school programs; Bain Analysis

Boston 2:00 - 6:00 Initiative

Program Start-up Costs

Start-up requirements	Cost/site at BPS facility with minimal build-out	Cost/site at BPS/other facility with significant build-out
Direct program cost:		
• 3 month program expenses - 1 full-time staff	\$13K	\$13K
• Facilities build-out costs - using BPS facility	\$20K**	\$250K*
Technical support costs:		
• 6 month training and technical assistance support before kids arrive	\$7K	\$7K
• 3 month continued training and technical assistance after program start-up	\$1K	\$1K
Total costs per site:	\$41K	\$271K

*Assumes 50 child site.

**Preliminary estimate; assumes only slight modifications to existing BPS facility.

Source: PUCC; Community Economic Development Assistance Corporation.

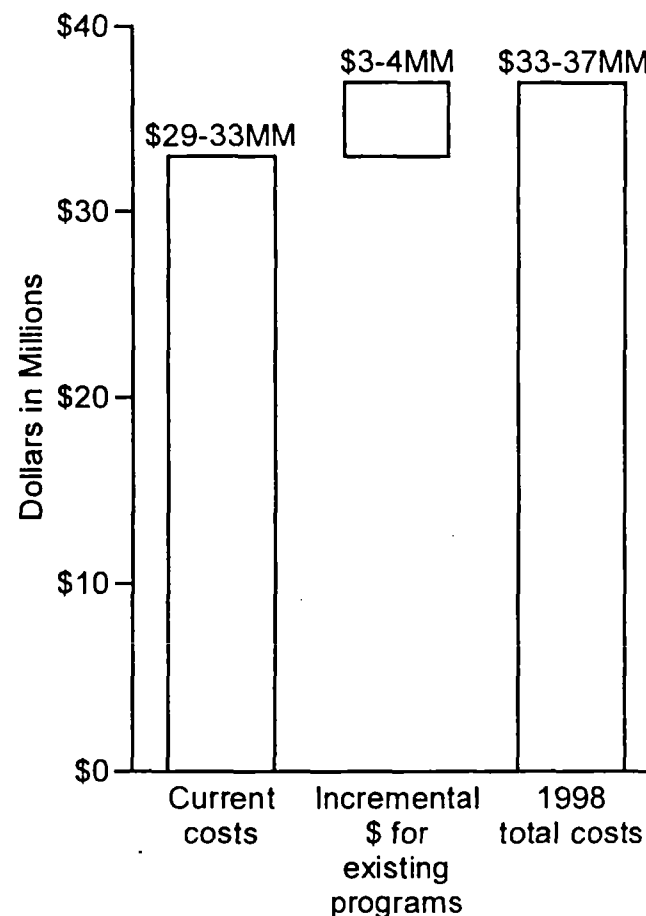
Boston 2:00 - 6:00 Initiative

Incremental Funding Needed for Existing Programs

It will cost \$3-\$4MM to get programs currently operating below desired levels up to the Benchmark.

Benchmark Model

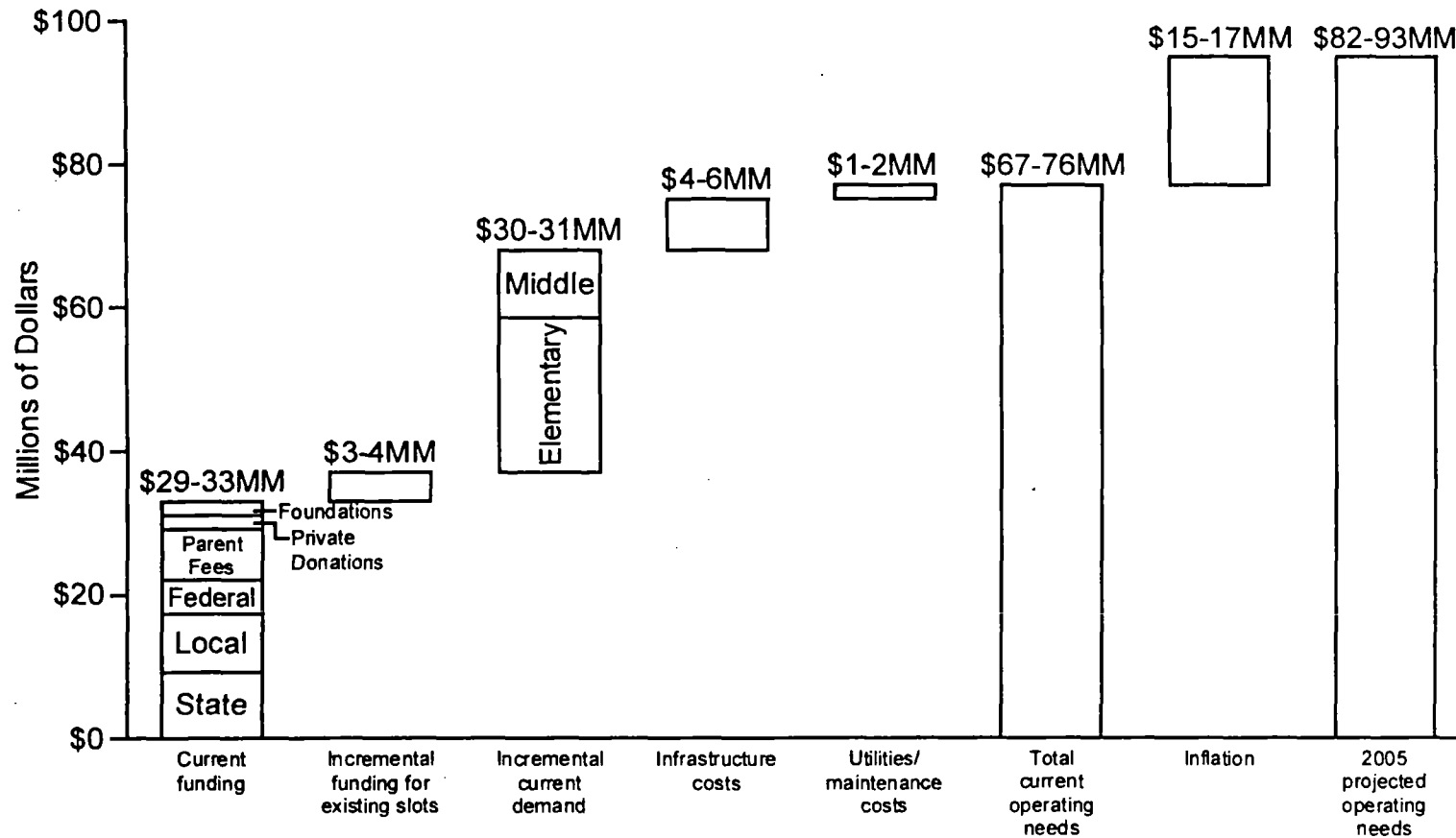
- 10:1 child/adult ratio
- 1 full-time site supervisor
 - \$34,000 salary at 50 child site
- \$10 hourly wage rate for staff
- \$125/child for supplies
- \$50/child for equipment
- \$39/child for part-time activities instructor
- 10 hours training for staff (plus materials)



Boston 2:00 - 6:00 Initiative

Total Operating Cost Needs

Incremental costs of upgrading 16K existing slots and adding 16K new slots is ~\$38-43MM annually.

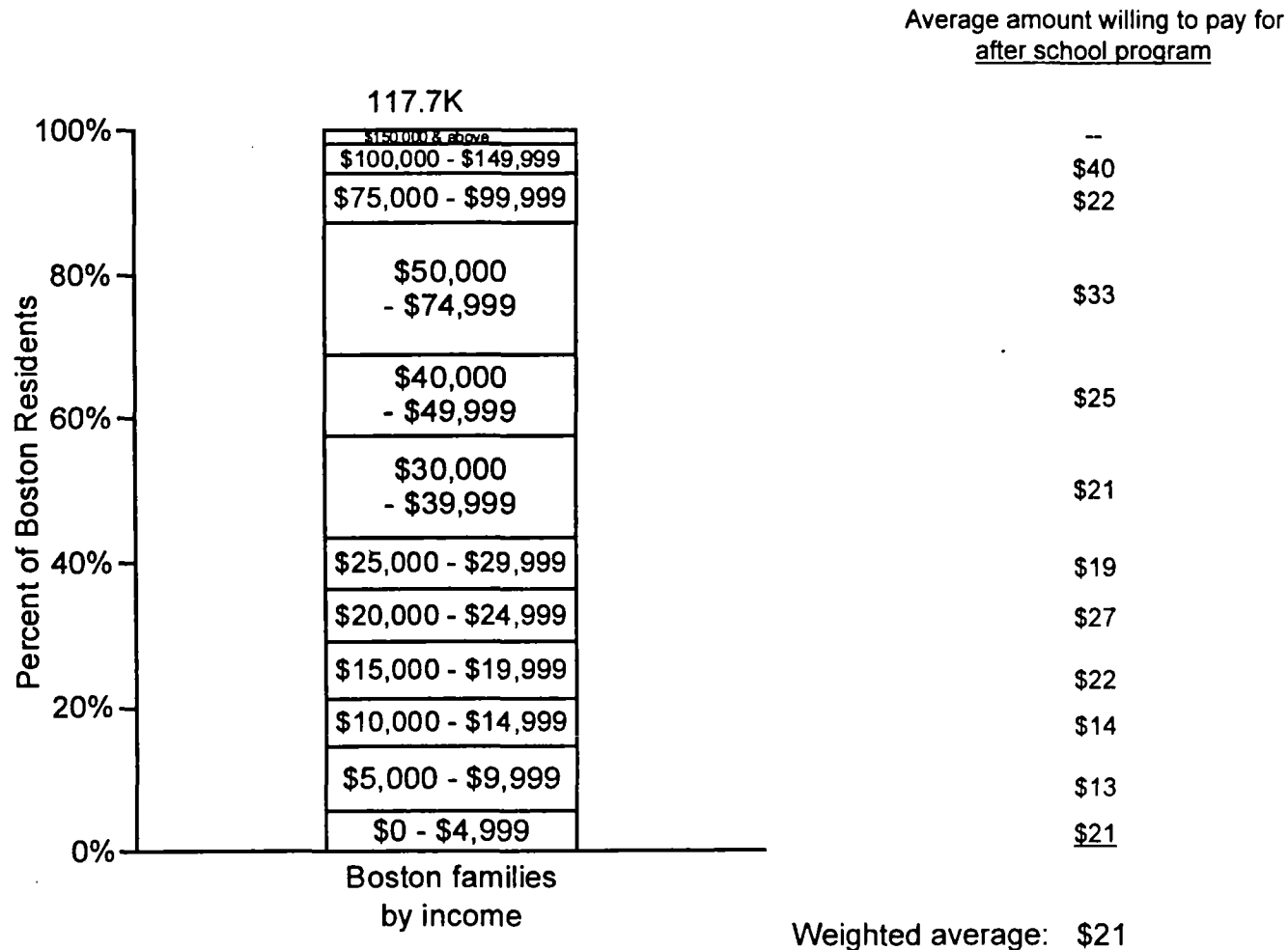


Source: Budget Data from over 45 Local After-School Programs; Harrison & Goldberg 1998 Parent Poll #1; BPS; 2-6 Office; Boston Mayor's Office of Federal Relations

Boston 2:00 - 6:00 Initiative

Total Potential Parental Funding

Parents are willing to pay ~\$20K per week for after-school programming.



Note: Based on statistical demand survey experience with expressed versus actual behavior, 80% of definitely willing and 20% of probably willing are considered willing. The weighted average was taken in order to calculate each salary segment
Source: Harrison & Goldberg 1998 Boston Parent Poll #1

After-School Funding Streams

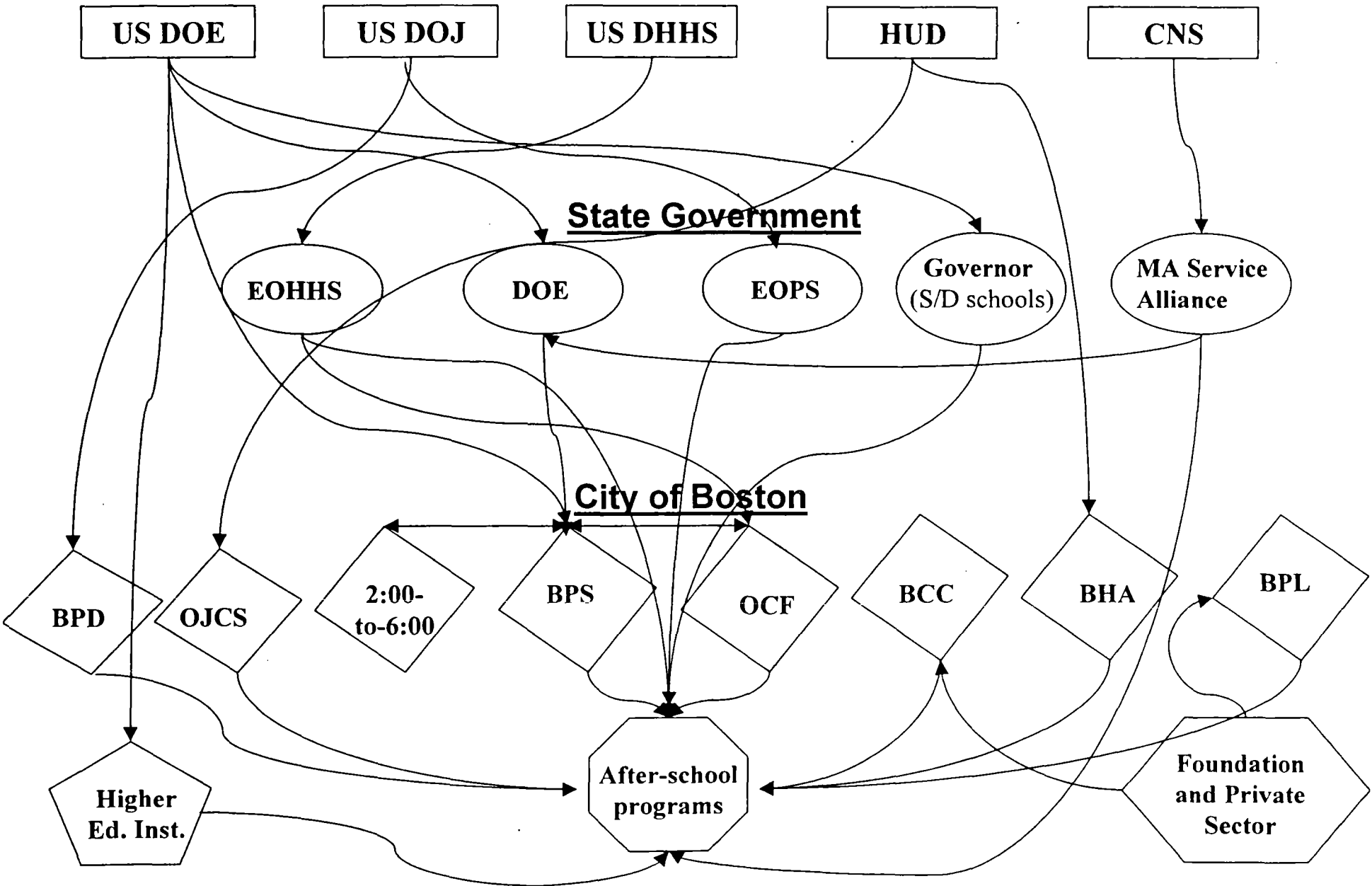
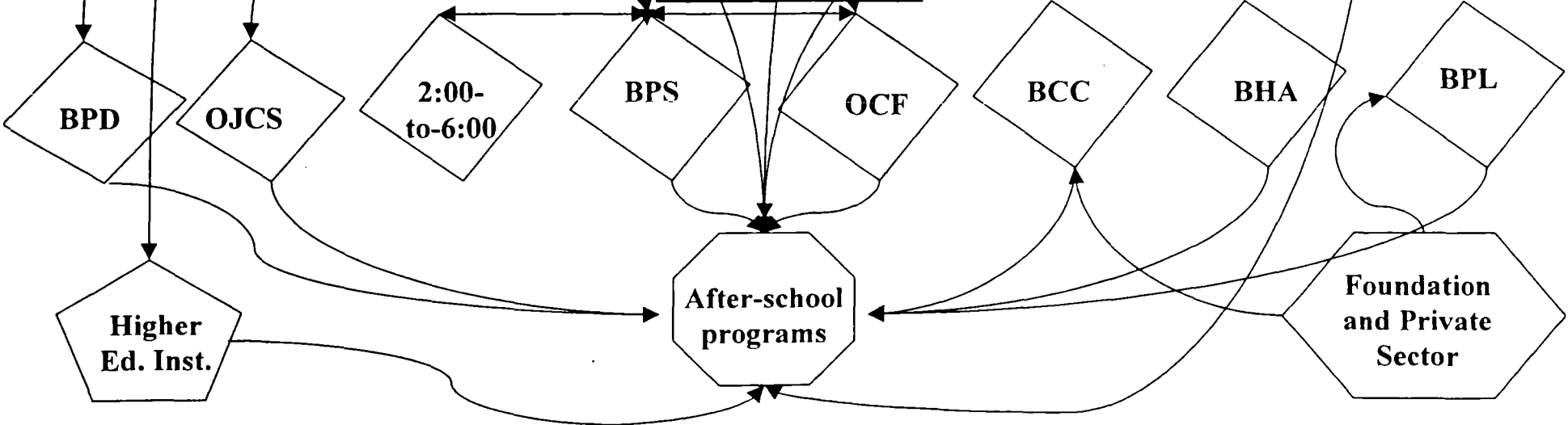
Federal Government



State Government



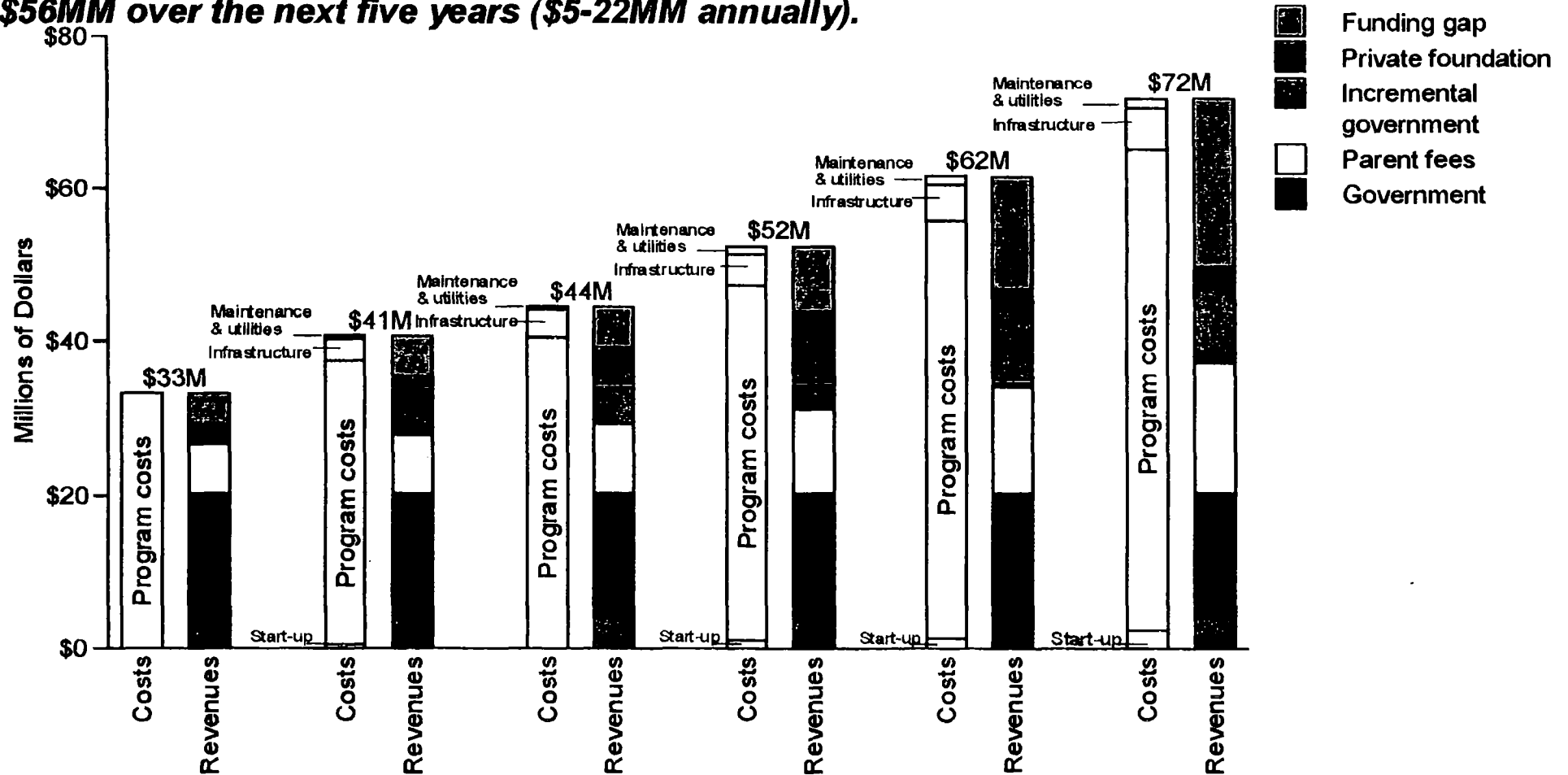
City of Boston



Boston 2:00 - 6:00 Initiative

Projected Costs and Revenue

There is projected to be a cumulative funding gap of \$56MM over the next five years (\$5-22MM annually).



	1998	1999	2000	2001	2002	2003
Existing slots:	16.0K	16.0K	18.0K	20.0K	23.0K	27.5K
New/start-up slots:	0.0	2.0K	2.0K	3.0K	4.5K	4.5K
Incremental funding needed:	\$4MM	\$5MM	\$5MM	\$9MM	\$15MM	\$22MM

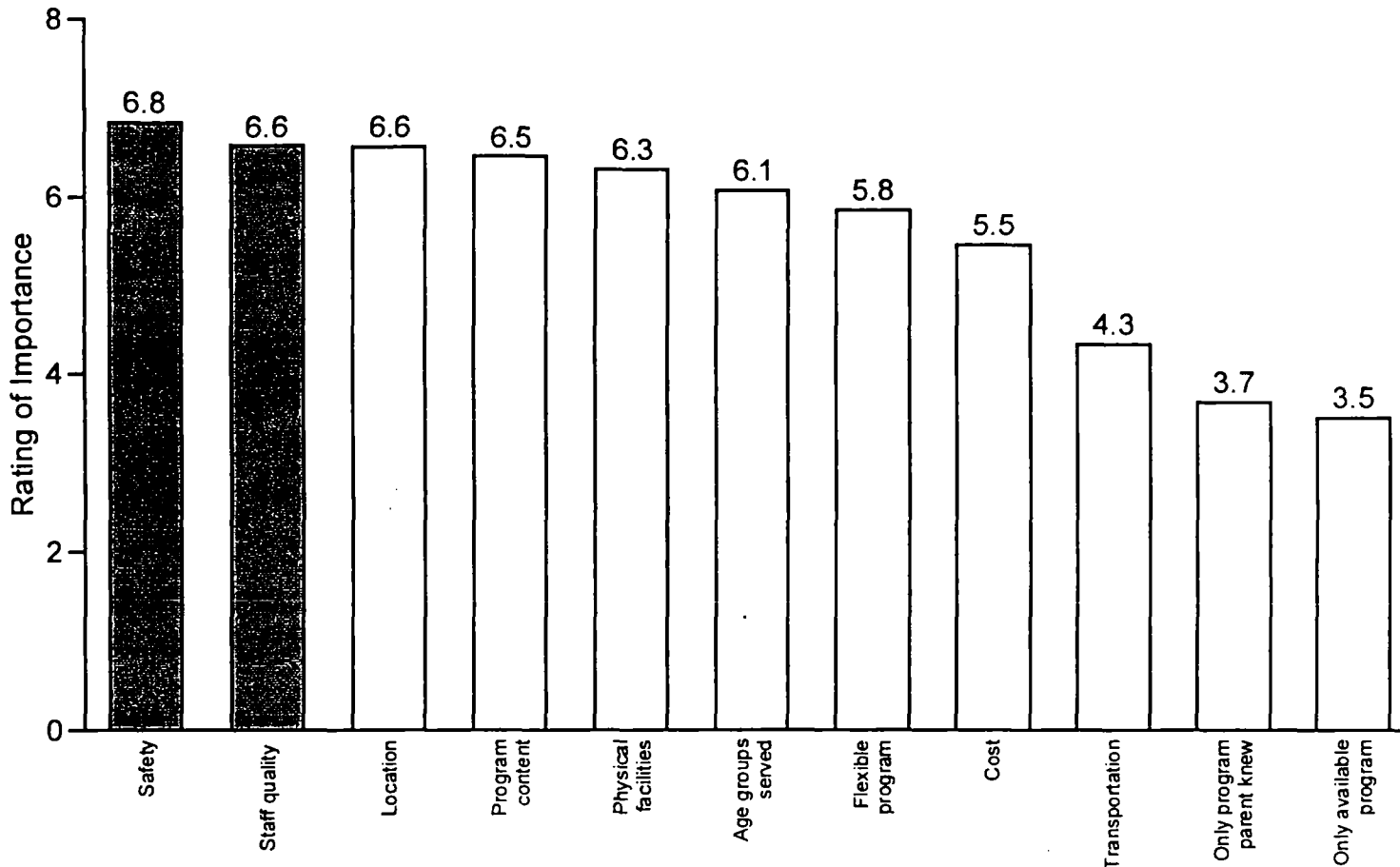
Excludes transportation, rent, construction of new facilities and inflation

Program Quality

- Although Boston/Massachusetts already has one of the highest child care licensing standards nationally, both key stakeholders and parents thought more could be done to improve quality
 - There was a general consensus, however, that promoting a quality standard higher than licensing was more desirable and practical than an enforcement approach
 - enforce a modified licensing standard
 - promote quality above and beyond licensing
 - Outcomes metrics should be implemented city-wide to measure the impact of after-school care
 - enable the 2-6 office to track progress and impact against goals
 - increase the likelihood and amount of private funding by measuring impact
 - Technical support and an improved licensing process need to be provided to support providers' efforts to improve quality and measure impact
-

Importance of Staff Quality in Choosing Program

Safety and staff quality were among the top drivers of parents' program choice.



Notes: The average of each quality was taken in order to rank the importance of each. The rating scale being used goes from zero to 7 with zero meaning it is not important at all and 7 meaning it is absolutely essential
Source: Harrison & Goldberg 1998 Boston Parent Poll #1

Boston 2:00 - 6:00 Initiative

Differences Between Licensing and NSACA Quality Standards

MA Licensing

NSACA

Primary Focus:

- Facilities
- Health and safety
- Minimum staff ratios and qualifications

- Meets or exceeds licensing requirements for facilities, health and safety, and staff ratios/qualifications
- Staff training
- Staff attitudes, approach and responsiveness toward children
- Program content
- Program suppliers and support materials
- Parent/staff meetings

% of Boston

- 51% of 241 identifiable programs

- <1% of 241 identifiable programs

Programs:

Boston 2:00-6:00 Initiative

Quality Options

Status quo

- Promote licensing standards and encourage higher standards



- Issues:**
- Parents and key stakeholders not satisfied with current quality

Ensure safety and competence, promote excellence and results

- Enforce licensing or modified licensing standards
- Promote higher standards
- Develop and track a set of outcomes metrics used to determine progress and impact of individual programs and the 2-6 initiative overall
 - city-wide
 - program specific
- Provide technical support and funding to enhance quality and implement outcomes methods

- May require "modified" licensing standards for drop-in and other exempt programs
- Will require improved/streamlined licensing process

Require excellence

- Enforce NSACA or other standard higher than licensing



- Impractical since very few programs meet these standards today
 - the higher the standard, the more difficult to develop a standard applicable for most programs
 - Enforcement would be difficult and costly
-

- Build consensus to establish a citywide set of outcomes metrics to track progress and impact of after-school programs
 - Provide a repository for knowledge sharing of best practices
 - Upgrade and streamline current licensing progress
 - explore options to modify existing requirements to incorporate programs currently considered exempt (drop-in, etc.)
 - increase coordination between OCCS and other key agencies (Inspectional Services Dept., Fire Dept.) to simplify and speed clarification
 - increase OCCS staffing to speed certification process
-

Phase I Objectives

1999-2000

Boston 2:00 - 6:00 Initiative

Key Findings

Current needs/priorities

- Focus should be on elementary and middle school children
- Programs should have a strong academic component, but also have a range of fun and healthy activities that promote overall development
- New programming should be added in all neighborhoods with priority given to Dorchester, Roxbury, and Mattapan

Facilities and transportation

- BPS sites would meet most of the facilities demands
- There is a lack of facilities in Roxbury, Mattapan, and Hyde Park
- Parents should be given a choice of program location
- Options for expanding alternative drop-off and better utilizing existing transportation resources should be explored

Quality standards

- Agreement needed on outcome measures
- Additional training and technical assistance needed
- Current licensing process should be upgraded and streamlined

Cost and funding alternatives

- The cost per child per year for a base after-school program is \$1,800-\$1,900 (not including start-up, facilities, summer, or transportation costs)
 - While the current investment of city, state, and local funds in after-school programming is substantial, a new public/private financing strategy is needed to meet the need--parents cannot meet the financial burden alone.
-

Boston 2:00 - 6:00 Initiative

Progress to Date: 1998-1999

- In September of 1998, supported the opening of 13 new full-time programs in Boston Public Schools, for a total of 43 serving over 2,000 students;
 - Interviewed over 350 parents and nearly 100 program providers to gather input on the initiative;
 - Leveraged over \$3 million from public and private sources to help expand the number of children served;
 - Introduced a \$50 million state legislative proposal with the full support of the Boston Delegation in the State House;
 - Worked with the Private Industry Council to create over 600 after-school jobs for high school youth; and
 - Been selected by the Vice President's National Partnership for Reinventing Government as the first site that the Federal Support to Communities Interagency Initiative is partnering with to support after-school programming.
-

Boston 2:00 - 6:00 Initiative

Phase I Objectives 1999-2000

- Expand the number of elementary and middle school children served
 - Leverage new resources
 - Improve quality and focus on results for children
 - Establish high-level Boston 2:00-to-6:00 Task Force to help accomplish objectives above
-

Building A Sustainable System for Children and Families

Technical Assistance

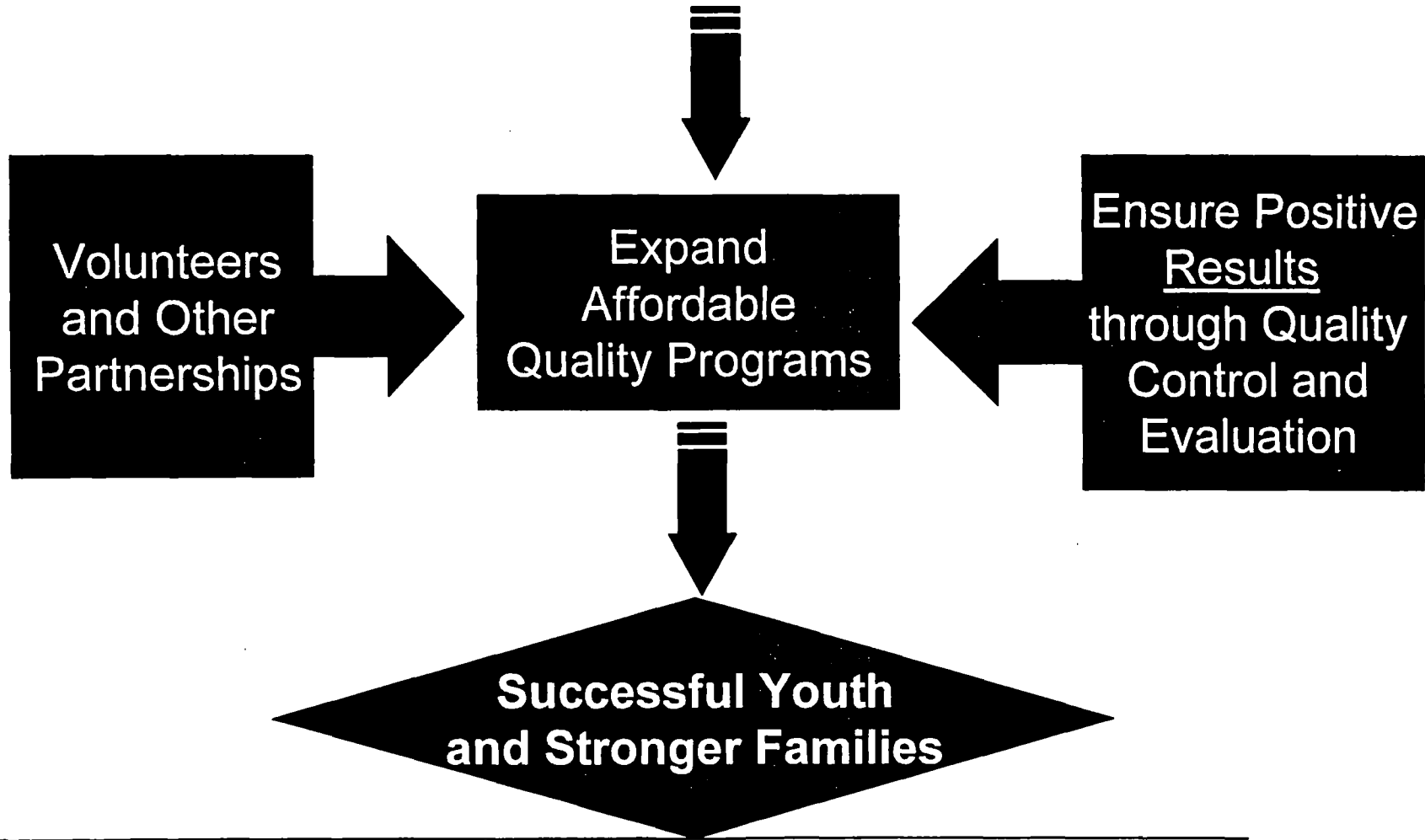
Capital Assistance

Leveraging Resources

Transportation Planning

Academic Support

Build Public Will



Appendix

Boston 2:00-6:00

Stakeholders Interviewed

<u>Name</u>	<u>Position</u>	<u>Organization</u>
Thomas Menino	Mayor	City Hall
Peter Welsh	Policy Director	City Hall
Juanita Wade	Chief, Human Services	City Hall
Laurie Sherman	Human Services Policy Advisor	City Hall
Tom Payzant	Superintendent	School Committee Offices
Lainey Fersh	Executive Director, Parents United for Child Care	Parents United for Childcare
Laura Gang	Assistant Director, School-Age Child Care Project	Parents United for Childcare
Margaret Williams	Executive Director	ReadBoston
Paul Evans	Commissioner	Police Department
James Jordan	Director, Strategic Planning & Resource Development	Police Department
Blake Norton	Coordinator, Public Affairs	Police Department
John Ferrell	CEO	YMCA of Boston
Sandra Walker	SVP, Operations	YMCA of Boston
Harold Sparrow	Executive Director, Roxbury Branch	YMCA of Boston
Bob Monahan	Chief Operating Officer	Boys & Girls Clubs
Ned Rimer	Co-Founder	Citizens Schools
Eric Schwartz	Co-Founder	Citizens Schools
Alfreda Harris	Member	Boston School Committee

Boston 2:00 - 6:00 Initiative

Other Contacts

<u>Organization</u>	<u>Name</u>
Massachusetts Department of Transitional Assistance	Karen MacKinnon-Greene
National Institute on Out-of-School Time	Michelle Seligson
National Institute on Out-of-School Time	Susan O'Connor
Seattle Department of Human Services	Kathleen Groshong
Cambridge Department of Human Services	Jackie Neel
Baltimore Police Athletic League	Colonel Alvin A. Winkler
Chicago MOST	Greg Graham
Newton Child Care Commission	Ann Brown
Seattle Office for Education	Marilynne Gardner
Seattle Parks and Recreation Department	Karen Ristau
Baltimore Police Athletic League	Lt. Eilerman
Chicago Public Schools	Beverly Martin
Seattle MOST - Schools Out Consortium	Adrienne Bloom
Chicago Mayor's Office	Adrienne Bryant
Chicago Public Schools	Lula Ford
DePaul University - Center for Urban Education	Carla Ellis
Seattle MOST - Schools-Out Consortium	Mari Offenbecher
Massachusetts Office of Child Care Services, Central Office	Gail Hanson
Chicago Department of Human Services	Eileen Donnersberger
DePaul University - Center for Urban Education	James Issa
Boston Police Department, Office of Research and Evaluation	John W. Conte

Boston 2:00 - 6:00 Initiative

Other Contacts

<u>Organization</u>	<u>Name</u>
Fenway Community Development Corporation	Jethro Heiko
Bell Foundation	Earl Martin Phaelen
O'Hearn Elementary	William Henderson/Darlene Jones-Inge
Hyde Park High School	Ray Peterson/C. Burges
BU/Radcliffe School of Arts (Jackson Mann)	Joanne Collins-Russell
Walter Denney Youth Center (Harbor School)	Eric Mitchell
Red Oak Program/Chinatown	Lauren Hoffman
MJT Dance Company	Margie Topf
MYTOWN	Ms. Krilyn Crockett
M. Harriet McMormack Center for the Arts	Joyce Bishop
Harvard Phillips Brooks House	Paul McDonald
Project Excel (McKay)	Susan Klaw
Office of Jobs and Community Service (CDBG)	Ed DeBity
Hawthorne Youth and Community Center	Samantha Sadd
City Year	Alex Moore
Agassiz After-School Program	Joyce Ellif
Boston Public Schools	Rich Jacobs
Driscoll After-School Program	Mary Maligodi

Boston 2:00 - 6:00 Initiative

Other Contacts

<u>Organization</u>	<u>Name</u>
Mayor's Office	Dina Siegal
Massachusetts Department of Education	Lise Zeig
Office of Child Care Services	Donna Litz
Child Care Choices	Anne Corbin
Child Care Choices	James Ley
Boston Redevelopment Authority	N.D. Puleo
Boston Redevelopment Authority	Charlie Euchner
Boston Redevelopment Authority	John Avault
Office of Children and Families	Juanda Johnson-Taylor
After-School Corporation	Nigel Ferguson
Child Education Development Assistance Corporation	Greg Perkins
Community Economic Development Assistance Corp.	Dan Violi
Office of Jobs & Community Services	Daniel Singleton
Coleman Advocate for Youth	Margaret Brodtkin

Clinton Presidential Records Digital Records Marker

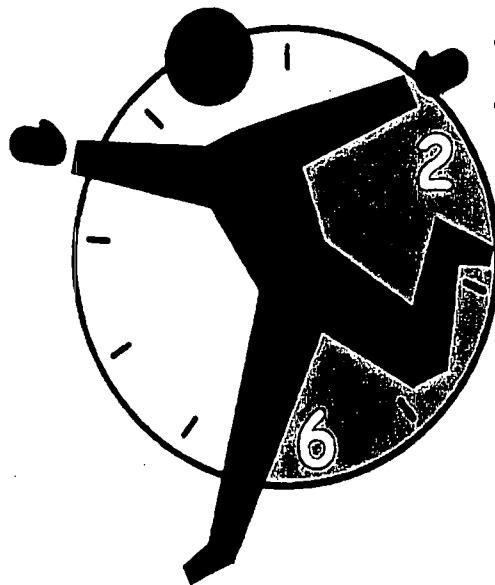
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FINANCING OUR CHILDREN'S FUTURE

*A Guide to Federal, State, and Local
Resources for After-School Programming
in the City of Boston*



BOSTON

2:00

- to -

6:00

After-School Initiative

Second Edition

Thomas M. Menino, Mayor
City of Boston

Jennifer Davis, Executive Director
Boston 2:00-to-6:00 After-School Initiative

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