

Institute for Community Development
Trip to NY

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THE INSTITUTE
FOR COMMUNITY DEVELOPMENT
Together We Can!

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Yes, We Can - The
Newsletter of the Institute
for Community Development
Winter 1995, Vol. 4, No. 1

8 Pages

Yes, We Can

THE NEWSLETTER OF THE INSTITUTE FOR COMMUNITY DEVELOPMENT

Winter 1995
Volume 4, No. 1

STAYING ON COURSE

STAR Grads Complete 1st College Semester

After their first semester at college, some of Roosevelt STAR's June '94 graduates reported that skills they learned at STAR - especially study and time management tools - helped them survive their initiation into higher learning. Those skills, they said, turned out to be special training that many other college students didn't have.

Kim Ferguson, a freshman at Virginia State University, said she has been successful at budgeting her time well enough to get her assignments completed and "also have time for fun things."

Latarsha Thomas, a freshman at Quinnipiac College in Connecticut, agreed. "STAR taught us so much that every day I found myself remembering things that we learned. We had group counseling once a week and we learned things like conflict resolution and dealing with peer pressure. At the time, you don't think much about it. But a lot of the time, I find myself thinking back to things we discussed in counseling and use those things to solve my problems at college," she said.

Ferguson and Thomas, both pre-med students, used their Christmas break to earn some extra money as interns - Ferguson at the Institute for Community Development and Thomas at CMP Publications.

For Donnell Goulbourne, the holidays were a time to relax and catch up with old friends. An accounting major at Norfolk State University in Virginia, Goulbourne said his first semester was not as difficult as he imagined. Like his peers, he said STAR prepared him for college in many ways.

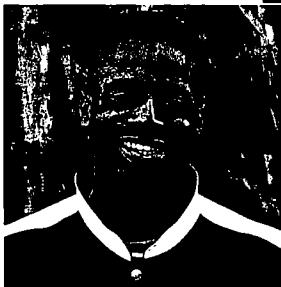
A freshman at only 16, Goulbourne said he had to adjust to being on his own. "The hardest thing was having to get up on my own every morning," he said.

Goulbourne said one college experience he enjoys is meeting people from around the country and even other countries.

STAR graduates agreed with Goulbourne that college is not as difficult as they thought it would be. The reason: the solid foundation and skills they picked up at STAR.

Ricky Cooke, STAR's Career/College co-ordinator, had a chance to meet with most of the STAR graduates at a reunion during the Christmas break.

"In preparing our STAR students for college, we tried to instill in them how seriously they must take their studies," Cooke said.



▲ Donnell Goulbourne



▲ Latarsha Thomas



▲ Kim Ferguson

INSIDE

Shaping a Vision for Education

A Conversation with
Dr. Lester Young, Superintendent,
NYC School District 13

See Page 5

BUILDING SUCCESSFUL COLLABORATIONS

ICD Programs Expand to Brooklyn

Teaming up with one of New York City's most innovative school districts, the Institute for Community Development is expanding beyond Long Island for the first time to bring its acclaimed COMET program to the Francis Scott Key Intermediate School #17 in the Bedford-Stuyvesant community of Brooklyn.

It's a perfect match for us, said Levinia Dickerson, co-executive director of the Institute.

The professional staff at IS 17 shares the same values that we do and it is part of District 13, a city district totally dedicated to increasing educational outcomes for all kids. It has been working hard to enhance the kids' social development and to strengthen parent effectiveness in the schools. We share common goals," Dickerson said.

The Institute is hiring staff right now and expects to open its COMET program with 50 students in the seventh grade in March. In August, the program will grow by another 50 students and will include a full-time professional staff of eight.

A Model Program

"District 13 is in the forefront of innovative school-based collaborative programs," said Patrick G. Halpin, co-executive director of the Institute. "Our program is also a model, validated by the State Department of Education. This is an opportunity for the district to partner with us and an opportunity for us to partner with an educational leader in New York City."

Dickerson said the Brooklyn project may well be just the first step in expanding the STAR and COMET programs throughout the region and the nation. "We want to build a groundswell in America, one community at a time, for coming together and putting kids first," said Dickerson. "That's the key to defining our future as a society and their futures as individuals."

As in other districts, the objective of the COMET program is to improve the educational outcomes for at-risk adolescents and help them make a successful transition into high schools. Its sister program, STAR, is aimed at high school students. The overall goals are to prevent students from dropping out, help them improve their academic performance and prepare them to succeed in our society as healthy, educated and productive adults.

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Yes, We Can

THE NEWSLETTER OF THE INSTITUTE FOR COMMUNITY DEVELOPMENT

Summer 1994
Volume 3, No. 2

ICD CELEBRATES FIRST 29 GRADUATES

27 Headed to College

Four years ago, a group of ninth graders considered "children at risk" became "youth of hope." They joined a new program called STAR, a collaborative effort of the Institute for Community Development and the Roosevelt Public Schools. Instead of dropping out of school, the students agreed to work harder by spending two extra hours

each day (in addition to regular classes) over the next four years in academic enrichment, counseling and personal development sessions.

Today, we celebrate the first STAR graduating class, with most starting college in the fall. Their success proves that the odds can be beaten through education.



Rites Of Passage

At the annual STAR Rites of Passage ceremony, family, friends, staff and supporters were on hand to wish the STAR students continued success in their academic and personal endeavors.

In his opening remarks, Roosevelt School Superintendent Dr. Will Singleton focused on change in the Roosevelt school system and praised the STAR program. Rev. Reginald Tuggle, in his keynote address, encouraged the students to continue to work hard and to one day return to Roosevelt to give back to their community.



Photos (clockwise from top left): Dr. Will Singleton delivers the opening remarks, Rev. Reginald Tuggle delivers keynote address, STAR student Jamaika Harris reflects on her four years in STAR, and Rob Lee leads the audience in "Lift Ev'ry Voice and Sing."

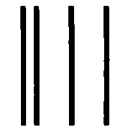
INSIDE

RACISM AND SELF-CONCEPT

*Dr. Alvin Poussaint
Speaks Out on
Educational Challenges*

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The New York Times

NEW YORK, SUNDAY, NOVEMBER 8, 1992

A Starlit Path To Survival In High School

MICHAEL WINERIP

On Sunday

ROOSEVELT, L.I.

"I AM going to get you, Gerald," Ruby Blue warned. "Do you know where you are or what you're doing?" Mrs. Blue's job is keeping high-risk children in high school. She's good.

Gerald Campbell gave her a smile full of ninth-grade condescension. By the time she got him doing his homework, the bell rang. "You think you're saved by the bell, Gerald, but you are not saved. I'm going to your English teacher. You're going to find out what you need. You think I don't know what's going on? I know." Gerald's smile said, yeah, right. So Mrs. Blue whispered in his ear.

Suddenly Gerald looked like a guy in court hearing the wiretaps for the first time. "Who told you that?" he said.

"Mrs. Blue knows everything about you," said Mrs. Blue. And that is why the Star program works.

Three summers ago, Todd Parrish, Star's director, visited the homes of 53 eighth-graders judged most likely to fail high school in this virtually all-black district. He told them the program would feature monthly trips and a four-day retreat upstate. There was a catch: You had to spend 10 hours a week of your free time studying with the Star teachers. Twenty-eight said yes, 25 no. Of the 28 who said yes, 25 have made it to 11th grade; of the other 25, only one did.

The program is just a large room at Roosevelt High set aside for students to put in their extra hours from 7:30 A.M. to 7 P.M. It works because it is well staffed. The Reagan-Bush people taught that it doesn't work to throw money at social problems. However, if instead of throwing it, you pay it as salaries to talented people, you can make a difference. For the 80 students, there are a director, three teachers, eight tutors from local colleges, two counselors and a truant officer.

It is well known among Star students: You cut class, Tito Burrowes will get you. He sits beside "Tito's Box," a file crammed with printouts charting each student's attendance patterns. It looks like the boxes that litigators at Sullivan & Cromwell lug around to intimidate each other. "Today?" he said, banging his calculator. "I got three kids in hall sweeps, spoke to two, got info on two. Seven total. Slow day." Last week he made surprise visits to 11 homes.

Parents are amazed. Barbara Chandler's son Troy brought home a permission slip so he could stay at school after football practice to study until 7. She did not say it, but was thinking, "Permission to study until 7?" Troy didn't know his Mom could write her name so fast. He remembers his first year as a lot of being yelled at by Mrs. Blue. "Mrs. Blue's hard on us," said Troy. "Too hard. She needs to calm down."

Troy held on for many reasons. He doesn't see much of his Mom. She works two jobs and goes to college. "If we need to talk I can usually catch her between 9 and 9:30 at night," he says. Mrs. Blue, on the other hand, will not go away. "If I'm unhappy she notices," said Troy. He doesn't see his father. "My father said I'd never go to college. Mrs. Blue said, 'You are going. No matter what, this program's getting you to college.' " His grades climbed from failing to 75's and 80's.

When David Orr's son Vincent ran away from home one night, the father called Star's beeper. Todd Parrish responded. "I drove around with no luck," said Mr. Orr. "When I got home, there was Todd with Vincent." Vincent discovered computers at Star. Mr. Orr got a call from Mr. Parrish Thursday. "He said Vincent wasn't coming to Star until 4, said Mr. Orr, "Vincent told them he was going home right after school and they wanted to make sure." Both parents work, so Vincent does go home, to give his little brothers and sister a snack and make sure they're safe. Then he returns to Star. "But I appreciated the call," Mr. Orr said.

Ruby Washington, a factory worker, says her grandson is a different Joshua. "Grades are up, he's good, I'm proud. He used to be kind of mouthy." Students start to brag about who puts in the most hours. "Tito, erase my name for out at 5," said Remeika Fisher. "I'm still here."

Roosevelt, a poor district, spends \$8,800 per student annually. Star is financed by the Institute for Community Development, a local charity. It spends \$5,000 per student. The combined \$13,800 spent per Star pupil is still less than in wealthy nearby districts like Lawrence, which spends \$15,491 per student.

A foundation can create one Star. Only the Federal Government has resources to create a constellation, Star Wars or the Star program? Mrs. Blue hopes this is what the next President means by change. Bill Clinton beat President Bush by a 10-to-1 margin in Roosevelt. "We need Stars in Brownsville, East New York, in-excuse me, Remeika! Shanika's stuff is in your locker. She's sick. I have to find Tamiko to bring home Shanika's books. Have you seen Tamiko, Remeika?"

Where 'At-Risk' Kids are STARS

First they choose the 50 students who might be considered least likely to succeed.

Then they ask: How would you like to join a special educational program that just might change your life?

But . . .

You'll have to study two extra hours each day. Supervised.

If you can't fit it in during lunch and study halls, we'll see you at 7:30. That's in the a.m.

If you're still having trouble with your regular school work, you'd better drop by after school. Juniors and seniors, acting as mentors, will be there to tutor you.

You get two extra assignments each week. Every week.

And don't even think about cutting, because we're watching.

Also, you'll have to go to classes in the summer.

Oh yes, even when we take you on retreat, you'll spend two hours in the morning and two hours in the afternoon on work.

So how about it?

One might expect that of the 50 kids propositioned, 50 would laugh in the educators' faces. School in summer! School at sunrise! You gotta be kidding! These are kids, remember, whose favorite subject was being absent.

But for the last three years, the answer was yes from more than half of the 50 at-risk students asked each year to join a Roosevelt School District-based project called STAR.

Of course, neither the STAR staff nor the Roosevelt staff put it quite so bluntly, said Angela Wagner, who bounded into the single large classroom set aside for STAR.

They didn't exactly put it in those words, recalls Angela, an 11th-grader. "They said, 'We want to help you better yourself.'"

STAR stands for Success Through Academic Readiness and is designed to enhance regular classroom teaching. The program, which attempts to build self-esteem as well as intellectual capacity, is funded by the Institute for Community Development, a local non-profit organization. Philanthropists Lilo and Gerard Leeds, who are co-chairper-

sons of CMP, a business publications company in Manhasset, serve in the same capacity at the institute. The institute pays the salaries of employees, who include a director, three teachers, a counselor, and an outreach worker.

Is it working, Angela is asked?

"If it wasn't helping me and I was still failing after two hours a day, I wouldn't be here," she says.

"STAR is my life," says Ramika Fisher, also a junior. "No alcohol, no drugs. And we were the main ones doing it."

"That's why they picked us," Angela reminds Ramika.

It is just past 7:30 and as the morning breaks, the STAR kids start filling the tables in the big, carpeted room. "Have a test today. I need help," Kim Ferguson, a junior, announces. STAR's three teachers are on hand to help. They have all checked with the classroom teachers and know the assignments of the day.

Kim settles at a desk. She's supposed to be reading "The Scarlet Letter."

"That book is dead," she says. "I got to the word 'betwixt' and I closed my book." She decides to study French on her own.

Math specialist Andrea Robertson, meanwhile, works with junior Yolanda Callender on a complicated algebra problem, while Kim holds court. Two friends join Kim, who has closed her French book, and are discussing the Children of the Rainbow curriculum conflict in the New York City school system. Teacher Robertson joins in. After all, current event debates are educational.

Robertson notices a student not working. "You gonna sit there and read the paper or get help?" Robertson chides Laquan Smith, a freshman.

"I couldn't find the answer and I read this whole paragraph," Laquan whines.

Teacher Pat Hughes, who specializes in social studies, takes over and they review together the reasons why income from exports from Africa has declined in recent years.

All through the day, students scheduled for lunch or study hall sign into the STAR room. Kim Moorehead, the counselor, is available to discuss

emotional and social problems. She watches one young man napping at a table. "What time you go to bed last night, sweetheart?" she chides the boy. "He's improved," she says to a visitor. "Before, when he stayed out late, he just didn't come to school." A few periods later he is back and as alert as a sparrow.

Moorehead says the program first creates "an expectation they're expected to live up to." And then the program offers the tools to do it. "That's the key. Expectation would not be enough without step-by-step help in getting there," Moorehead says.

Todd Parish, the director of STAR, who graduated from Roosevelt High School, says, "The key is the cooperation between STAR and the school." The hardest part, he says, "is trying to accommodate each student's different weaknesses — academics, home life," he pauses, "even female relationships."

"Did you see that one young lady," he says looking over his shoulder at a now-empty chair where a girl who was moping had been sitting. Boyfriend troubles. "The counselor just took her for a walk. We try to get her to feel better so she can go on with the rest of the day. She was going to go home," Parish says. There's very little going home with headaches in STAR.

And should someone disappear, outreach worker Tito Burrowes will go to the house and find out what the problem is. "The job doesn't stop here in the school," Parish says.

Sounds good. But does it work?

According to Lavinia T. Dickerson, director of programs for the Leed's Community Development Foundation, here are the numbers:

Of the first group of 28 students who completed their first year as ninth-graders in 1990-1991, 26 were promoted to 10th grade. The next year, 25 of the 26 went on to 11th.

Of the 25 who were referred to STAR but chose not to join, only one has made it to 11th grade.

Not one STAR student has dropped out of school.

In an era when intellectual achievement is often subsumed to glitz and glory, STAR has become a badge of honor.

"A lot of people tease us," Angela says. "On the other hand, they are kind of jealous. People outside the program, they want to see us fail; they think people from Roosevelt can't do good. We're going to show them."

(516)



Marilyn Goldstein

Report on Education Research

The Independent Biweekly Newsletter on Research in Education and Learning

Vol. 26, No. 5
March 2, 1994

Program Fuses Many Approaches To Produce 'Stars' Of At-Risk Kids

The transfer student at Roosevelt, N.Y., Junior/Senior High School was a poor achiever who described himself as "kind of messed up." After being suspended, he felt hopeless.

Then he joined the STAR (Success Through Academic Readiness) program, and developed better study habits, pride and a sense of belonging. And while his aspirations are high — to become "a doctor, a lawyer or a professional basketball player" — today he has aspirations.

Innovations

This student is just one success story from a program producing

them by the dozens. In 1990, a local foundation, the Institute for Community Development (ICD), teamed up with the Roosevelt School District to start the program with 50 students school personnel considered to be most likely to drop out.

A Personal Choice

"Over that summer," according to ICD program director Lavinia Dickerson, "we went door-to-door, visiting each student on that referral list to try to convince them and their parents to enter STAR. Half of those referred joined."

Now those students are high school seniors. A comparison of their records and those of students who did not join STAR is stunning.

None of the STAR students dropped out or was expelled. Each year, all or nearly all rose to the next grade. Their group sustained a "B" average. And of the original 28 STAR students, 22 are on their way to college.

Of the 22 who declined to join STAR, only eight were still in school by the end of the 1992-93 year. The rest dropped out, were expelled or landed in jail. Only two made it to 12th grade.

Intimate Setting

What accounts for these results? STAR, Dickerson says, provides a network for academic, social and cultural enrichment. When ninth-graders join, they commit to spending 10 hours a week for the next four years in the tight-knit "school-within-a-school." STAR is physically distinct from Roosevelt, with its own cultural library and computer center.

It opens at 7:30 a.m., runs through the school

Physical Bonds, Peer Trust

Besides academic and material support, Success Through Academic Readiness (STAR) offers positive peer pressure.

STAR teens have a three-week summer orientation, after which "we take them on a four-day Outward Bound-style retreat, so they bond with each other and with the staff," says director Lavinia Dickerson. "We put them through all kinds of physical exercises — climbing drills, tug-of-wars — so that they had to learn to trust themselves and the other members of the group."

Through frequent group sessions, she says, staffers discern an emerging conscience.

"The group becomes the guide to what is correct and incorrect behavior," she says. "Peer response and peer interaction is very significant in how they see themselves, how they see what is hip. If you're a member of STAR, you just don't do drugs." ###

day and continues after school with tutorials, counseling, arts, music and recreation.

Its nine full-time staffers and six college tutors and mentors serve about 120 at-risk students who entered STAR the same way the first group did: by being cajoled to join.

Formal Study Coming

An outside evaluator is looking at the program, and Dickerson said she expects results this fall. In the meantime, "we know the program can be replicated," she said. ICD has launched a COMET (Children Of Many Educational Talents) program at Alverta B. Gray Schultz Middle School in Hempstead, N.Y. It has many STAR goals, but targets younger students.

The sticking point for setting up such programs is cost. STAR runs \$5,000 per student a year besides the regular per-pupil expense, for an annual sticker price of more than \$500,000.

For more information, contact Lavinia Dickerson, Institute for Community Development, 600 Community Dr., Manhasset, N.Y. 11030, (516)562-5440. ###

Institute for Community Development

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The Institute for Community Development
Innovative High School and Middle School Programs
STAR/COMET

INNOVATIONS IN EDUCATION, STAR AND COMET: The STAR and COMET programs are two cost-effective answers to the drop-out, juvenile crime and violence problems plaguing this country today. The goal of each program is to help every participant graduate, and make a successful transition into and complete postsecondary education so that they can become marketable, productive, self-sufficient and economically independent adults.

STAR AND COMET:

- are Innovative programs which improve the quality of education for youth at-risk
- turn young people who are failing in school onto education and makes it meaningful
- provide a foundation that allows the students to excel academically, socially and emotionally
- provide a caring, nurturing environment that looks at the uniqueness of each student and addresses their learning
- provide a support network on-site in classrooms within the middle school or high school setting, that participants rely on for academic support, social and cultural enrichment
- provide a time frame, setting and structure for each student to receive academic enrichment *and* individual and group counseling from program staff who are certified teachers, psychologists, social workers and outreach coordinators
- provide intensive academic enrichment/remediation, individually and in group sessions, to bring the students to grade level in reading and math and to develop good study skills.
- provide a framework in which students master academics in a way in which they not only gain skill, but confidence, and appreciation for learning.

STAR AND COMET HELP EACH STUDENT:

- remain in school and complete middle school and high school on time
- develop competency in higher order reasoning, thinking, communication and comprehension skills, with an emphasis on reading, writing, math and science
- develop a greater sense of self and independence in learning
- develop a positive attitude towards school, schoolwork, peers, family, adults and community, thus developing positive values and character
- develop a focused perspective toward careers, higher education, and economic independence with the understanding of how they perform in school will affect their future career choices
- make a successful transition from one grade to another and into post-secondary education or training

STAR, *Success Through Academic Readiness*, is the Institute's innovative, collaborative, school-based high school academic enrichment/remediation and personal development/counseling program for grades 9 - 12 located at the Roosevelt Jr./Sr. High School and the Hempstead High School on Long Island.

STAR helps high risk, disadvantaged students confront their academic, and personal/behavioral problems, develop character and self-esteem, improve their academic standing and successfully complete high school. A daily, two-hour commitment to attend STAR activities for four years, over and above their regular high school schedule, is made by each student when they join the program.

Negotiating skills, conflict resolution, role-playing, stress management and bonding exercises are as much a part of the STAR program as academic enrichment, computer skills and PSAT/SAT preparation. Program

staff coordinates college tutors and older peer students at the school to assist program participants with their studies, and to provide peer counseling feedback.

Each STAR program was designed by the Institute in collaboration with the school district. Roosevelt STAR started in 1990 and Hempstead STAR began in 1994. There are now 150 students enrolled in the STAR programs. Because of the success of the Institute's strategies as employed through STAR, other school districts are requesting that programs be established in their schools.

PROGRAM HIGHLIGHTS

- all 29 of STAR's first senior class graduated
- 27 of the 29 are now attending college
- not a single one has dropped out of school
- all achieved dramatically improved grades
- all exhibited more positive behavior, attitudes, and character
- all now have a higher self-esteem and a confident view of the future
- of another group of 25 similar students who were invited but did not choose to join the program when it began four years ago, *only 2* have even made it into 12th grade, several have been incarcerated, and many have dropped out of school.

COMET, *Children of Many Educational Talents*, is the Institute's model middle school program, located on-site at the Alverta B. Gray Schultz Middle School in the Hempstead, Long Island Public School District. COMET is tailored for youth at risk of not making a successful transition from elementary school to middle school.

COMET was created at the request of, and in collaboration with, Hempstead Schools' Superintendent Dr. Eddy Bayardelle. The program became operational in June 1993 with 50 seventh graders. Dr. Bayardelle has stated: "This is not just any program. The basic model has already demonstrated success in Roosevelt, and I'm confident that we'll replicate that success here in Hempstead. So often, you hear of model programs which select students in such a way that a successful outcome is all but guaranteed. What makes this model so solid is that it targets the neediest youngsters, the ones in which previous attempts have failed. So once a program like this is shown to be successful, there's absolutely no excuse for not implementing it on a widespread basis."

Similar to STAR, students who elect to join COMET must sign a letter of commitment to spend the next two years, seven hours a week, beyond the regular school schedule, in supervised program activities. The parents must also agree in writing to support the student.

The first year of COMET was a successful one. All 50 seventh graders were promoted to the 8th grade. Along with improving academically, we witnessed a distinct improvement in their attitudes toward school. They are coming to school with increased enthusiasm and eagerness, and the manner in which they interact with peers and adults is positive rather than negative. More direct communication, and a more serious attitude toward learning signals more positive self-concepts and more hope for their futures. Equally important, is the very real constructive peer group that developed as a result of their involvement in the COMET Program, and the development of the Parent Empowerment group. The Parent Empowerment Group encourages the parents to become more involved in the education of their children, and was also instrumental in helping to redesign the school suspension policy.

STAR AND COMET are empowering youth at-risk of dropping out of school to chart a course for success. Staffed by caring, nurturing people, these programs are encouraging the students to evolve on a daily basis into the future role models of this country. STAR and COMET are keeping at-risk youth in school and headed for college and careers, providing viable alternatives to dropping out, teenage pregnancies, violence and crime.

Creating A Better Future

MAIA DARNELL, STAR, 11th grade, age 16.

STAR has a lot to offer me. In school, some people offer you a good education and others can offer you counseling. But STAR has everything. You come here and it's like a family. You have people to talk to who you know will listen. I probably appreciate STAR even more now that I have to take the SAT's. In the beginning, I probably took the program for granted, but now it's big relief to know I have STAR. I want to apply to college next year and I want to be a photographer. I'm going to be doing an internship through STAR in photography. STAR is there when you need it. Before I joined STAR, I wasn't really interested in school because it was boring. I was doing my work but I wasn't really doing my best. STAR gets you excited about school because they help you look at things different ways and it makes it more interesting.

TAMIKA STEWART, STAR, 12th grade, age 16.

I'm going to graduate a year early. I have a tight schedule and I have to go to summer school. I came to Roosevelt from Mississippi in the 9th grade. I was having trouble making friends and I was getting into fights. Now I try to work things out. We do a lot of things like self-discipline and stress management workshops. They teach you how to be cool and keep yourself under control. The STAR staff is great. Even when we have attitudes, they never get attitudes. Sometimes I get tired and discouraged and there's always someone here to keep you going...to keep telling you it's all worth it. I'm applying to colleges and getting ready to take SAT's. I've applied to all the New York State Universities. Just because you're considered "minority," it doesn't mean you don't need a good education. I want to major in psychology. I'd like to work with criminals to find out what makes them tick. I want to use conflict mediation to help people settle differences and stop all the violence. STAR is special. It's like, you can be walking in the hall and feel really down, and then you come into the STAR classroom and everything looks brighter. STAR has changed my life.

ANTOINE HILTON, STAR, 9th grade, age 14.

"Last year, I wasn't a good student. I was in a different school, and when I went to Roosevelt, I got kind of messed up, like cutting classes. When I got suspended, I felt like I was so behind in all the work that I would never be able to catch up. This year, I'm in STAR, and now I'm in the right grade. STAR is like another family to me. Everyone is together, and I feel like I really belong. They help me study for tests and I do much better in class. They teach about our past and make us feel proud about who we are. I want to go to college and become a doctor, a lawyer or a professional basketball player. Last year, I was fooling around. This year, I'm

thinking about my future. STAR got me back on the right track.

COLEMALISA SPIDELL, COMET, 7th grade, age 13.

What makes me special is the person I have become so far. I am a caring and loving person. I do think about others' feelings. I don't do nothing to hurt no one's feelings. Also, anything I can do for somebody I will. I would like to become a doctor and help all the sick people. That will really make me happy. Also, what makes me special too because I have a very loving and caring family, which is my mother, father, my sister and brother. They are the ones who made me what I am today. I want to be successful so my family would be proud of me. Also, I will be proud of me. Also, I can get a job and be responsible and take care of myself. For example, I can have my own apartment, car and buy my own food. And do the things I want to do as a young adult. But most of all, I want to buy my family something nice for being there for me. And bringing me up to have the right values in life. As far as being respectable and responsible and that's what makes me special.

KIM FERGUSON, STAR, 12th grade, age 18.

STAR teaches us to be responsible. It really helps us with our academic work. If you have personal problems, you come here and they help out in any way that they can. A lot of times, if you're having a personal problem, you just feel like staying home. So you can come here and talk to your academic coordinator or your counselor and they talk to you and you feel better so you stay in school. I look forward to coming to STAR. We help each other and talk to each other. It's a family. I definitely appreciate STAR more, now that I'm older. When I was younger, I was lazy and I never did anything for myself. They make me do things for myself and I appreciate that. I have an internship at Nassau County Medical Center. I want to be an OB/Gyn doctor, so I'm sure I'll learn a lot. Right now, I'm applying to colleges for a 7-year combined BA/MD program. My first choice is University of Pennsylvania. I never thought I'd actually be applying to college I feel lucky to be in STAR. I feel blessed.

Making A Difference In The Lives Of Youth At Risk

In 1990, the Institute for Community Development and the Roosevelt School District established the STAR program to affect the lives of young people at risk of not completing their high school educations. Approximately 50 incoming ninth graders who were considered least likely by school personnel to complete high school were referred to STAR. Twenty-five joined the STAR program, 25 did not.

Three years later, the results clearly demonstrate the dramatic difference between STAR and non-STAR students — those who received comprehensive support from a committed and trained staff — and those who did not.

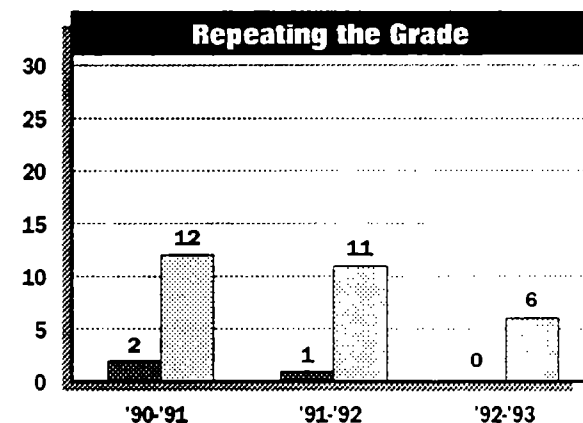
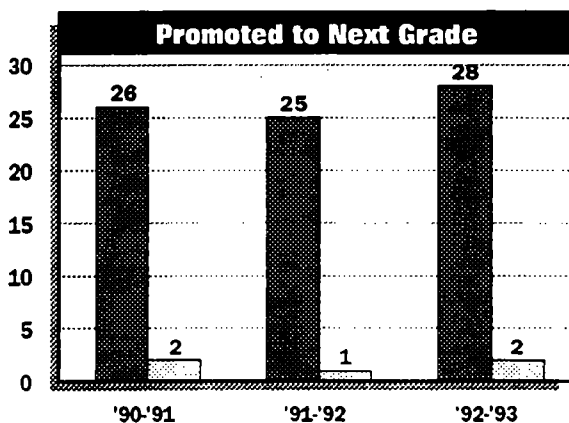
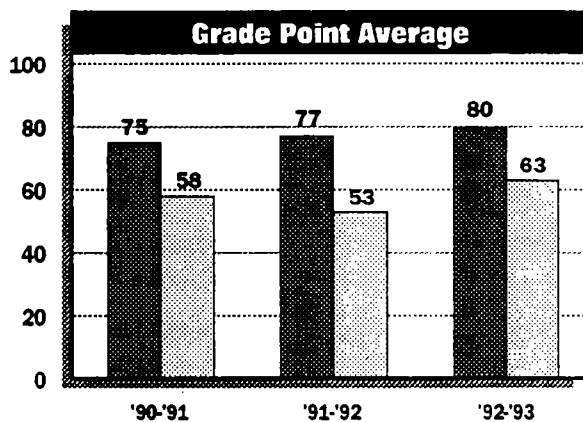
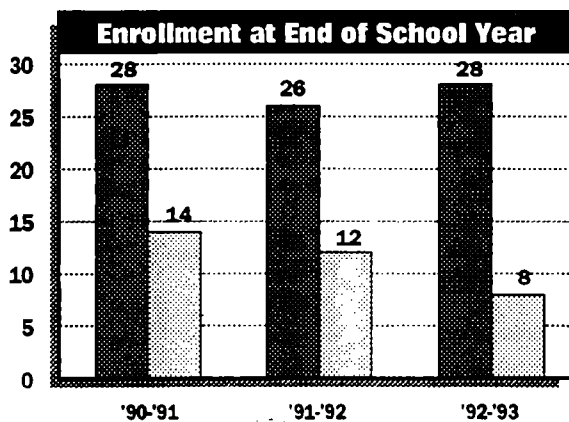
- None of the STAR students have dropped out of

school, none were expelled. Each year, all or almost all of the STAR students were promoted to the next grade, and the group grade point average rose to 80.

- Of the students who did not join STAR, several dropped out of school, many repeated a grade or more, several were incarcerated or expelled from school, and the grade point average of the 2 students who made it to the 12th grade is 63.

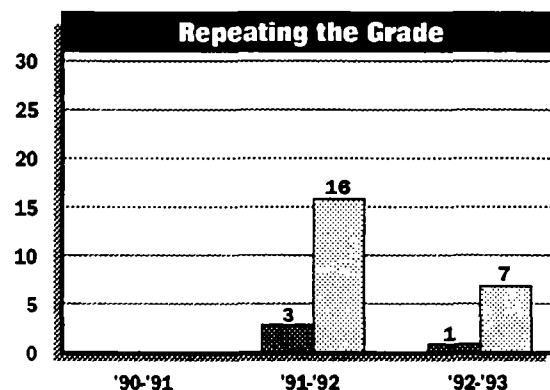
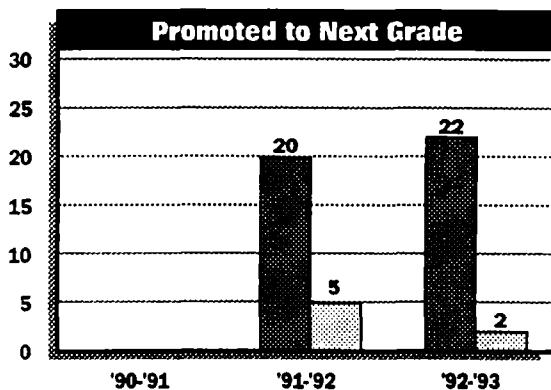
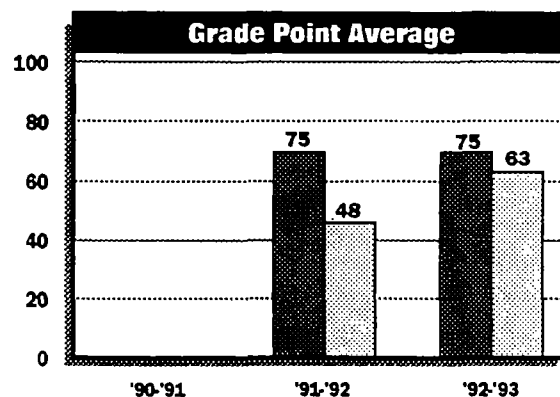
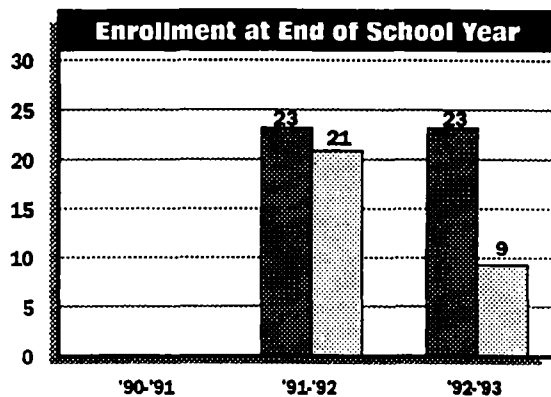
The charts below show the results from Group I, Group II and Group III at the school year ending June 1993. All groups joined STAR at the beginning of 9th grade, in 1990 (Group I), in 1991 (Group II) and in 1992 (Group III).

GROUP I

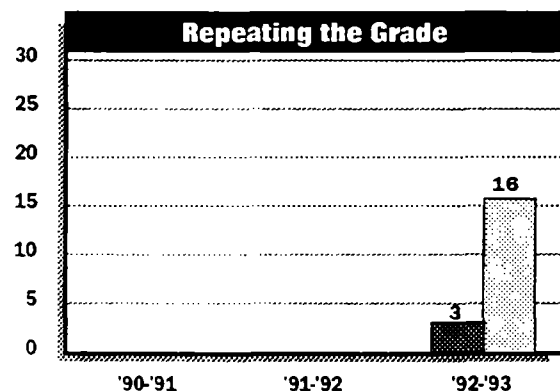
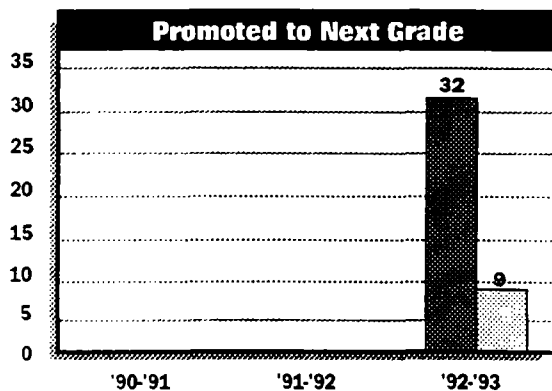
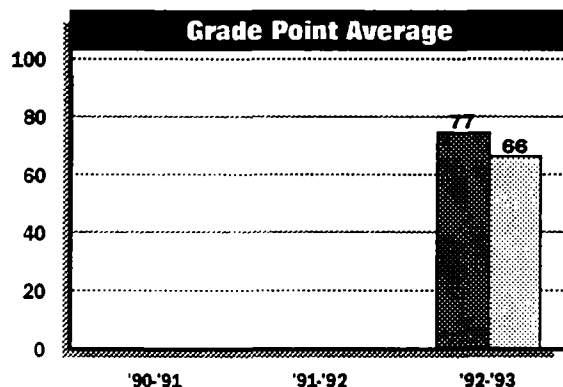
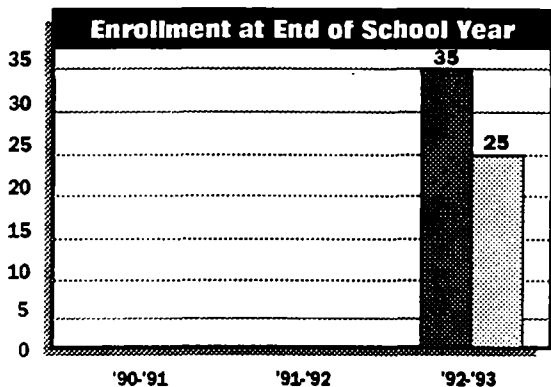


■ STAR □ Non-STAR

GROUP II



GROUP III



☒ STAR
 ☐ Non-STAR

Roosevelt STAR Program
 Group II - Class of 1995
 Group III- Class of 1996

January 1994
 The Institute For Community Development

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

HOW EDUCATION INTERVENTION AND SUPPORT CAN PAY OFF:

To help children from troubled neighborhoods and struggling families succeed in school and as adults requires special educational efforts. We have an obligation and a self-interest to provide all our children with the education necessary to succeed in life. School boards and governments can also come out ahead financially by offering quality educational support for those youngsters *least* likely to succeed. That's where the payoff can be the greatest.

The example below shows how much school districts and government can save *annually* by supporting an effective school based program for youth-at-risk, in a high school program like STAR, based on 100 plus youngsters.

Educational and Social Cost for 100 High Risk High School Students	with STAR	without STAR
SCHOOL COSTS, per year		
STAR program costs for 100 students @ \$5,000	\$500,000	\$0
40 Students repeating grade @ 10,000 ea.	0	400,000
Special education cost for 8 students @ 20,000 ea.	0	160,000
Loss of state education support for lost school days, 1600 days @ \$20 per day	0	32,000
Cost to the school, total	500,000	592,000
Annual Savings to School District	\$92,000	0
GOVERNMENTAL COSTS, per year		
Subsidy for 40 students, going to school NOT dropping out, @ \$3,000 per year	120,000	0
Cost of incarceration for 8 students	0	400,000
Loss of tax income (40 unemployed persons @ \$5,000/year)	0	200,000
Cost of public assistance (40 dropouts @ \$4,000/year)	0	160,000
Cost to the government, total	120,000	760,000
Annual Savings to Government	640,000	
SUMMARY of SAVINGS, per year		
To School District:	92,000	
To Government:	640,000	
TOTAL ANNUAL SCHOOL AND GOVERNMENT SAVINGS	\$732,000	

Data from published reports and Institute for Community Development statistics. The illustration above assumes a typical 4 year STAR program, four groups of 25 high risk students, approximately 100 students, in a program like STAR, vs. 100 students who do not join the program. It assumes that 90% of the STAR participants stay in school while 50% of the non-STAR students repeat the grade, 20% drop out, 8% receive special educational support and 8% are incarcerated during the year.

The
University of the
Education



State of New York
Department

CERTIFICATE OF VALIDATION
AWARDED TO
INSTITUTE FOR
COMMUNITY DEVELOPMENT

For successfully meeting validation requirements
of the New York State Education Department
in establishing an exemplary program entitled:

Success Through Academic Readiness

June 21, 1994
Date

Thomas Sobel
Commissioner of Education

EDUCATING YOUTH AT RISK

A Cost Effective Approach

The Institute's mission is to improve the quality of education for children and youth at risk so that they can succeed in our society. We do this through the development of innovative programs that work and are highly cost effective. We also strive to help shape public policies that make such education available to all children at risk.

Our flagship model program, STAR, a collaborative school based academic enrichment and personal development program, provides an example of what can be achieved. Out of 120 youngsters referred to the program as being most likely to fail, in one of the most troubled communities and school systems in the state, not a single regular participant has dropped out of school. This year, every one of the 28 youngsters in the first group, which started 4 years ago will graduate and 80% are expected to apply to college.

STAR is replicable and is being validated by the New York State Department of Education. We have already successfully launched a similar program for middle school students, COMET, in Hempstead, LI with comparable results.

Congressmen Gary Ackerman and David Levy, NY State Lt. Governor Stan Lundine, New York State Commissioner Tom Sobol and members of his staff have visited the STAR program and are suggesting that it should be available on a broad scale. Congressman Ed Towns is expected to visit both programs soon.

The programs are described in the attached literature.

Economic Benefits. Children from strong schools generally earn good incomes and begin to pay back their school costs in taxes soon after they graduate from high school or college. During their lifetime they are likely to pay an average of \$300,000 - \$400,000 in taxes.

Children who attend underfunded schools in disadvantaged neighborhoods often fail, costing taxpayers billions of dollars in social costs through crime, criminal justice, welfare, and public assistance. By one estimate, the average lifetime cost to the taxpayer for an "at risk" youngster, failing in school, can be expected to be about \$200,000 in ongoing health, welfare, criminal justice and incarceration costs, with little chance of collecting income taxes along the way.

Programs like STAR, focusing on children most at risk, are able to change likely failure to probable success at a cost of just \$5,000 a year, \$20,000 per student over 4 years of high school. After that, the participants can be expected to go to college and/or qualify for a decent job and start paying taxes.

In raw numbers, then, the difference to taxpayers between a youngster failing in school and not succeeding thereafter, and one who graduates and becomes economically self sufficient, can be estimated to be a staggering \$500,000 per person - \$250,000 in direct costs to society, and another \$250,000 lost in taxes. We can keep a million children from failing and I believe we can save the taxpayers, over the next 35 years, \$500 billion on an investment of untold agony.

Tax payers will benefit in three additional ways:

- a. Education leading to employment will reduce crime substantially and make our streets safer.
- b. When we improve the education of children at risk we can create generate a more educated, computer literate work force, needed to maintain a globally competitive economy.
- c. Our national markets will increase. If better education were to lift 5% of our adult population from poverty to decent incomes, we could create 5-10 million additional consumers, adding \$50-\$100 billion a year to our national economy.

Congress had considered appropriating 3 billion dollars for boot camps, which sound attractive, but are said to accomplish little. The same 3 billion dollars targeted on education using the Institute's methodologies, could get 600,000 youngsters off the street and change our society.

Congress is also considering 12 billion dollars or more in Chapter 1 legislation for disadvantaged children. A small portion of this amount should be directed to demonstration programs at the jr. high/middle school and senior high school levels where the immediate pay off would be greatest and quickest.

We propose that Congress authorize a small legislative grant of \$30-\$50 million a year for a demonstration program based on the very successful STAR models divided over several communities across the country. It would provide invaluable data and knowledge for the future education of our children and immediately changing the lives of 6,000 - 10,000 youngsters.

Administered properly, we have no doubt that the approach would work and could form the basis for systemic change in the education of millions of children who are destined to fail without intervention and who could succeed with our help.

Our crime and violence statistics show that we have become a society at risk. Data from the present demonstration programs tell us that the cycle of failure, crime and violence can be broken through an educational approach.

It is time that we give education a chance. As Walter Annenberg said when he recently gave \$500 million to improve public education: "Nothing else is likely to work."

This year is our opportunity to make a difference.

A Realistic Approach To The Education of Youth At Risk

At this very moment, 29 youngsters are awaiting their high-school diplomas and 25 of them will enter college this fall. Four years ago, they were identified by school personnel as being most at risk of not making a successful transition to high school and least likely to graduate four years later. Their future was changed dramatically when they joined the STAR program created by the Institute for Community Development. The Institute's mission is to improve the quality of education for children and youth at risk so that they can succeed in our society.

The STAR program was put in place in Roosevelt, one of the most troubled communities on Long Island, with the lowest-funded and lowest-performing school in the area, to prove that, given a very comprehensive, intensive, holistic support program these youngsters could beat the odds imposed by their environment. Of the 115 high school students who joined the program over the past four years --

- Not a single one has dropped out of school,
- all achieved dramatically improved grades,
- all exhibited more positive behavior and attitudes, and
- all now have a higher self-esteem and a confident view of the future.

What has made the difference in the lives of these youngsters is a program that combines academic enrichment, counseling and personal development, throughout the four year high school curriculum, by a caring, well-trained staff in a special STAR room within the school. The staff includes academic coordinators (teachers/facilitators), who stay with the students for four years, counselors, social workers, outreach specialists and a college-career coordinator, all working together as a team. The program also includes field trips, college tours, SAT and college preparation, internships, job readiness training and community service opportunities.

So successful was this unique student-centered team approach that last year the Institute was prompted to embark on a second program for middle school high risk youngsters, COMET, in Hempstead, a neighboring low-wealth community. Preliminary data shows that COMET is headed towards achieving similar results in academic achievement and personal development. The program is being expanded to include a full four year STAR program for a total of 300 young people. This year, over 250 students will be improving their educational outcomes as the result of participating in the Institute's school-based programs.

Success is measured in other ways, as well. The New York State Department of Education has validated these programs as an exemplary technique recommended for adoption by other school districts. State and federal legislators are highly supportive of both programs and the Education Departments of nearby universities have begun to recognize the accomplishments of the methodology.

The New York Times and Newsday have written extensively about the program, and Walter Cronkite is considering including STAR in a documentary he is producing on innovations in education. Los Angeles Mayor Richard Riordan's staff has inquired about establishing similar programs in that city's schools, while three New York Congressmen want to see them replicated in Brooklyn.

Through the New York State Department of Education, three legislators have included funding for the Long Island programs in the new state budget, and several Long Island districts have made inquiries about starting STAR and COMET programs in their communities.

The results with high risk youngsters and their parents within the compact for educational reform have been so significant that the Superintendent for schools in one district is using the model to build school wide reform.

The STAR and COMET methodology makes use of many of the approaches advocated by James P. Comer, David A. Hamburg, Alvin Poussaint, Lisbeth B. Schorr and Theodore R.Sizer, recognizing that the problems of these children are not merely cognitive, but are strongly influenced by other risk factors: low-performing schools, stressed families, troubled neighborhoods and peer groups not focused on education. The program is described in some detail in the attached materials including some of the newspaper articles.

The Institute for Community Development has an entrepreneurial history. It's co-founders and co-chairpersons are Lilo and Gerard Leeds. They are also co-founders and co-chairpersons of CMP Publications, Inc., a 23 year old worldwide publisher of business publications with more than 1,300 employees and annual sales of \$300 million.

In 1988, the Leeds decided to transition the management of the company to the next generation, giving themselves an opportunity to return to society some of the success they were able to achieve for themselves and their company. They founded the Institute for Community Development "to improve the quality of education for children and youth at risk so that they can succeed in our society."

The Institute believes that public education for children at risk can improve only with public support and has set four strategic goals to achieve its mission:

- Develop, operate and support effective, replicable programs that work;
- Assist schools in making these programs an integral part of their curricula;
- Provide training and staff development that allows schools and communities to infuse the methodology into their curricula;
- Create public awareness and advocate public policies that will ensure quality education for all children;

Clearly, the Institute's programs prove that the problems of our youth at risk are not intractable. We can change the lives of youngsters, now at risk of failure, by providing the in depth long term academic enrichment, counseling and support that give them the hope, skills, and knowledge to succeed.

These programs established in one community at a time can change the lives of hundreds and thousands of young people for the better; applied on a national scale they could make a major contribution to the life of the nation, and make us into a better society.

Long Island Business Leadership Breakfast
January 18, 1994
Sponsored by The Institute for Community Development

SELECTED REMARKS

Art Ryan, President of The Chase Manhattan Bank, N.A.:

"To succeed in the global economy, we must work smarter and have better technology and more highly skilled people. That translates into better education. It's strictly in the business world's own best interest, then, to do everything it can to help improve the quality of education available in our local communities."

Dr. Eddy Bayardelle, Superintendent, Hempstead Public Schools:

"We need your time, your expertise and your insights into how we can better prepare our students to make the transition from school to workplace. We need your organizational and management know-how in areas that range from developing effective management training programs to contract negotiation to assistance in lobbying for systemic changes. We need your experience in developing, implementing and evaluating the kinds of accountability measures that keep companies profitable and school systems viable. We need your help if we are going to provide the students of this community with the full range of experiences and skills they need to become responsible workers and citizens."

Robert R. McMillan, Partner, McMillan, Rather, Bennett & Rigano:

"The direct result of society's failure to provide adequate education for some of our children is, without a doubt, higher levels of crime and violence. But, just think about how much of the current debate has been focused on gun control and the penalty for murder. There has not been one voice raised to help us come to grips with the underlying challenges. Education is one key. It is essential that every child be given the opportunity for a quality education. Until we deal with education, there will never be enough electric chairs nor gun licenses to cope with the spiraling increases in violence."

Lavinia Dickerson, Director of Programs, The Institute for Community Development:

"At the core of the Institute's highly successful STAR and COMET programs is the driving philosophy that *all children can learn* and that they can be taught to make constructive choices which will not only lead to their success but will contribute to the growth of their communities. Education continues to be the means by which human beings prepare themselves to gain productive and meaningful lives."

Gerard G. Leeds, Co-Founder & Co-Chairperson, The Institute for Community Development and CMP Publications, Inc.:

"If we could give *all* our children, including those from troubled communities, the knowledge, skills, motivation and self confidence they need to succeed in our modern, competitive, high tech society, then they would have alternatives to crime and violence, drugs and teenage pregnancy. They would be able to replace frustration and hopelessness with confidence, motivation and self esteem. The good news is that is a very cost effective and sensible approach. And it works. Through our programs, we have proven that quality education can really change the lives of disadvantaged children, keep them in school, prepare them for college and decent jobs and save taxpayers billions of dollars."

**PHOTOCOPY
PRESERVATION**

THE INSTITUTE FOR COMMUNITY DEVELOPMENT

Together We Can!

Institute for Community Development, Inc.
600 Community Drive, Manhasset, NY 11030
Phone: (516) 562-5440 • Fax: (516) 562-5140

Press Briefing

- cafeteria
- open for questions
- ~~say~~ General impressions about what she's seen
- Tom Downey - news 12
- TV local news 15-20 minutes
- Don't know

Conclude

select # of columnists & editorialists in audience

- Garden City Hotel

Phone #: - call back

(516) 747-3000
Joan Napoli

- Car Service

- Friendly's Car Service (closed member)

~~Long Island~~ (516) 487-8000

-
- Gerald & Lilo Leeds & Leuina ~~that~~ Patrick
 - met in morning - 8:00 for coffee
 - Gerry Leeds & Lilo & Leuina & Patrick
Van

-
- Gerry Lilo Leuina & Patrick & To
Ann Erbes - Director GMP
 - show video on LCD at Debrief

De brief - no pass

- car To Airport

Facsimile Cover Sheet

To: Michael Schmidt
Company:
Phone:
Fax: 202 456 7028

From: Justine Guarino
Company: The Institute for Community
Development
Phone: 516 562 7713
Fax: 516 562 5140

Date: 05/03/95
Pages including this 4
cover page:

Comments: I am forwarding a copy of the most recent Itinerary.
If you have any questions please call me.

Responses for Carol Rasco Event as of 05/03/95 - 96 people

Adams, Eugene
Adams, Harold
Ammerman, Judith
Anderson, A. Terry
Ballweg, Sally
Barnett, Shelly
Barr, Alice
Bernstein, Gene
Blaine, Jerry
Blankman, Howard
Brown, Rodney
Burt, Charise
Burton, Jerrylyn
Castagna, Rita
Clauhar, Ronald
Clay, Nathaniel
Crosby, Victoria
Cruso, Patricia
Curry, Tyree
Cushing, Barbara
Davis, Naomi
Dickerson, Lavinia
Douzinas, Nancy
Downey, Thomas
Drone, Dr. Janell
Edwards, Barbara
Evans, Alicia
Fishman, Anita
Forrest, Clifford
Friedman, Robert
Gaines, Dr. Sylvia
Gavigan, Carolee
Gittelson, Joan
Goldberg, Robert
Graham, Martha
Guarino, Justine
Halpin, Patrick
Hatwood, Theodore
Heineman, Harry
Hendricks, Joan
Hill Slater, Phyllis
Holley, Henry
Hughley, Barbara
Hyman, Billie
Hynes, District Attorney Joseph

Kane, Jeffrey
Kass, Donna
Kass, Bernard
Kettles, Ronald
Kirkland, Iris
Kirsch, Larry
Klein, Irv
Klein, Peter
Koeppel, Adolph
Leahy, Christine
Leahy, John
Lee, Jane
Leeds, Lilo
Leeds, Gerard
Macedonio, Karen
Mallouk, Anne
Mallouk, George
McCloud, Maggie
Mendelsohn, MaryEllen
Moore, Elizabeth
Morton, Deborah
Mullarkey, Catherine
Murcott, Charles
Murcott, Constance
Negal, Garrett
Newburger, May
Nottage, Ruby - Sen. Montgomery
O'Hearn, Brad
Ortego, Joseph
Owens, Chris
Parrish, Todd
Pinckney, Robert
Ringel, Jane
Rodis, Gerry
Rosenberg, Marcie
Rubin, Michael
Saul, Katherine
Shybunko, Steve
Singleton, Will
Souzzi, Mayor Thomas
Stanley, Rick
Straker, Oliver
Turner, Pearl
Viklund, William
Weigel, Robert

Responses for Carol Rasco Event as of 05/03/95 - 96 people

Weis, Arlene

Weston, Martin

White, Marilyn - Senator Montgomery

Wiltshire, Albert

Young, Dr. Lester

Zaccherio, Stephen

Patrick G. Halpin Co-Executive Director

Patrick G. Halpin, an innovative chief executive, recently joined the Institute for Community Development as the co-executive director, responsible for public policy, government relations, and resource development. He brings to the Institute 20 years of experience in public service. As a chief executive and legislator, Mr. Halpin demonstrates a proven ability to balance competing interests and negotiate agreements.

Mr. Halpin began his career in public service in 1975 as Legislative Assistant to the former Congressman Thomas J. Downey, drafting legislation, and representing the Congressman in the community. From 1976 to 1978, he oversaw the daily administration of various town departments and programs as Assistant Town Supervisor of the Town of Babylon. In 1978 he became Legislative Aide to New York State Assembly Speaker Stanley Fink.

Mr. Halpin's career as an elected public official began in 1979 when he was elected at the age of 26 to the Suffolk County Legislature representing the 13th Legislative District. In a special election in 1982, he was elected to the New York State Assembly's 11th District in southwest Suffolk County. He served three terms. During his tenure, he chaired the Standing Committee on Ethics, Subcommittee on the Long Island Economy, and the Subcommittee on Long Island Marine Resources.

In 1988, Patrick Halpin was elected the 5th Suffolk County Executive. Suffolk County is the largest suburban county in New York State and the fifteenth largest county in the nation. As County Executive, Mr. Halpin was responsible for annual budgets of \$1.4 billion and proved his ability to manage within a complex and highly visible environment. Some of his outstanding accomplishments included:

- **Established the Department of Alcohol and Substance Abuse Services, resulting in the major expansion of in-patient, out-patient and prevention/intervention services**
- **Over 400 new substance and alcohol abuse treatment beds were created**
- **Developed the largest DARE program in suburban United States**
- **Special substance and alcohol abuse interventions were launched targeting homeless adult males, women with children and teenagers**
- **Created Department of Economic Development**
- **Built more than 500 affordable housing units for the elderly, young families and the homeless**
- **Developed a partnership with HELP, Inc., a private agency, that resulted in a 75 unit transitional housing programs for homeless families**
- **Launched creative management programs which deployed skilled personnel to resolve short-term problems through ad hoc Project Management Teams**
- **Closed an inherited \$125 million deficit in first budget; balanced all subsequent annual budgets**

- Restructured the county workforce, resulting in annual savings of over \$40 million
- Directed successful negotiations with employee unions
- Innovated programs in the Police Department to enhance community-based policing services
- Instituted over 60 cost containment programs in the Department of Social Services
- Instituted a comprehensive anti-family violence program, bringing together law enforcement professional, health and mental professionals, educators and advocates
- Developed and implemented \$100 million Clean Drinking Water Protection Program

Mr. Halpin holds a Bachelor of Arts degree from Old Dominion University in Virginia. He attended Harvard University's John F. Kennedy School of Government's Orientation for Newly Elected Mayors and County Executives.

He is the recipient of several awards including the Presidents Award of The Nature Conservancy, American Farmland Trust Award, Osprey Award from the Group for America's South Fork, as well as the Friend of Children Award presented by the Suffolk Pediatric Society. As one of Long Island's leading citizens, Mr. Halpin was inducted into The Long Island Hall of Fame in 1990.

Mr. Halpin is a member of the Touro Law School Advisory Board, Long Island Housing Partnership Board of Directors, Community Program Services Board of Directors, and the HELP Advisory Board.

Lilo Leeds

Lilo J. Leeds created the first on-site Day Care and Infant Care Center on Long Island at CMP Publications. She also started an After School on-site Center and a Summer Day Camp for CMP employee' school age children.

Lilo Leeds is co-founder and co-chairperson of the Institute for Community Development, a nonprofit organization committed to economic and social change in disadvantaged communities through education and youth programs. She and her husband, Gerard, created the Manhasset-based Institute in 1989.

Corporate entrepreneurs, Lilo Leeds and her husband, Gerard, co-founded and co-chair CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$200 million and more than 1200 employees worldwide.

Lilo Leeds was a member of Governor Cuomo's Advisory Committee on Child Care. She is a member of the Child Care Council of Nassau County, the Nassau County Day Task Force, The Great Neck/Manhasset Community Child Care Partnership, the Corporate Initiative for Child/Elder Care on Long Island, and serves on the Advisory Board of the Arnold and Joan Saltzman/Hofstra Child Care Center.

Lilo Leeds serves as an Associate Trustee of North Shore University Hospital and on the Boards of North Shore Child & Family Guidance and Friends of the Arts.

Lilo Leeds was an honoree of Women on the Job, was named "Woman of the Year" by the Long Island Association, was an honoree of the National Organization of Women and received the Barbara Kramer Memorial Award from the Port Washington Children's Center. Mr. and Mrs. Leeds were recognized as Honorary Citizens of Roosevelt for their work with the STAR program for the Roosevelt High School and Writing to Read Program for kindergarten and first grade.

Mrs. Leeds holds a B.S. in Mathematics from Queens College and an M.A. from SUNY at Stony Brook.

Mrs. Leeds is a long-time resident of Long Island and has five grown children.

GERARD G. LEEDS

Gerard Leeds has had a life long commitment to education advancement. He is Co-Founder and Co-Chairperson of the Institute for Community Development, as well as Co-Founder and Co-Chairperson of CMP Publications. The Manhasset based Institute for Community Development was launched by him and his wife in 1989.

The Institute's mission is *"to improve the quality of education for children and youth at risk, so that they can succeed in our society."* The Institute's programs are focused on children and youth most at risk and are now daily affecting the lives of over 1200 children. The programs are school-based, comprehensive, long term programs of academic enrichment, personal development and counseling leading to academic excellence, enhanced self-esteem, self determination and strength of character.

Gerard and Lilo Leeds are also Co-Founders and Co-Chairpersons of CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$250 million and more than 1,200 employees worldwide.

The Leeds, both immigrants to this country, launched the Institute as a way to return to society some of the business and personal success that America has allowed them to achieve.

Innovative leadership and dedication to community service are also a part of their successful company. CMP has a major on-site day care and infant care center for its employees, an active foundation and an employee action committee committed to community development programs.

Prior to establishing CMP Publications, Gerard Leeds founded several electronics companies, including ILC Data Device Corporation, a leading Long Island electronics manufacturer.

Gerard and Lilo Leeds received the Nassau County Industrial Development Agency's Business Developer Award, were named as *Socially Responsible Entrepreneurs of the Year*, and were recognized as *Honorary Citizens of Roosevelt, L.I.* for their work with the Institute for Community Development.

Leeds holds a BS from Adelphi University and a MA from the State University of New York at Stony Brook. He has taught business management at Hofstra University and at Long Island University. He developed and implemented an entrepreneurial development program for women and minorities at the State University of New York at Old Westbury and he is also writing a book on entrepreneurial business management.

Lavinia T. Dickerson

Lavinia T. Dickerson is an educator and counselor with over twenty years of experience working with children, youth and families in low-income communities. In 1990, she joined the Institute for Community Development, a Manhasset-based nonprofit organization that creates and supports innovative programs to help at-risk young people in disadvantaged minority communities, as the organization's Director of Programs.

Prior to joining the Institute, Ms. Dickerson supervised the Operation Success Program at Brooklyn's Prospect Heights High School. Operation Success is a school-based dropout prevention and counseling program of the Federation Employment and Guidance Service of New York City.

Ms. Dickerson also served as the Coordinator of Career Education for the New York City School Volunteer Program. This special initiative of the New York City Board of Education was located at Park West High School in Manhattan and was one of the first school-based programs to utilize the concept of peer education.

As Program Director for the Urban League of Philadelphia, Ms. Dickerson designed the Career Development and Employment Training Program there.

Ms. Dickerson's teaching career began while she was still an undergraduate at the University of Pennsylvania, when she returned to her alma mater, Germantown High School, as a substitute teacher. Later, in Oakland, California, she taught at the Bay Area Urban League's East Oakland Street Academy, an alternative school for potential high school dropouts.

Her teaching and counseling experience also includes positions held as an Adult Basic Education and G.E.D Instructor, and an Upward Bound Instructor before becoming a researcher at the University of California, Berkeley. At Berkeley, she was a Teaching Assistant, and in the summer taught writing.

A published author, whose works have appeared in both academic and literary journals, Ms. Dickerson also directed the San Francisco Children's Workshop in the Western Division of that city.

Ms. Dickerson holds an undergraduate degree from the University of Pennsylvania and a graduate degree in clinical school psychology from the University of California, Berkeley.

Her honors include a University of California, Berkeley, Graduate Fellowship and the University of Pennsylvania Humanitarian Award.

January, 1993

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The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

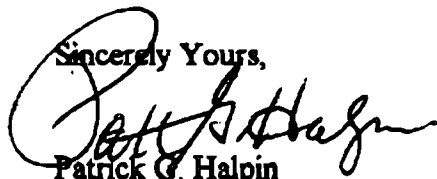
May 2, 1995

Ms. Carol Rasco
Assistant to President Clinton for Domestic Affairs
The White House
1600 Pennsylvania Avenue
Old Executive Building
Room 218
Washington, D.C 20500

Dear Ms. Rasco

We are looking forward to your visit to the Institute for Community Development on May 8, 1995. We are happy to make all the necessary arrangements to pay for your transportation and lodging expenses. Please let us know how you want us to handle these arrangements.

Sincerely Yours,



Patrick G. Halpin

Co-Executive Director

- New York Trip - EDUCATION

~~Patrick Halpin - -~~

Martin Westin.

ICD op-ed piece

Long Island
Newsday

→ Carol Pasco

→ editor a friend

→ timetable draft

→ wed

her own story

Carol Bio

(516)

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→ Summary on
Ed Policies

- her background w-pres

- ICD illustrative of Public - Private

→ Post Article

Friday
~~Thursday~~ nite deadline

come out on Monday

→ speech

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→ Educators

- School Superintendents

- Advisory Board

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~~Kim~~ invite Friends - Carol Richards
- Newsday Ed Board Rep Editor

- Very Education - astute

- News Day or Times

EXECUTIVE OFFICE OF THE PRESIDENT

23-Feb-1995 03:28pm

TO: Julie E. Demeo
FROM: Carol H. Rasco
Economic and Domestic Policy
CC: Rosalyn A. Miller
SUBJECT: RE: PH: Tom Downey #898-6458

Call returned.

Julie: Expect a call at some point from Maggie in Tom Downey's (former Congressman from New York, terrific guy, our real friend in the Clinton administration) office to set up a day for me to fly to New York on the shuttle and back in one day spending the day or whatever portion of the day is requested visiting a program on school drop out prevention with some wealthy democrats who in retirement are devoting their lives and millions to this project. I did suggest to them the week of March 20 is fairly clear at this time but that we will work with them on dates whenever it needs to be.

Maggie McClelland called - Tom Downey of
Tom Downey - will be attending - Institute for
hosting or-ed piece for her
Media -
Fri Apr 7th
Tues Apr 18th
Wed 19th
Thurs 20th



PHOTOCOPY
PRESERVATION

The INSTITUTE
FOR COMMUNITY DEVELOPMENT
Together We Can!

The New York Times

NEW YORK, SUNDAY, NOVEMBER 8, 1992

A Starlit Path To Survival In High School

MICHAEL WINERIP

On Sunday

ROOSEVELT, L.I.

I AM going to get you, Gerald," Ruby Blue warned. "Do you know where you are or what you're doing?" Mrs. Blue's job is keeping high-risk children in high school. She's good.

Gerald Campbell gave her a smile full of ninth-grade condescension. By the time she got him doing his homework, the bell rang. "You think you're saved by the bell, Gerald, but you are not saved. I'm going to your English teacher. You're going to find out what you need. You think I don't know what's going on? I know." Gerald's smile said, yeah, right. So Mrs. Blue whispered in his ear.

Suddenly Gerald looked like a guy in court hearing the wiretaps for the first time. "Who told you that?" he said.

"Mrs. Blue knows everything about you," said Mrs. Blue. And that is why the Star program works.

Three summers ago, Todd Parrish, Star's director, visited the homes of 53 eighth-graders judged most likely to fail high school in this virtually all-black district. He told them the program would feature monthly trips and a four-day retreat upstate. There was a catch: You had to spend 10 hours a week of your free time studying with the Star teachers. Twenty-eight said yes, 25 no. Of the 28 who said yes, 25 have made it to 11th grade; of the other 25, only one did.

The program is just a large room at Roosevelt High set aside for students to put in their extra hours from 7:30 A.M. to 7 P.M. It works because it is well staffed. The Reagan-Bush people taught that it doesn't work to throw money at social problems. However, if instead of throwing it, you pay it as salaries to talented people, you can make a difference. For the 80 students, there are a director, three teachers, eight tutors from local colleges, two counselors and a truant officer.

It is well known among Star students: You cut class, Tito Burrowes will get you. He sits beside "Tito's Box," a file crammed with printouts charting each student's attendance patterns. It looks like the boxes that litigators at Sullivan & Cromwell lug around to intimidate each other. "Today?" he said, banging his calculator. "I got three kids in hall sweeps, spoke to two, got info on two. Seven total. Slow day." Last week he made surprise visits to 11 homes.

Parents are amazed. Barbara Chandler's son Troy brought home a permission slip so he could stay at school after football practice to study until 7. She did not say it, but was thinking, "Permission to study until 7?" Troy didn't know his Mom could write her name so fast. He remembers his first year as a lot of being yelled at by Mrs. Blue. "Mrs. Blue's hard on us," said Troy. "Too hard. She needs to calm down."

Troy held on for many reasons. He doesn't see much of his Mom. She works two jobs and goes to college. "If we need to talk I can usually catch her between 9 and 9:30 at night," he says. Mrs. Blue, on the other hand, will not go away. "If I'm unhappy she notices," said Troy. He doesn't see his father. "My father said I'd never go to college. Mrs. Blue said, 'You are going. No matter what, this program's getting you to college.' " His grades climbed from failing to 75's and 80's.

When David Orr's son Vincent ran away from home one night, the father called Star's beeper. Todd Parrish responded. "I drove around with no luck," said Mr. Orr. "When I got home, there was Todd with Vincent." Vincent discovered computers at Star. Mr. Orr got a call from Mr. Parrish Thursday. "He said Vincent wasn't coming to Star until 4, said Mr. Orr, "Vincent told them he was going home right after school and they wanted to make sure." Both parents work, so Vincent does go home, to give his little brothers and sister a snack and make sure they're safe. Then he returns to Star. "But I appreciated the call," Mr. Orr said.

Ruby Washington, a factory worker, says her grandson is a different Joshua. "Grades are up, he's good, I'm proud. He used to be kind of mouthy." Students start to brag about who puts in the most hours. "Tito, erase my name for out at 5," said Remeika Fisher. "I'm still here."

Roosevelt, a poor district, spends \$8,800 per student annually. Star is financed by the Institute for Community Development, a local charity. It spends \$5,000 per student. The combined \$13,800 spent per Star pupil is still less than in wealthy nearby districts like Lawrence, which spends \$15,491 per student.

A foundation can create one Star. Only the Federal Government has resources to create a constellation, Star Wars or the Star program? Mrs. Blue hopes this is what the next President means by change. Bill Clinton beat President Bush by a 10-to-1 margin in Roosevelt. "We need Stars in Brownsville, East New York, inexcuse me, Remeika! Shanika's stuff is in your locker. She's sick. I have to find Tamiko to bring home Shanika's books. Have you seen Tamiko, Remeika?"

Where 'At-Risk' Kids are STARS

First they choose the 50 students who might be considered least likely to succeed.

Then they ask: How would you like to join a special educational program that just might change your life?

But . . .

You'll have to study two extra hours each day. Supervised.

If you can't fit it in during lunch and study halls, we'll see you at 7:30. That's in the a.m.

If you're still having trouble with your regular school work, you'd better drop by after school. Juniors and seniors, acting as mentors, will be there to tutor you.

You get two extra assignments each week. Every week.

And don't even think about cutting, because we're watching.

Also, you'll have to go to classes in the summer.

Oh yes, even when we take you on retreat, you'll spend two hours in the morning and two hours in the afternoon on work.

So how about it?

One might expect that of the 50 kids propositioned, 50 would laugh in the educators' faces. School in summer! School at sunrise! You gotta be kidding! These are kids, remember, whose favorite subject was being absent.

But for the last three years, the answer was yes from more than half of the 50 at-risk students asked each year to join a Roosevelt School District-based project called STAR.

Of course, neither the STAR staff nor the Roosevelt staff put it quite so bluntly, said Angela Wagner, who bounded into the single large classroom set aside for STAR.

They didn't exactly put it in those words, recalls Angela, an 11th-grader. "They said, 'We want to help you better yourself.'"

STAR stands for Success Through Academic Readiness and is designed to enhance regular classroom teaching. The program, which attempts to build self-esteem as well as intellectual capacity, is funded by the Institute for Community Development, a local non-profit organization. Philanthropists Lilo and Gerard Leeds, who are co-chairper-

sons of CMP, a business publications company in Manhasset, serve in the same capacity at the institute. The institute pays the salaries of employees, who include a director, three teachers, a counselor, and an outreach worker.

Is it working, Angela is asked?

"If it wasn't helping me and I was still failing after two hours a day, I wouldn't be here," she says.

"STAR is my life," says Ramika Fisher, also a junior. "No alcohol, no drugs. And we were the main ones doing it."

"That's why they picked us," Angela reminds Ramika.

* * *

It is just past 7:30 and as the morning breaks, the STAR kids start filling the tables in the big, carpeted room. "Have a test today. I need help," Kim Ferguson, a junior, announces. STAR's three teachers are on hand to help. They have all checked with the classroom teachers and know the assignments of the day.

Kim settles at a desk. She's supposed to be reading "The Scarlet Letter."

"That book is dead," she says. "I got to the word 'betwixt' and I closed my book." She decides to study French on her own.

Math specialist Andrea Robertson, meanwhile, works with junior Yolanda Callender on a complicated algebra problem, while Kim holds court. Two friends join Kim, who has closed her French book, and are discussing the Children of the Rainbow curriculum conflict in the New York City school system. Teacher Robertson joins in. After all, current event debates are educational.

Robertson notices a student not working. "You gonna sit there and read the paper or get help?" Robertson chides Laquan Smith, a freshman.

"I couldn't find the answer and I read this whole paragraph," Laquan whines.

Teacher Pat Hughes, who specializes in social studies, takes over and they review together the reasons why income from exports from Africa has declined in recent years.

All through the day, students scheduled for lunch or study hall sign into the STAR room. Kim Moorehead, the counselor, is available to discuss

emotional and social problems. She watches one young man napping at a table. "What time you go to bed last night, sweetheart?" she chides the boy. "He's improved," she says to a visitor. "Before, when he stayed out late, he just didn't come to school." A few periods later he is back and as alert as a sparrow.

Moorehead says the program first creates "an expectation they're expected to live up to." And then the program offers the tools to do it. "That's the key. Expectation would not be enough without step-by-step help in getting there," Moorehead says.

Todd Parish, the director of STAR, who graduated from Roosevelt High School, says, "The key is the cooperation between STAR and the school." The hardest part, he says, "is trying to accommodate each student's different weaknesses — academics, home life," he pauses, "even female relationships."

"Did you see that one young lady," he says looking over his shoulder at a now-empty chair where a girl who was moping had been sitting. Boyfriend troubles. "The counselor just took her for a walk. We try to get her to feel better so she can go on with the rest of the day. She *was* going to go home," Parish says. There's very little going home with headaches in STAR.

And should someone disappear, outreach worker Tito Burrowes will go to the house and find out what the problem is. "The job doesn't stop here in the school," Parish says.

Sounds good. But does it work?

According to Lavinia T. Dickerson, director of programs for the Leed's Community Development Foundation, here are the numbers:

Of the first group of 28 students who completed their first year as ninth-graders in 1990-1991, 26 were promoted to 10th grade. The next year, 25 of the 26 went on to 11th.

Of the 25 who were referred to STAR but chose not to join, only one has made it to 11th grade.

Not one STAR student has dropped out of school.

In an era when intellectual achievement is often subsumed to glitz and glory, STAR has become a badge of honor.

"A lot of people tease us," Angela says. "On the other hand, they are kind of jealous. People outside the program, they want to see us fail; they think people from Roosevelt can't do good. We're going to show them."

(516)



Marilyn Goldstein

Newsday

THE LONG ISLAND NEWSPAPER



Raheim McCallum gets a hand with schoolwork from Gerard Leeds, co-founder of the private institute that pays for special-help program in Roosevelt
Newsday / David L. Pokress

At-Risk Students as STARS

By Sid Cassese
STAFF WRITER

'Give me your tired, your poor, your huddled masses . . ." says the plaque on the Statue of Liberty.

In the STAR program at Roosevelt Junior-Senior High School, the motto is "Give me your fifty students least likely to graduate in four years."

STAR (Success Through Academic Readiness) is predicated on the princi-

Academic boost evens the odds for dozens in Roosevelt program

ple that all children can learn if you create an environment that is supportive and encourage them to learn," said Gerard Leeds. He and his wife, Lila, originated and sponsor the program through their Manhasset-based non-profit Institute for Community Devel-

opment.

Gerard Leeds said STAR costs the institute about \$5,000 a child annually. The institute pays all salaries in the STAR program, while the school district provides classroom space and sometimes pays for students' break-

fasts.

In 1990, STAR succeeded in recruiting 25 of 50 ninth-grade students who were identified as being "at risk" of not graduating from high school. The others declined to join the program, which entails two extra hours of school a day and close monitoring.

Before the 1990-91 school year ended, the number of STAR students increased to 28, of whom 26 went on to

Please see STAR on Page 6

Academic Boost Turns Boredom to STARdom

STAR from the Cover

the 10th grade, officials say.

This year, 25 of the 26 went on to the 11th grade.

Even the STAR students who did not go on to the next grade continued with the program, none of them dropping out of school, officials say.

Of the 25 who refused to join STAR in 1990, only one made it to the 11th grade.

Each school year, about 25 ninth-graders join the program — and about the same number refuse. STAR now has about 75 students, distributed equally in the 9th, 10th and 11th grades. And it expects to add another 25 ninth-graders next school year.

Participants, with parental consent, contract to study two hours a day, five days a week, in the program, in addition to attending regular classes.

The program runs from 7:30 a.m. to about 6:30 p.m. in Room 100, where students go before school, after school and during study periods and lunch breaks.

There also are workshops that cover anything from attitudes to nutrition and drugs.

The grade average for the first STAR class has gone from the 50s to the mid-70s, and some of those students have become regular class officers.

Ninth-grader Vanessa Pettaway, 14, said the program has helped her grades "tremendously," and one reason "is that I no longer cut classes that I don't like."

Mariena Wheelwright, another 14-year-old ninth-grader, said STAR's biggest benefit is in providing a place where she can do her homework, and even get help with it, before going home. "Last year," she said, "a lot of times I didn't do my homework, and my grades showed that."

LaRonda Greene, 15, who is in her second year of STAR, said that before entering the program she used to cut classes "just to be hanging out," and as a result was failing "just about everything." Now, she said, her grades and her self-esteem are much improved — "I'm a positive person in a positive program."

Lequan Smith, 15, another ninth-grader who had been cutting classes and had poor school attendance last year, said he finally was prompted to try to improve because he saw how much he was hurting his grandmother, with whom he lives. "I like that they stay on top of you here," he said. "Even if I wanted to cut classes, I couldn't."

He could cut, of course, but the program would be notified, and Tito Burrowes, STAR's outreach worker, would be on his case fast.

Burrowes monitors the students' attendance, checks the lunchroom and hallways to make sure they're in their classes, and sometimes is an advocate for them with the school's administration. He also is in telephone contact every week with the family of each

STAR student.

But the fulcrum for the program is Todd Parrish, its director. Parrish, 25, visits the home of each student identified as "at risk" to encourage participation in STAR.

Parrish, a graduate of Roosevelt High School and the State University at Stony Brook, had been a substitute teacher and volunteer basketball and football coach in the district. And he was a counselor for a youth self-esteem group, Operation Get Ahead, at the high school when then-Superintendent Rodgers Lewis recommended him to head the STAR program.

"My concern has been and still is working with youth in this community," said Parrish, who heads a STAR staff that includes five others — three academic coordinators, the outreach worker, a college and career coordinator, and a counselor.

High school principal David Bluford called STAR "a positive program."

"We [the district] don't have the resources and facilities to do some of the things that STAR can do," he said. "They are able to give a lot of individual attention, to do a lot of tutoring, to hire people who they know are sensitive to the African-American community, and so forth. The students who are in the second year of the program seem to be doing quite well . . . Anytime you get more supportive services, you tend to do better."

To the Leedses, STAR's success is due to more than simply supportive services. "This program is a collaboration between the school, the community and the institute, and eventually the parents got involved," Gerard Leeds said. "And that's what it takes to do something today — collaboration."

The Leedses, who escaped from Nazi Germany in 1939, have had a number of successful businesses, the last being CMP Publications in Great Neck, of which they still are co-chairpersons.

After turning the running of the company over to their sons about five years ago, they decided they wanted to give something back to the country and to Long Island.

"We finally concluded that the best way would be to try to help develop quality education for children of minority background and poor communities," Leeds said.

Out of that thought came the institute, and STAR is its biggest program.

Lavinia Dickerson, the institute's director of programs, said, "Our young people know that, despite all of the odds and the obstacles they may face, including negative press about minority youth, they are capable of learning and succeeding."

Leeds said that such a program on a national level could save a million kids, "and at a cost of \$5 billion it would be cheap."

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Institute for Community
Development Foldout
Brochure 4 pages

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Eugene Adams

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**THE INSTITUTE
OF COMMUNITY
DEVELOPMENT**
CHANGING THE ODDS THROUGH EDUCATION

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Yes We Can - The Newsletter
of the Institute for Community
Development . Winter 1995
Vol. 4, No. 1

8 Pages

Yes, We Can

THE NEWSLETTER OF THE INSTITUTE FOR COMMUNITY DEVELOPMENT

Winter 1995
Volume 4, No. 1

STAYING ON COURSE

STAR Grads Complete 1st College Semester

After their first semester at college, some of Roosevelt STAR's June '94 graduates reported that skills they learned at STAR - especially study and time management tools - helped them survive their initiation into higher learning. Those skills, they said, turned out to be special training that many other college students didn't have.

Kim Ferguson, a freshman at Virginia State University, said she has been successful at budgeting her time well enough to get her assignments completed and "also have time for fun things."

Latarsha Thomas, a freshman at Quinnipiac College in Connecticut, agreed. "STAR taught us so much that every day I found myself remembering things that we learned. We had group counseling once a week and we learned things like conflict resolution and dealing with peer pressure. At the time, you don't think much about it. But a lot of the time, I find myself thinking back to things we discussed in counseling and use those things to solve my problems at college," she said.

Ferguson and Thomas, both pre-med students, used their Christmas break to earn some extra money as interns - Ferguson at the Institute for Community Development and Thomas at CMP Publications.

For Donnell Goulbourne, the holidays were a time to relax and catch up with old friends. An accounting major at Norfolk State University in Virginia, Goulbourne said his first semester was not as difficult as he imagined. Like his peers, he said STAR prepared him for college in many ways.

A freshman at only 16, Goulbourne said he had to adjust to being on his own. "The hardest thing was having to get up on my own every morning," he said.

Goulbourne said one college experience he enjoys is meeting people from around the country and even other countries.

STAR graduates agreed with Goulbourne that college is not as difficult as they thought it would be. The reason: the solid foundation and skills they picked up at STAR.

Ricky Cooke, STAR's Career/College co-ordinator, had a chance to meet with most of the STAR graduates at a reunion during the Christmas break.

"In preparing our STAR students for college, we tried to instill in them how seriously they must take their studies," Cooke said.



▲ Donnell Goulbourne



▲ Latarsha Thomas



▲ Kim Ferguson

INSIDE
Shaping a Vision for Education
A Conversation with
Dr. Lester Young, Superintendent
NYC School District 13
See Page 5

BUILDING SUCCESSFUL COLLABORATIONS

ICD Programs Expand to Brooklyn

Teaming up with one of New York City's most innovative educational districts - the District 13 Community Development - is expanding beyond Long Island for the first time to bring its acclaimed COMET program to New York's Second Avenue Settlement School in the Bedford-Stuyvesant community in Brooklyn.

A U.S. model for the state of Virginia, Dickerson, co-executive director of the Institute.

"The professional staff at STAR shares the same values that we do and it is part of District 13's mission to be dedicated to increasing educational outcomes for all kids. It has been working hard to enhance the kids' social development and to strengthen parent effectiveness in the schools. We share common goals," Dickerson said.

The Institute is hiring staff right now and expects to open its COMET program with 50 students in the seventh grade in March. In August, the program will grow by another 50 students and will include a full-time professional staff of eight.

A Model Program

District 13 is in the forefront of innovative school-based collaborative programs. Said Patrick C. Halpin, co-executive director of the Institute: "Our program is also a model. It is a delivery of the State Department of Education. It is an opportunity for the district to partner with us and an opportunity for it to partner with an educational leader in New York City."

Dickerson said the Brooklyn project may well be the first step in expanding the STAR and COMET programs throughout the region and the nation. "We want to build a ground swell in America, one community at a time, for coming together and putting kids first," said Dickerson. "That is the key to defining our future as a society and then future as individuals."

As in other districts, the objective of the COMET program is to improve the educational outcomes of at-risk adolescents and help them make a successful transition into high schools. Its sister program, STAR, is aimed at high school students. The overall goals are to give kids students from dropping out and help them improve their academic performance and prepare them to succeed in our society as healthy, educated and productive adults.

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The Institute for Community Development is a registered non-profit organization pledged to help kids most at risk of failure to become healthy, educated and productive adults. Your dollars go directly into program costs, not overhead or fundraising, and are tax-deductible.

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Mission Statement

Our mission is to improve
the quality of education for
children and youth at risk so that
they can succeed in our society.

**To accomplish our mission the Institute focuses
on four strategies:**

- 1. Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities.*
- 2. Assist schools in making these programs an integral part of their curriculum.*
- 3. Provide training and technical assistance to create similar programs in other schools and communities.*
- 4. Create public awareness and advocate public policies which will ensure quality education for all children.*

RESEARCH

Report on Education Research

The Independent Biweekly Newsletter on Research in Education and Learning

Program Fuses Many Approaches To Produce 'Stars' Of At-Risk Kids

The transfer student at Roosevelt, N.Y., Junior/Senior High School was a poor achiever who described himself as "kind of messed up." After being suspended, he felt hopeless.

Then he joined the STAR (Success Through Academic Readiness) program, and developed better study habits, pride and a sense of belonging. And while his aspirations are high — to become "a doctor, a lawyer or a professional basketball player" — today he has aspirations.

Innovations

This student is just one success story from a program producing them by the dozens. In 1990, a local foundation, the Institute for Community Development (ICD), teamed up with the Roosevelt School District to start the program with 50 students school personnel considered to be most likely to drop out.

A Personal Choice

"Over that summer," according to ICD program director Lavinia Dickerson, "we went door-to-door, visiting each student on that referral list to try to convince them and their parents to enter STAR. Half of those referred joined."

Now those students are high school seniors. A comparison of their records and those of students who did not join STAR is stunning.

None of the STAR students dropped out or was expelled. Each year, all or nearly all rose to the next grade. Their group sustained a "B" average. And of the original 28 STAR students, 22 are on their way to college.

Of the 22 who declined to join STAR, only eight were still in school by the end of the 1992-93 year. The rest dropped out, were expelled or landed in jail. Only two made it to 12th grade.

Intimate Setting

What accounts for these results? STAR, Dickerson says, provides a network for academic, social and cultural enrichment. When ninth-graders join, they commit to spending 10 hours a week for the next four years in the tight-knit "school-within-a-school." STAR is physically distinct from Roosevelt, with its own cultural library and computer center.

It opens at 7:30 a.m., runs through the school

Physical Bonds, Peer Trust

Besides academic and material support, Success Through Academic Readiness (STAR) offers positive peer pressure.

STAR teens have a three-week summer orientation, after which "we take them on a four-day Outward Bound-style retreat, so they bond with each other and with the staff," says director Lavinia Dickerson. "We put them through all kinds of physical exercises — climbing drills, tug-of-wars — so that they had to learn to trust themselves and the other members of the group."

Through frequent group sessions, she says, staffers discern an emerging conscience.

"The group becomes the guide to what is correct and incorrect behavior," she says. "Peer response and peer interaction is very significant in how they see themselves, how they see what is hip. If you're a member of STAR, you just don't do drugs." ###

day and continues after school with tutorials, counseling, arts, music and recreation.

Its nine full-time staffers and six college tutors and mentors serve about 120 at-risk students who entered STAR the same way the first group did: by being cajoled to join.

Formal Study Coming

An outside evaluator is looking at the program, and Dickerson said she expects results this fall. In the meantime, "we know the program can be replicated," she said. ICD has launched a COMET (Children Of Many Educational Talents) program at Alverta B. Gray Schultz Middle School in Hempstead, N.Y. It has many STAR goals, but targets younger students.

The sticking point for setting up such programs is cost. STAR runs \$5,000 per student a year besides the regular per-pupil expense, for an annual sticker price of more than \$500,000.

For more information, contact Lavinia Dickerson, Institute for Community Development, 600 Community Dr., Manhasset, N.Y. 11030, (516)562-5440. ###

Vol. 26, No. 5
March 2, 1994

The Institute for Community Development
Innovative High School and Middle School Programs
STAR/COMET

INNOVATIONS IN EDUCATION, STAR AND COMET: The STAR and COMET programs are two cost-effective answers to the drop-out, juvenile crime and violence problems plaguing this country today. The goal of each program is to help every participant graduate, and make a successful transition into and complete postsecondary education so that they can become marketable, productive, self-sufficient and economically independent adults.

STAR AND COMET:

- are Innovative programs which improve the quality of education for youth at-risk
- turn young people who are failing in school onto education and makes it meaningful
- provide a foundation that allows the students to excel academically, socially and emotionally
- provide a caring, nurturing environment that looks at the uniqueness of each student and addresses their learning
- provide a support network on-site in classrooms within the middle school or high school setting, that participants rely on for academic support, social and cultural enrichment
- provide a time frame, setting and structure for each student to receive academic enrichment *and* individual and group counseling from program staff who are certified teachers, psychologists, social workers and outreach coordinators
- provide intensive academic enrichment/remediation, individually and in group sessions, to bring the students to grade level in reading and math and to develop good study skills.
- provide a framework in which students master academics in a way in which they not only gain skill, but confidence, and appreciation for learning.

STAR AND COMET HELP EACH STUDENT:

- remain in school and complete middle school and high school on time
- develop competency in higher order reasoning, thinking, communication and comprehension skills, with an emphasis on reading, writing, math and science
- develop a greater sense of self and independence in learning
- develop a positive attitude towards school, schoolwork, peers, family, adults and community, thus developing positive values and character
- develop a focused perspective toward careers, higher education, and economic independence with the understanding of how they perform in school will affect their future career choices
- make a successful transition from one grade to another and into post-secondary education or training

STAR, *Success Through Academic Readiness*, is the Institute's innovative, collaborative, school-based high school academic enrichment/remediation and personal development/counseling program for grades 9 - 12 located at the Roosevelt Jr./Sr. High School and the Hempstead High School on Long Island.

STAR helps high risk, disadvantaged students confront their academic, and personal/behavioral problems, develop character and self-esteem, improve their academic standing and successfully complete high school. A daily, two-hour commitment to attend STAR activities for four years, over and above their regular high school schedule, is made by each student when they join the program.

Negotiating skills, conflict resolution, role-playing, stress management and bonding exercises are as much a part of the STAR program as academic enrichment, computer skills and PSAT/SAT preparation. Program

staff coordinates college tutors and older peer students at the school to assist program participants with their studies, and to provide peer counseling feedback.

Each STAR program was designed by the Institute in collaboration with the school district. Roosevelt STAR started in 1990 and Hempstead STAR began in 1994. There are now 150 students enrolled in the STAR programs. Because of the success of the Institute's strategies as employed through STAR, other school districts are requesting that programs be established in their schools.

PROGRAM HIGHLIGHTS

- all 29 of STAR's first senior class graduated
- 27 of the 29 are now attending college
- not a single one has dropped out of school
- all achieved dramatically improved grades
- all exhibited more positive behavior, attitudes, and character
- all now have a higher self-esteem and a confident view of the future
- of another group of 25 similar students who were invited but did not choose to join the program when it began four years ago, *only 2* have even made it into 12th grade, several have been incarcerated, and many have dropped out of school.

COMET, *Children of Many Educational Talents*, is the Institute's model middle school program, located on-site at the Alverta B. Gray Schultz Middle School in the Hempstead, Long Island Public School District. COMET is tailored for youth at risk of not making a successful transition from elementary school to middle school.

COMET was created at the request of, and in collaboration with, Hempstead Schools' Superintendent Dr. Eddy Bayardelle. The program became operational in June 1993 with 50 seventh graders. Dr. Bayardelle has stated: "This is not just any program. The basic model has already demonstrated success in Roosevelt, and I'm confident that we'll replicate that success here in Hempstead. So often, you hear of model programs which select students in such a way that a successful outcome is all but guaranteed. What makes this model so solid is that it targets the neediest youngsters, the ones in which previous attempts have failed. So once a program like this is shown to be successful, there's absolutely no excuse for not implementing it on a widespread basis."

Similar to STAR, students who elect to join COMET must sign a letter of commitment to spend the next two years, seven hours a week, beyond the regular school schedule, in supervised program activities. The parents must also agree in writing to support the student.

The first year of COMET was a successful one. All 50 seventh graders were promoted to the 8th grade. Along with improving academically, we witnessed a distinct improvement in their attitudes toward school. They are coming to school with increased enthusiasm and eagerness, and the manner in which they interact with peers and adults is positive rather than negative. More direct communication, and a more serious attitude toward learning signals more positive self-concepts and more hope for their futures. Equally important, is the very real constructive peer group that developed as a result of their involvement in the COMET Program, and the development of the Parent Empowerment group. The Parent Empowerment Group encourages the parents to become more involved in the education of their children, and was also instrumental in helping to redesign the school suspension policy.

STAR AND COMET are empowering youth at-risk of dropping out of school to chart a course for success. Staffed by caring, nurturing people, these programs are encouraging the students to evolve on a daily basis into the future role models of this country. STAR and COMET are keeping at-risk youth in school and headed for college and careers, providing viable alternatives to dropping out, teenage pregnancies, violence and crime.

STAR GRADUATES

LOOKING TOWARDS THE FUTURE

Remeika Fisher

College: SUNY at Old Westbury
Career Goal: Computer Information
Scientist

I'm looking forward to college because I like to meet new people and learn about other backgrounds. I'm sure I'll mature a lot and learn self-discipline, good study habits and doing things for myself. STAR has already taught me a lot of those things.

When I finish college, I want to come back to Roosevelt and talk to the kids. I think I can be a good role model for them. I'll tell them to finish high school and go on to college and they'll have a chance to become a success like I have.

College is a big challenge but it's also a very exciting point in my life. Four years ago, I didn't think I'd even be going to college. Today, I feel really proud of myself.

Leroy Pearson

College: C.W. Post
Career Goal: Criminal Justice or Pro
Basketball

I never thought I would be going to college. I have 17 brothers and sisters, and I'm the first one in my family to be going to college. I set an example in my family because now my younger brothers and sisters want to go, also.

I want to pursue a career in criminal justice. I want to work with little kids and keep them heading on the right track.

STAR proved to me that if you're willing to work hard, you can be whatever you want to be. That's what I tell my brothers and sisters. No one is going to just hand things to you. You have to be willing to work for it.

Tamiko Rice

College: Norfolk State University
Career Goal: Lawyer

Ever since I was little, I've wanted to be a lawyer. I've always wanted to go to college, but I never thought I would make it. In STAR, we learned all about financial aid, and that's why I'm able to go.

The experience of being away and doing new things—that's what excites me about going to college. Meeting new people, being on my own and the challenge of the work—I'm really looking forward to it. STAR taught me to get my priorities straight. Studying for a test is more important than partying with my friends. That's something that will help me in college and in life.

Before I joined STAR, I never took school seriously, but now I understand how important education is. You can still have fun in school, but you also have to work hard.

STAR has made me more aware of myself as a person. They encouraged me to do my best, and made me believe that I can succeed in anything, as long as I try.

After I graduate, I want to come back to Roosevelt. I want to make sure that the criminal justice system works for everyone, even if they can't afford to hire a big time lawyer.

I hope that when I get out of school, there will not be as much violence. If there were more programs like STAR, I think we'd have a lot less violence. People have to learn to talk things out and that's what STAR teaches you to do.

I never really thought I'd be going to college until the STAR staff made me believe I could do it. They kept telling me I was a bright student that I could make something of myself. Now I know I can do anything I set my mind to. The things I've learned in STAR will be with me the rest of my life.

Donnell Goulbourne

College: Norfolk State University

Career Goal: Accountant (CPA)

I'm looking forward to going to college and starting a new life...a new experience. I'm going to major in accounting, get my degree and then my CPA. I'd like to start my own business or work for a large firm. After I've achieved my goals, I would come back to Roosevelt to make sure they know they can achieve anything if they just try.

We don't have enough role models right here in the community. I don't mean Eddie Murphy or Dr. J. I mean people like me, who they know, who become successful.

I'm looking forward to college. I'm looking forward to meeting new people--people from all over the country, from all different backgrounds.

I know I'm going to mature in college, but I hope I stay basically the same. I like the person I've become since joining STAR. I used to try to be someone that I wasn't. I was trying to grow up too fast. I used to be a follower and just go along with everyone else.

Since STAR, I understand that there is a time and place everything--time for school and time for fun. I think I'll be a better student at college because I know how to handle pressure. If I have a test, I know I have to study. That's more important than having fun.

Kim Jackson

College: University of New Haven

Career Goal: Psychiatrist

I'm looking forward to going to college to meet new people from different backgrounds and to become independent and make my own decisions.

STAR has prepared me to deal with others and to help others. I want to become a psychiatrist so I can help others--especially teenagers--with their problems and to help them express their feelings.

I'm really looking forward to college next fall. I feel comfortable with the pressures because I'm hard working and open to new ideas. Those are things I learned in STAR.

I hope to make the world a better place by coming back to Roosevelt when I graduate and making a positive impact on the community.

David Rowe

College: Stony Brook

Career Goal: Criminal Lawyer

In STAR, I've learned responsibility. Three or four years ago, I would always go to parties, even if I had schoolwork or tests. Now I have my priorities straight. I think I'll do great in college because I've got my mind set on studying so that I can graduate and go on to Howard Law School.

I want to be a criminal lawyer to help others and make sure that the justice system is fairly served. I also want to get involved with the school system. I'd like to have a voice in changing the school system by making it better and making sure that budgets are fair. If the Roosevelt school system had more money, the students would get a better education and more kids would be going to college.

I feel like I can do anything I want if I set my mind to it!

Creating A Better Future

MAIA DARNELL, STAR, 11th grade, age 16.

STAR has a lot to offer me. In school, some people offer you a good education and others can offer you counseling. But STAR has everything. You come here and it's like a family. You have people to talk to who you know will listen. I probably appreciate STAR even more now that I have to take the SAT's. In the beginning, I probably took the program for granted, but now it's big relief to know I have STAR. I want to apply to college next year and I want to be a photographer. I'm going to be doing an internship through STAR in photography. STAR is there when you need it. Before I joined STAR, I wasn't really interested in school because it was boring. I was doing my work but I wasn't really doing my best. STAR gets you excited about school because they help you look at things different ways and it makes it more interesting.

TAMIKA STEWART, STAR, 12th grade, age 16.

I'm going to graduate a year early. I have a tight schedule and I have to go to summer school. I came to Roosevelt from Mississippi in the 9th grade. I was having trouble making friends and I was getting into fights. Now I try to work things out. We do a lot of things like self-discipline and stress management workshops. They teach you how to be cool and keep yourself under control. The STAR staff is great. Even when we have attitudes, they never get attitudes. Sometimes I get tired and discouraged and there's always someone here to keep you going...to keep telling you it's all worth it. I'm applying to colleges and getting ready to take SAT's. I've applied to all the New York State Universities. Just because you're considered "minority," it doesn't mean you don't need a good education. I want to major in psychology. I'd like to work with criminals to find out what makes them tick. I want to use conflict mediation to help people settle differences and stop all the violence. STAR is special. It's like, you can be walking in the hall and feel really down, and then you come into the STAR classroom and everything looks brighter. STAR has changed my life.

ANTOINE HILTON, STAR, 9th grade, age 14.

"Last year, I wasn't a good student. I was in a different school, and when I went to Roosevelt, I got kind of messed up, like cutting classes. When I got suspended, I felt like I was so behind in all the work that I would never be able to catch up. This year, I'm in STAR, and now I'm in the right grade. STAR is like another family to me. Everyone is together, and I feel like I really belong. They help me study for tests and I do much better in class. They teach about our past and make us feel proud about who we are. I want to go to college and become a doctor, a lawyer or a professional basketball player. Last year, I was fooling around. This year, I'm

thinking about my future. STAR got me back on the right track.

COLEMALISA SPIDELL, COMET, 7th grade, age 13.

What makes me special is the person I have become so far. I am a caring and loving person. I do think about others' feelings. I don't do nothing to hurt no one's feelings. Also, anything I can do for somebody I will. I would like to become a doctor and help all the sick people. That will really make me happy. Also, what makes me special too because I have a very loving and caring family, which is my mother, father, my sister and brother. They are the ones who made me what I am today. I want to be successful so my family would be proud of me. Also, I will be proud of me. Also, I can get a job and be responsible and take care of myself. For example, I can have my own apartment, car and buy my own food. And do the things I want to do as a young adult. But most of all, I want to buy my family something nice for being there for me. And bringing me up to have the right values in life. As far as being respectable and responsible and that's what makes me special.

KIM FERGUSON, STAR, 12th grade, age 18.

STAR teaches us to be responsible. It really helps us with our academic work. If you have personal problems, you come here and they help out in any way that they can. A lot of times, if you're having a personal problem, you just feel like staying home. So you can come here and talk to your academic coordinator or your counselor and they talk to you and you feel better so you stay in school. I look forward to coming to STAR. We help each other and talk to each other. It's a family. I definitely appreciate STAR more, now that I'm older. When I was younger, I was lazy and I never did anything for myself. They make me do things for myself and I appreciate that. I have an internship at Nassau County Medical Center. I want to be an OB/Gyn doctor, so I'm sure I'll learn a lot. Right now, I'm applying to colleges for a 7-year combined BA/MD program. My first choice is University of Pennsylvania. I never thought I'd actually be applying to college I feel lucky to be in STAR. I feel blessed.

Making A Difference In The Lives Of Youth At Risk

In 1990, the Institute for Community Development and the Roosevelt School District established the STAR program to affect the lives of young people at risk of not completing their high school educations. Approximately 50 incoming ninth graders who were considered least likely by school personnel to complete high school were referred to STAR. Twenty-five joined the STAR program, 25 did not.

Three years later, the results clearly demonstrate the dramatic difference between STAR and non-STAR students — those who received comprehensive support from a committed and trained staff — and those who did not.

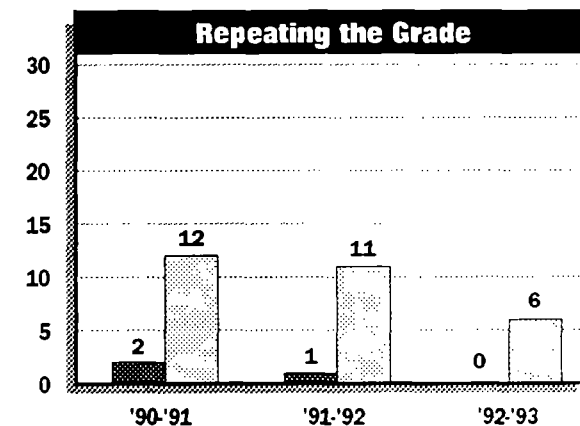
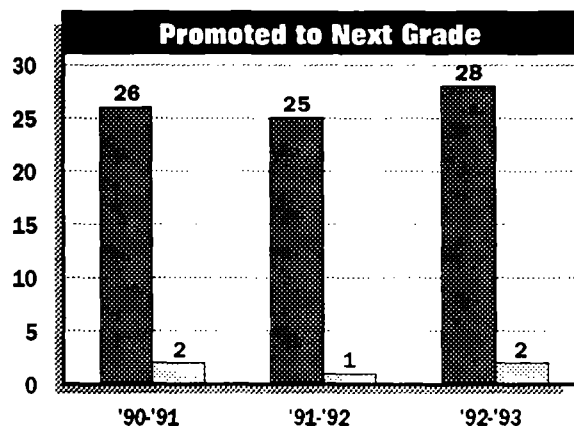
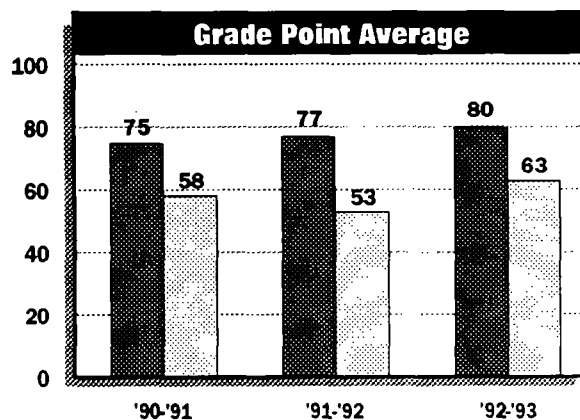
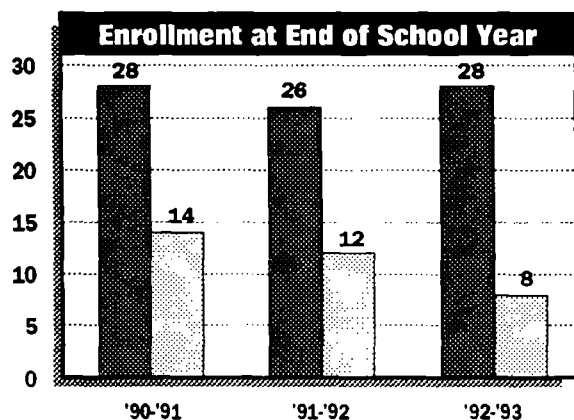
- None of the STAR students have dropped out of

school, none were expelled. Each year, all or almost all of the STAR students were promoted to the next grade, and the group grade point average rose to 80.

- Of the students who did not join STAR, several dropped out of school, many repeated a grade or more, several were incarcerated or expelled from school, and the grade point average of the 2 students who made it to the 12th grade is 63.

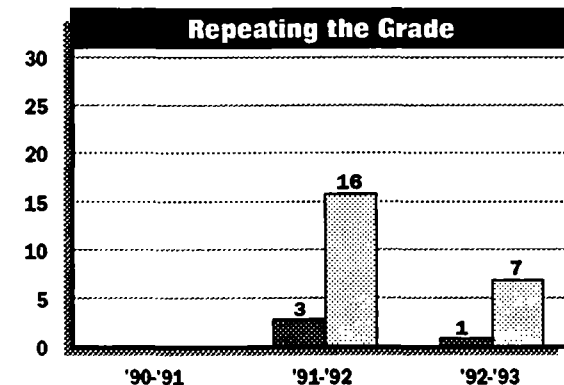
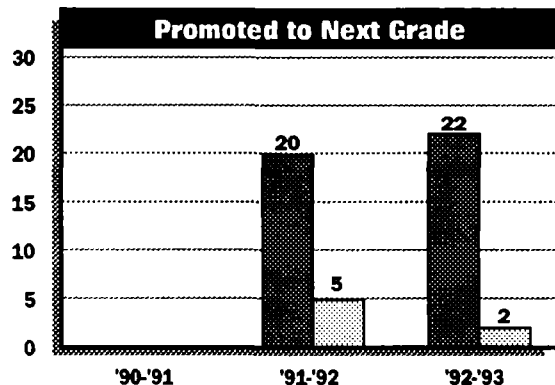
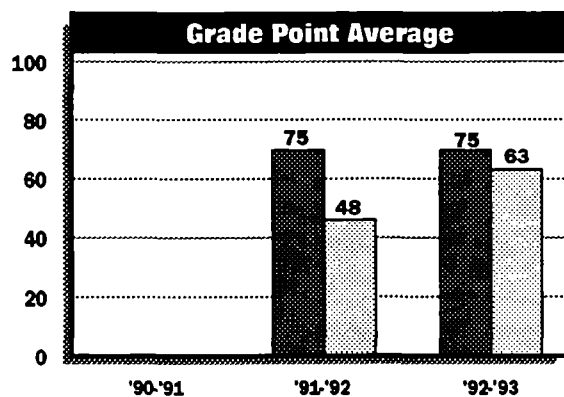
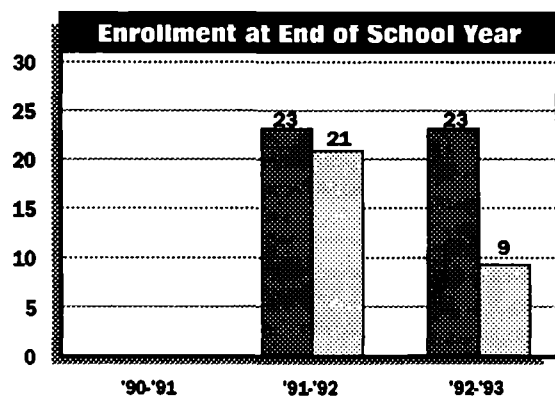
The charts below show the results from Group I, Group II and Group III at the school year ending June 1993. All groups joined STAR at the beginning of 9th grade, in 1990 (Group I), in 1991 (Group II) and in 1992 (Group III).

GROUP I

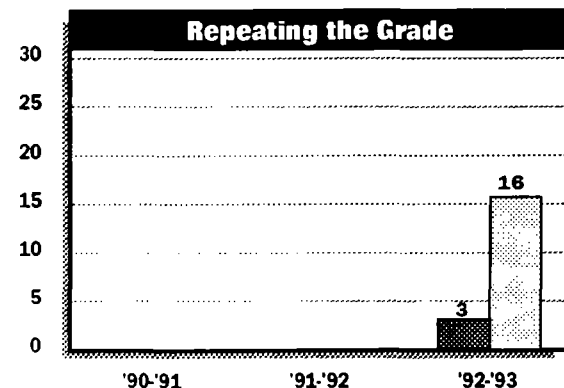
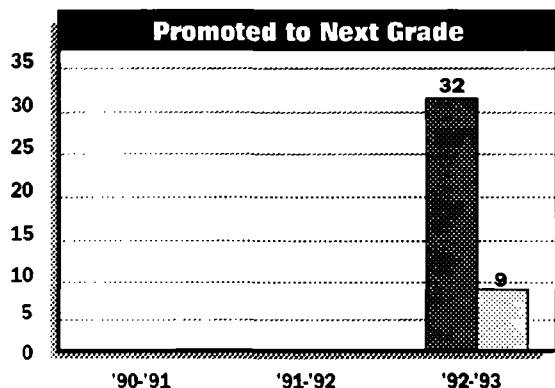
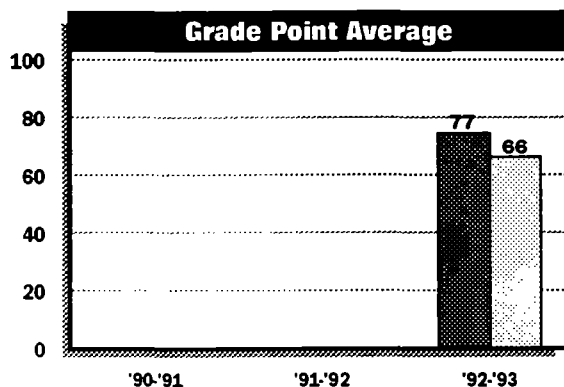
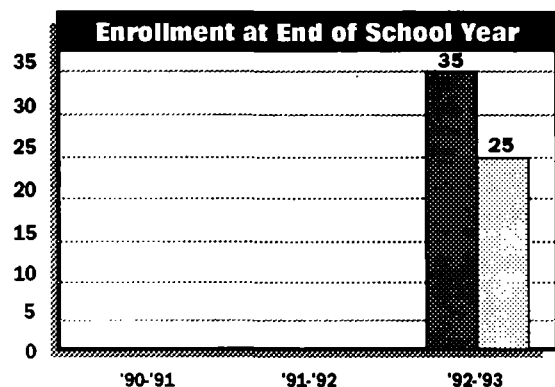


■ STAR □ Non-STAR

GROUP II



GROUP III



 STAR
  Non-STAR

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

HOW EDUCATION INTERVENTION AND SUPPORT CAN PAY OFF:

To help children from troubled neighborhoods and struggling families succeed in school and as adults requires special educational efforts. We have an obligation and a self-interest to provide all our children with the education necessary to succeed in life. School boards and governments can also come out ahead financially by offering quality educational support for those youngsters *least* likely to succeed. That's where the payoff can be the greatest.

The example below shows how much school districts and government can save *annually* by supporting an effective school based program for youth-at-risk, in a high school program like STAR, based on 100 plus youngsters.

Educational and Social Cost for 100 High Risk High School Students

	with STAR	without STAR
SCHOOL COSTS, per year		
STAR program costs for 100 students @ \$5,000	\$500,000	\$0
40 Students repeating grade @ 10,000 ea.	0	400,000
Special education cost for 8 students @ 20,000 ea.	0	160,000
Loss of state education support for lost school days, 1600 days @ \$20 per day	0	32,000
Cost to the school, total	500,000	592,000
Annual Savings to School District	\$92,000	0

GOVERNMENTAL COSTS, per year

Subsidy for 40 students, going to school NOT dropping out, @ \$3,000 per year	120,000	0
Cost of incarceration for 8 students	0	400,000
Loss of tax income (40 unemployed persons @ \$5,000/year)	0	200,000
Cost of public assistance (40 dropouts @ \$4,000/year)	0	160,000
Cost to the government, total	120,000	760,000
Annual Savings to Government	640,000	

SUMMARY of SAVINGS, per year

To School District:	92,000
To Government:	640,000

TOTAL ANNUAL SCHOOL AND GOVERNMENT SAVINGS

\$732,000

Data from published reports and Institute for Community Development statistics. The illustration above assumes a typical 4 year STAR program, four groups of 25 high risk students, approximately 100 students, in a program like STAR, vs. 100 students who do not join the program. It assumes that 90% of the STAR participants stay in school while 50% of the non-STAR students repeat the grade, 20% drop out, 8% receive special educational support and 8% are incarcerated during the year.

EDUCATING YOUTH AT RISK

A Cost Effective Approach

The Institute's mission is to improve the quality of education for children and youth at risk so that they can succeed in our society. We do this through the development of innovative programs that work and are highly cost effective. We also strive to help shape public policies that make such education available to all children at risk.

Our flagship model program, STAR, a collaborative school based academic enrichment and personal development program, provides an example of what can be achieved. Out of 120 youngsters referred to the program as being most likely to fail, in one of the most troubled communities and school systems in the state, not a single regular participant has dropped out of school. This year, every one of the 28 youngsters in the first group, which started 4 years ago will graduate and 80% are expected to apply to college.

STAR is replicable and is being validated by the New York State Department of Education. We have already successfully launched a similar program for middle school students, COMET, in Hempstead, LI with comparable results.

Congressmen Gary Ackerman and David Levy, NY State Lt. Governor Stan Lundine, New York State Commissioner Tom Sobol and members of his staff have visited the STAR program and are suggesting that it should be available on a broad scale. Congressman Ed Towns is expected to visit both programs soon.

The programs are described in the attached literature.

Economic Benefits. Children from strong schools generally earn good incomes and begin to pay back their school costs in taxes soon after they graduate from high school or college. During their lifetime they are likely to pay an average of \$300,000 - \$400,000 in taxes.

Children who attend underfunded schools in disadvantaged neighborhoods often fail, costing taxpayers billions of dollars in social costs through crime, criminal justice, welfare, and public assistance. By one estimate, the average lifetime cost to the taxpayer for an "at risk" youngster, failing in school, can be expected to be about \$200,000 in ongoing health, welfare, criminal justice and incarceration costs, with little chance of collecting income taxes along the way.

Programs like STAR, focusing on children most at risk, are able to change likely failure to probable success at a cost of just \$5,000 a year, \$20,000 per student over 4 years of high school. After that, the participants can be expected to go to college and/or qualify for a decent job and start paying taxes.

In raw numbers, then, the difference to taxpayers between a youngster failing in school and not succeeding thereafter, and one who graduates and becomes economically self sufficient, can be estimated to be a staggering \$500,000 per person - \$250,000 in direct costs to society, and another \$250,000 lost in taxes. We can keep a million children from failing and I believe we can save the taxpayers, over the next 35 years, \$500 billion on an investment of untold agony.

Tax payers will benefit in three additional ways:

- a. Education leading to employment will reduce crime substantially and make our streets safer.
- b. When we improve the education of children at risk we can create generate a more educated, computer literate work force, needed to maintain a globally competitive economy.
- c. Our national markets will increase. If better education were to lift 5% of our adult population from poverty to decent incomes, we could create 5-10 million additional consumers, adding \$50-\$100 billion a year to our national economy.

Congress had considered appropriating 3 billion dollars for boot camps, which sound attractive, but are said to accomplish little. The same 3 billion dollars targeted on education using the Institute's methodologies, could get 600,000 youngsters off the street and change our society.

Congress is also considering 12 billion dollars or more in Chapter 1 legislation for disadvantaged children. A small portion of this amount should be directed to demonstration programs at the jr. high/middle school and senior high school levels where the immediate pay off would be greatest and quickest.

We propose that Congress authorize a small legislative grant of \$30-\$50 million a year for a demonstration program based on the very successful STAR models divided over several communities across the country. It would provide invaluable data and knowledge for the future education of our children and immediately changing the lives of 6,000 - 10,000 youngsters.

Administered properly, we have no doubt that the approach would work and could form the basis for systemic change in the education of millions of children who are destined to fail without intervention and who could succeed with our help.

Our crime and violence statistics show that we have become a society at risk. Data from the present demonstration programs tell us that the cycle of failure, crime and violence can be broken through an educational approach.

It is time that we give education a chance. As Walter Annenberg said when he recently gave \$500 million to improve public education: "Nothing else is likely to work."

This year is our opportunity to make a difference.

A Realistic Approach To The Education of Youth At Risk

At this very moment, 29 youngsters are awaiting their high-school diplomas and 25 of them will enter college this fall. Four years ago, they were identified by school personnel as being most at risk of not making a successful transition to high school and least likely to graduate four years later. Their future was changed dramatically when they joined the STAR program created by the Institute for Community Development. The Institute's mission is to improve the quality of education for children and youth at risk so that they can succeed in our society.

The STAR program was put in place in Roosevelt, one of the most troubled communities on Long Island, with the lowest-funded and lowest-performing school in the area, to prove that, given a very comprehensive, intensive, holistic support program these youngsters could beat the odds imposed by their environment. Of the 115 high school students who joined the program over the past four years --

- Not a single one has dropped out of school,
- all achieved dramatically improved grades,
- all exhibited more positive behavior and attitudes, and
- all now have a higher self-esteem and a confident view of the future.

What has made the difference in the lives of these youngsters is a program that combines academic enrichment, counseling and personal development, throughout the four year high school curriculum, by a caring, well-trained staff in a special STAR room within the school. The staff includes academic coordinators (teachers/facilitators), who stay with the students for four years, counselors, social workers, outreach specialists and a college-career coordinator, all working together as a team. The program also includes field trips, college tours, SAT and college preparation, internships, job readiness training and community service opportunities.

So successful was this unique student-centered team approach that last year the Institute was prompted to embark on a second program for middle school high risk youngsters, COMET, in Hempstead, a neighboring low-wealth community. Preliminary data shows that COMET is headed towards achieving similar results in academic achievement and personal development. The program is being expanded to include a full four year STAR program for a total of 300 young people. This year, over 250 students will be improving their educational outcomes as the result of participating in the Institute's school-based programs.

Success is measured in other ways, as well. The New York State Department of Education has validated these programs as an exemplary technique recommended for adoption by other school districts. State and federal legislators are highly supportive of both programs and the Education Departments of nearby universities have begun to recognize the accomplishments of the methodology.

The New York Times and Newsday have written extensively about the program, and Walter Cronkite is considering including STAR in a documentary he is producing on innovations in education. Los Angeles Mayor Richard Riordan's staff has inquired about establishing similar programs in that city's schools, while three New York Congressmen want to see them replicated in Brooklyn.

Through the New York State Department of Education, three legislators have included funding for the Long Island programs in the new state budget, and several Long Island districts have made inquiries about starting STAR and COMET programs in their communities.

The results with high risk youngsters and their parents within the compact for educational reform have been so significant that the Superintendent for schools in one district is using the model to build school wide reform.

The STAR and COMET methodology makes use of many of the approaches advocated by James P. Comer, David A. Hamburg, Alvin Poussaint, Lisbeth B. Schorr and Theodore R.Sizer, recognizing that the problems of these children are not merely cognitive, but are strongly influenced by other risk factors: low-performing schools, stressed families, troubled neighborhoods and peer groups not focused on education. The program is described in some detail in the attached materials including some of the newspaper articles.

The Institute for Community Development has an entrepreneurial history. It's co-founders and co-chairpersons are Lilo and Gerard Leeds. They are also co-founders and co-chairpersons of CMP Publications, Inc., a 23 year old worldwide publisher of business publications with more than 1,300 employees and annual sales of \$300 million.

In 1988, the Leeds decided to transition the management of the company to the next generation, giving themselves an opportunity to return to society some of the success they were able to achieve for themselves and their company. They founded the Institute for Community Development "to improve the quality of education for children and youth at risk so that they can succeed in our society."

The Institute believes that public education for children at risk can improve only with public support and has set four strategic goals to achieve its mission:

- Develop, operate and support effective, replicable programs that work;
- Assist schools in making these programs an integral part of their curricula;
- Provide training and staff development that allows schools and communities to infuse the methodology into their curricula;
- Create public awareness and advocate public policies that will ensure quality education for all children;

Clearly, the Institute's programs prove that the problems of our youth at risk are not intractable. We can change the lives of youngsters, now at risk of failure, by providing the in depth long term academic enrichment, counseling and support that give them the hope, skills, and knowledge to succeed.

These programs established in one community at a time can change the lives of hundreds and thousands of young people for the better; applied on a national scale they could make a major contribution to the life of the nation, and make us into a better society.

WHY SHOULD BUSINESS MAKE IT A PRIORITY TO INVEST IN THE EDUCATION OF CHILDREN AT RISK?

When children at risk fail, they are lost to our society. They will not become part of an educated workforce. They will not become major consumers. They will not pay taxes, help us improve our communities or our schools or become educated voters.

Instead, they become a burden to our society, absorbing a vastly disproportionate part of our resources, attention, energy and our criminal justice system.

If we make children at risk succeed, our society and our government will save hundreds of billions a year in social costs. Business will gain an educated workforce and millions of new customers. Our streets will be safer and our attention can focus on productive enterprise.

Children at risk are those who grow up in poor communities, go to inadequate, underfunded schools, and live in neighborhoods troubled by unemployment, crime, violence, drugs, teenage pregnancies, and gangs. Their families often live under great stress. Many of the youngsters come from single family households and others are in foster care.

Without intervention, society has little hope that they will succeed and they are ill equipped to lift themselves out of this environment into a successful, bright future.

The pioneering work of the Institute for Community Development through its STAR and COMET programs has shown that with the right kind of intervention the outcome can be different. *Youth at risk can become successful members of an educated workforce, taxpayers, and successful parents.* They are able to break the cycle of disadvantage for themselves and for their children.

The programs of the Institute represent documented evidence that - working together with existing schools, providing academic enrichment, personal development and counseling - dramatic changes take place in the students' lives. They become learners. They focus on the future. They stay away from gangs, violence, drugs and crime. Their success often spreads to their families, siblings, and peers. Far from dropping out of school, they finish, graduate, and most go on to college.

A recent group of almost 120 STAR students is an example of what can be accomplished. Every one of the youngsters had been identified by the school as being among those most at risk of not completing their education - least likely to graduate.

Yet, during four years, not a single one has dropped out of school. The first 29 seniors, most of whom joined the program in the ninth grade, all graduated on time. Twenty-six have already gone on to college. All are computer literate. All have a clear-cut focus on their future. Said one of the graduates, "When I graduate from college and have become a successful accountant, I'll come back to my community and help other kids."

The STAR program that has accomplished this remarkable change is a collaborative effort between Long Island's Roosevelt Junior/Senior High School and the Institute for Community Development.

At a cost of about \$5,000 per student, per year - \$20,000 over four years - STAR takes incoming ninth graders considered most likely not to finish high school and offers them a chance to succeed. The students commit to devote two hours a day to the in-school program in addition to their regular studies.

STAR brings its participants into a seamless program of academic enrichment, counseling and personal development. It supports them, challenges them and focuses them on the future. It includes tutoring, computer skills, homework review, PSAT and SAT training, counseling, conflict resolution, retreats, parent involvement, college preparation, work learning internships and community service.

STAR succeeds because its skilled, committed staff works with each participant as an individual, providing holistic support, and a nurturing environment. It often becomes the participant's extended family.

An investment of \$20,000 per student in STAR provides a major, tangible return to our society. Earning an average of \$40,000 a year, that youngster will *pay* at least \$10,000 in taxes, or \$250,000 over the next 25 years. That same youngster, left to fail, living on the streets, going nowhere, will *cost* society, on the average, at least \$250,000 in social costs over the same period, for welfare, health care, criminal justice, jail at \$50,000 a year, and in increased business costs from crime, crime prevention, and higher insurance premiums.

When Walter Annenberg made his magnificent gift of \$500 million dollars to improve public education he said it well. " We must ask ourselves whether improving education will halt the violence. If anyone can think of a better way, we may have to try that. But the way I see this tragedy, education is the most wholesome and effective approach."

The success of the Institute's programs in some of our most difficult schools proves that the ambassador is right. We can indeed halt the violence, and make our streets safer. Helping our youth at-risk succeed will also add to the educated, computer-literate workforce we need to compete and succeed in the next century and will create millions of well-paid consumers who can afford the goods and services our businesses produce.

When we invest in the success of our children at risk, business will profit.

ABOUT THE INSTITUTE FOR COMMUNITY DEVELOPMENT

The Institute for Community Development is committed to helping assure that children and youth at risk of failure, from minority and impoverished communities, acquire the quality education, skills, and confidence necessary to become educated, responsible, and productive adults. The mission of the Institute for Community Development is to improve the quality of education for children and youth at risk so that they can succeed in our society.

To accomplish our mission the Institute focuses on four strategies: 1) Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities. 2) Assist schools in making these programs an integral part of their curriculum. 3) Provide training and technical assistance to create similar programs in other schools and communities. 4) Create public awareness and advocate public policies which will ensure quality education for all children.

The Institute was founded in 1989 by Gerard and Lilo Leeds, who are its co-chairpersons. The Leeds are also co-founders and co-chairpersons of CMP Publications, Inc., a worldwide publisher of business to business publications with over 1,200 employees and sales in excess of \$300 million a year. In 1988, when the Leeds shifted the management of CMP to their next generation (Michael S. Leeds is president and chief executive officer; Daniel H. Leeds, living in Paris, is corporate vice president and responsible for international operations), the Leeds decided to focus their energies on giving back to the community some of the success that they had been able to achieve for themselves and the company.

They founded the Institute for Community Development when they recognized that a quality education would be the single most important factor in helping children and youth at risk of failure to succeed against the odds -- to become economically self-sufficient and prevail in creating successful lives for themselves, their families and their communities.

The Institute is governed by an active Board of Directors representative of community, business, education, human rights and minority interests. A broadly based Advisory Board of twenty has also been created to call upon for technical expertise in the accomplishment of the organization's work. The Institute's operations are under the direction of Lavinia T. Dickerson and Patrick G. Halpin, Co-Executive Directors.

Its Current Programs

The Institute's programs include both those that are Institute-operated and those that receive Institute support and technical assistance:

Institute-Operated Programs

* Roosevelt STAR, *Success Through Academic Readiness*, the Institute's flagship program, was developed in collaboration with the Roosevelt School District. It is located on-site at the Roosevelt Jr./Sr. High School in Roosevelt, Long Island, one of the lowest-funded schools in the areas. STAR is an all-encompassing school-based support system which provides educational and counseling services leading to academic excellence, enhanced self-esteem, self-determination, and strength of character. The program, now in its fifth year, will have over 100 participants by next semester, 25 in each high school grade. STAR is designed as a fully documented model program, and is being considered for replication and adaptation for other communities and schools with similar at-risk populations.

* COMET, *Children of Many Educational Talents*, is a collaborative, school-based, middle school enrichment program (grades 7 & 8) developed by the Institute for Community Development with the Hempstead School District. COMET is designed to give young adolescents, on the threshold of making choices that will affect the rest of their lives, a foundation to develop into critically thinking, productive, healthy, reasonable, caring adults with a strong sense of community, character and self. The program provides a caring, nurturing environment that looks at the uniqueness of each student and addresses the learning styles of each.

* Hempstead STAR - launched in August 1994 is a replication of the STAR model developed and currently in its fifth year of operation at Roosevelt Junior - Senior High School. There are 25 students in the first class of ninth graders at Hempstead STAR.

Institute-Supported Programs

* FREEPORT FAMILY LITERACY receives funding support from the Institute. Using specialized teachers and computers, young single parents learn to read and write, to obtain a GED, while they develop parenting skills through learning, reading and playing with their pre-school children.

*WRITING TO READ laboratories for kindergarten and first grade children have been established in seven low-income area schools in Hempstead, Roosevelt and Westbury with the total support of the Institute. WRITING TO READ is a computer-based reading and writing program giving young children a solid foundation in reading and writing skills.

*SHINNECOCK AFTER SCHOOL PROGRAM receives funds from the Institute to run its computer lab for grades 4-8.

The Institute also provides occasional, special support to innovative community-based organizations for educational and cultural programs focusing on youth "at-risk". Examples are:

- 1) The annual College Fair co-sponsored by the Institute and The Roslyn Savings Bank for high school students.
- 2) The annual Career Fair sponsored by the Institute for high school freshmen, sophomores, juniors and seniors interested in obtaining information about a particular career.
- 3) Annual African American Heritage Month events.
- 4) Friends of the Arts - ART REACH Program to expose young people to culture and arts. The Institute has helped sponsor the following ART REACH events: Jazz w/Wynton Marsalis, Dance Theater of Harlem, Talking Drums and Bobby Sanabera Jazz Explosion.

September 8, 1994

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

09-Apr-1995 05:00pm

TO: Julie E. Demeo
FROM: Carol H. Rasco
Economic and Domestic Policy
CC: Jeremy D. Benami
SUBJECT: DPC meeting May 8

As I remember it, we agreed I would definitely take a shuttle back from New York in time to be here for DPC meeting...be sure to continue to hold firm that I MUST take the 3:30 shuttle to DC.

Thanks.

- (1) op-ed agreement?
- (2) Printing Memo?
- (3)

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

April 27, 1995

**Ms. Carol Rasco
Assistant to President Clinton for Domestic Affairs
1600 Pennsylvania Avenue
Old Executive Building
Office 218
Washington, D.C. 20500**

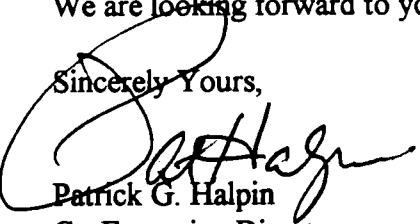
Dear Ms. Rasco:

I have enclosed a more detailed schedule for your visit on May 8, 1995 to Long Island. Tom Downey will also be traveling to New York from Washington and he will be accompanying us for the day. When you arrive in New York, Lavinia Dickerson and I will be picking you up at LaGuardia Airport. Enclosed is the following information:

- a) Proposed Schedule**
- b) Biographies - Gerard Leeds, Lilo Leeds, Lavinia T. Dickerson and Patrick G. Halpin**
- c) Partial Attendance List for Luncheon as of April 27, 1995.**

We are looking forward to your visit to ICD's STAR and COMET Program.

Sincerely Yours,



**Patrick G. Halpin
Co-Executive Director**

**CC: Honorable Thomas J. Downey
Michael Schmidt
Gaynor McCown, Senior Policy Analyst**

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: April 27, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

Depart from Washington D.C at 7:00 a.m. on U.S. Air

Arrive: 8:00 a.m. at LaGuardia Airport

8: 00 a.m. - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. - Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|--|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:00 - 9:45 a.m.- Hempstead *COMET* (Children Of Many Educational Talents) Program.

Hempstead *COMET* Program Director: Deborah Morton

The *COMET* program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. *COMET* is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:00 a.m. Press Briefing. Local and regional press will be present.

10:00 - 10:10 a.m. - Travel to Roosevelt Junior/Senior High School. Located at:

Roosevelt Junior/Senior High School

One Wagner Avenue

Roosevelt, NY 11575

Tel: (516) 867-8603

10:10 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|---|----------------------------------|
| 1) Mr. Robert Summerville, President | 4) Mr. Theodore Hatwood, Trustee |
| 2) Ms. Seretta McKnight, Vice President | 5) Mr. Oliver Straker, Trustee |
| 3) Mr. Reginald Taylor, District Clerk | |

10:15 - 11:50 a.m. at the Roosevelt STAR (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)

Roosevelt Star Program Director : Todd Parrish

The Roosevelt *STAR* program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of STAR, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:30 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

Partial Attendance List as of April 27, 1995

Adams, Eugene
Adams, Harold
Ammerman, Judith
Anderson, A. Terry
Ashby, Frank
Ballweg, Sally
Barnett, Shelly
Bernstein, Gene
Blackwell, S. Eric
Blankman, Howard
Brown, Diane
Brown, Rodney
Burns, Mary
Burt, Charise
Burton, Jerrylyn
Clay, Nathaniel

Cross, Betty
Cruso, Patricia
Curry, Tyree

Cushing, Barbara
Davis, Naomi
Dickerson, Lavinia
Douzinas, Nancy
Downey, Thomas
Drone, Dr. Janell

Edwards, Barbara
Fisher, Curtis
Fishman, Anita
Forrest, Clifford
Frazier, William
Gaines, Sylvia
Gavigan, Carolee
Gittelsohn, Joan
Gordon-Rainy, Susan
Graham, Martha
Guarino, Justine
Hagedorn, Horace

Halpin, Patrick
Hatwood, Theodore
Heineman, Harry
Hester, Daniel

ICD Assistant Director
ICD Board*
ICD Supporter
N.C.I.D.A.
Hempstead School District Board Member
Chemical Bank
Marks, Shron & Co.
Northville Industries/ICD Advisory Board
Brooklyn School District Board Member
Howard Blankman, Inc.
Hempstead School District Board Member
Hempstead STAR Program Director
Hempstead School District Board Member
ICD Administrator
Brooklyn School District Member
Superintendent, Hempstead School
District
Hempstead School District Board Member
Stony Brook Foundation
Principal, Alverta B. Gray Schultz Middle
School
NorthFork Bank
ICD Administrator
ICD Co-Executive Director
Rauch Foundation
Downey Chandler, Inc.
Assistant Superintendent, Roosevelt
School District
Associated Black Charities, ICD Board*
Hempstead School District
ICD Director of Fund Development
Brooklyn COMET Program Director
Brooklyn School District Board Member
Int'l Child Creative Educ. Ctr.
NatWest Bank
Joan Gittelsohn Consultants
Hempstead School District Board Member
Chemical Bank
ICD Administrator
Chief Executive Officer, Stern's Miracle
Gro Products, ICD Board*
ICD Co-Executive Director
Roosevelt School District Board Member
Dean, LaGuardia College, ICD Board*
Hempstead School District Board Member

Partial Attendance List as of April 27, 1995

Hill Slater, Phyllis
Holley, Henry

Hyman, Billie
Jones, Mildred
Jones, Wanda
Kass, Donna
Kass, Bernard
Kettles, Ronald

Kinard, Sylvia Gail
Kirkland, Iris
Klein, Irving

Koeppel, Adolph
Krasnoff, Abraham

Leahy, Christine
Leahy, John

Lee, Jane
Leeds, Lilo

Leeds, Gerard

Lyde, Harry
Macedonio, Karen
Mallouk, Anne
Mallouk, George
Marafioti, Robert

May, Abraham
McKnight, Seretta
Morton, Deborah
Mullarkey, Catherine
Murcott, Charles
Murcott, Constance
Newburger, May

O'Hearn, Brad
Ortega, Joseph

Owens, Chris
Pagan, Eveny
Parrish, Todd

Hill Slater Inc., ICD Board*
Hempstead Transportation, ICD Advisory Board
The Ben's Foundation
U.S.I, ICD Board*
ICD Administrator
ICD Supporter
ICD Supporter
Vice President, Johnson & Higgins/ ICD Board*
Brooklyn School District Board Member
First Bank of Americas
Vice President, Klein/Kaufman Managemant
Counselor at Law
Chairman Ameritus of the Pall Corporation, ICD Board*
Racklin Enterprises
Senior Vice President, Chase Manhattan Bank/ ICD Board*
Shawmut Bank
Co-Chairperson, ICD Board*/CMP Publications
Co-Chairperson, ICD Board*/CMP Publications
Brooklyn School District Board Member
Chemical Bank
ICD Supporter
ICD Supporter
General Counsel, CMP Publications/ICD Board*
Brooklyn School District Board Member
Roosevelt School District Board Member
Hempstead COMET Program Director
European American Bank
Former Chairman of LUMEX
ICD Supporter
Supervisor, Town Hall, ICD Advisory Board
Brad O'Hearn & Associates
Rivkin, Radler & Kramer, ICD Advisory Board
Brooklyn School District Board Member
ICD Administrator
Roosevelt STAR Program Director

Partial Attendance List as of April 27, 1995

Pinckney, Robert
Ralph, Katheryne
Ringel, Jane
Rodis, Gerry
Rubin, Michael
Shavuo-Vaughn, Fayth
Straker, Oliver
Summerville, Robert
Souzzi, Thomas
Taylor, Reginald
Turner, Pearl
Viklund, William
Watkins, James
Weigel, Robert
Weis, Arlene
Wesson-Jackman, Audrey
Weston, Martin
Wiltshire, Albert
Young, Dr. Lester
Zarin, Renee

Superintendent, Westbury School District
ICD Administrator
Sanford C. Bernstein & Co.
Sosinsky, Rodis & Stern
Hudson General Corporation
Hempstead School District Board Member
Roosevelt School District Board Member
Roosevelt School District Board Member
Mayor of Glen Cove
Roosevelt School District Board Member
Treasurer, CMP Publications, ICD Board*
Long Island Savings Bank
Hempstead School District Board Member
Fleet Bank
Heart to Home
Brooklyn School District Board Member
ICD Director of Communication
Brooklyn School District Board Member
Superintendent, Brooklyn School District
Director of Alumni Relations, Queens
College/ICD Board*

*The Institute For Community Development Board

Newsday

THE LONG ISLAND NEWSPAPER

FRIDAY, OCT. 15, 1993 • NASSAU / NORTH SHORE

LONG ISLAND

Promoting Confidence

Special school program aids students at risk

By Debby Wong

STAFF WRITER

For years, while Bouche Yelverton attended elementary school in Hempstead, teachers told his mother that he wasn't paying much attention in class; he was daydreaming for long periods of time, and he wasn't interested in the subject matter of their lectures.

There was concern expressed to his mother, Tracy Thigpen, that he might not even make it to high school.

Today there is hope for Bouche, now 12 and a seventh-grader at the Alberta B. Gray Schultz Middle School in Hempstead. He is one of 50 children chosen to participate in a new program in the Hempstead School District. The program, called COMET (Children of Many Educational Talents) is a

school-based, academic enrichment and personal development program designed to help change the futures of young minority children in grades 7 and 8 who have certain risk factors, such as behavioral problems, low academic performance, poor attendance, discipline problems or family problems.

Initiated in May and sponsored by the Institute for Community Development (ICD), the COMET program goals are: to support students in remaining and completing middle school; develop competency in reading, writing, math and science; create a positive attitude toward school, values and self-esteem and, most of all, help the students make a smooth transition into high school.

It is modeled after the STAR (Success Through Academic Readiness) program in Roosevelt, which is in its fourth year at Roosevelt Jr.-Sr. High School.

At a ribbon-cutting ceremony yesterday to celebrate the announcement of \$1-million being spent on computer equipment and support for the COMET program by the ICD, Gerard and Lilo Leeds, the originators and sponsors of the Manhasset-based, not-for-profit organization, were on hand.

"Today is the day that makes all the hard work worthwhile," Gerard Leeds said. "If we all work with a common goal, we can really make things happen."

Lilo Leeds mentioned she and her husband were both immigrants who were fortunate to receive good educations and want to "afford these children the same good luck."

Teachers and principals of Hempstead elementary schools, along with Hempstead Middle School personnel, will be compiling a list each May of students entering the

seventh grade who exhibit one or more risk factors. Based on this list, COMET will recruit students by conducting home visits to provide an overview of the program. If a student elects to join the program and the parent consents, the student signs a letter of commitment to spend the next two years, seven hours a week, in supervised program activities.

Johnna Bell, 11, a COMET student for the past two months, is excited to be involved in the program. "They [the teachers] helped me with my homework, and since then I'm now getting good grades . . . they've taught me manners, too."

But little Bouche, whose favorite subject is now African studies, related his experience in COMET to that of Malcolm X. "He believed in himself," Bouche said, "and he could do anything he wanted to do."

'Today is the day that makes all the hard work worthwhile.'

— Gerard Leeds, program sponsor

By LINDA SASLOW

THE seventh graders in a classroom at Alberta B. Gray Schultz Middle School in Hempstead were eating lunch while working on other activities. Several students were doing their homework with a teacher. Another teacher was tutoring a small group of students for a test that afternoon. In the classroom next door about a dozen 12-year-olds were learning from a third teacher about nouns and adjectives.

The youngsters in the classrooms are among the 48 seventh graders in Comet, a new program for students who educators consider most at risk to fail in school.

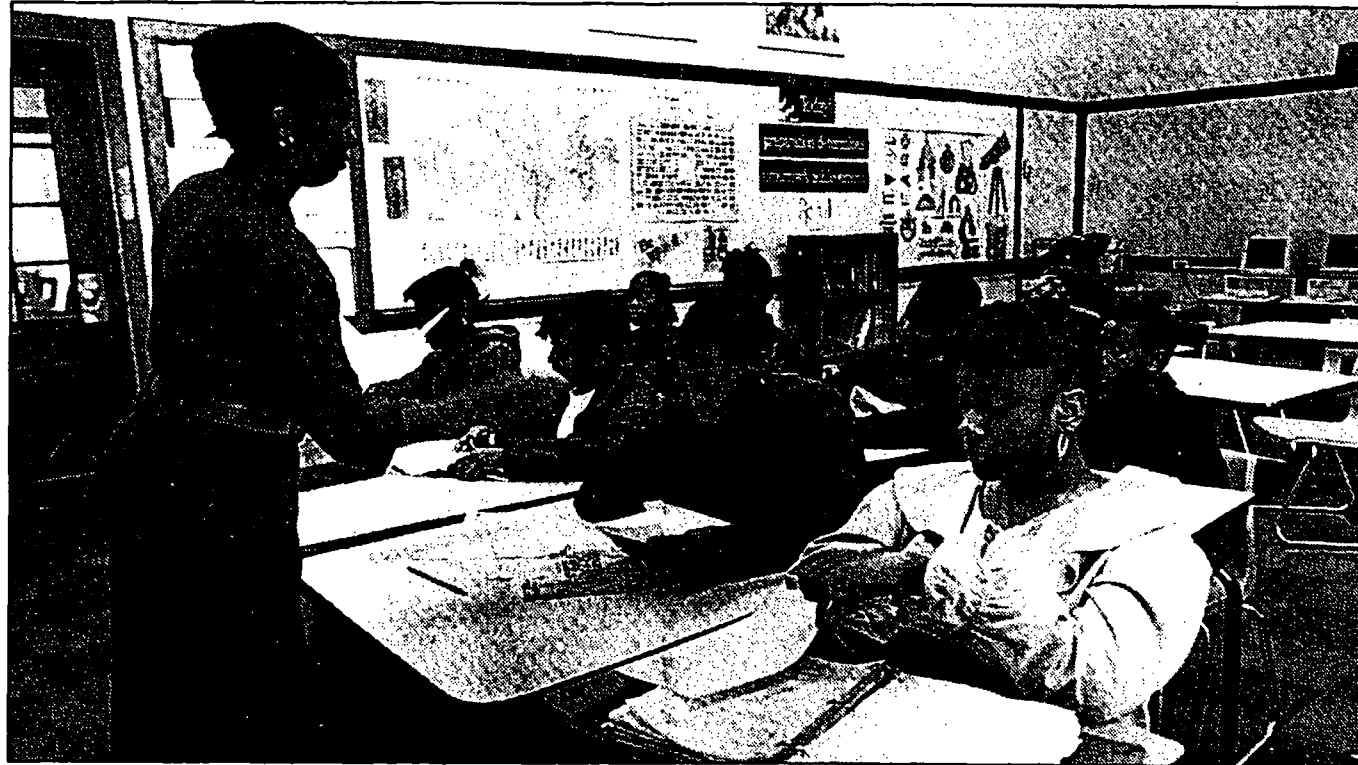
Comet, which stands for Children of Many Educational Talents, is a joint effort of the Hempstead School District and the Institute for Community Development. Gerard and Lilo Leeds founded the institute in 1989 to develop programs with school districts and community organizations for children considered at risk. Mr. and Mrs. Leeds are co-founders and co-chairmen of C.M.P. in Manhasset, a major publisher of computer and business magazines.

Comet was modeled after a high school program called Star, for Success Through Academic Readiness, the first school program by the institute. Star is in its fourth year at Roosevelt High School. Educators said Star and Comet were apparently the first comprehensive school-enrichment programs using school district and business collaborations on the Island.

'New Breed of Kids'

The program director of the institute, Lavinia T. Dickerson, said such efforts were a new trend in education. Many low-income districts with minority groups have high dropout rates, Ms. Dickerson said, adding: "These youngsters have special needs in order to acquire quality education, the skills and confidence necessary to become educated, responsible and productive adults. We can't expect the schools to do it alone. It's a whole new world, and we're dealing with a new breed of kids. Education today must create a new framework on which to teach our children."

She said the goals of the programs were to help students stay in school and develop competency in academic and reasoning skills, self-confidence, positive values and a long-term perspective toward careers, higher education and economic independence. Both programs recruit students with poor attendance, low academic performance, behavioral or discipline problems, are older than their grade



Stephanie Morris, a teacher in the Comet program in Hempstead, working with students with problems.

levels or who have been referred for special problems.

Teachers and social workers employed by the institute work with students in classrooms at their schools and tutor, counsel and give computer training, workshops and discussion groups. In addition to attending regular classes the students have one period each day in Star or Comet and have to sign agreements that they are willing to spend the required hours before or after school and during lunchtime in supervised academic activities, remedial work, individual and group sessions and special projects. Star at Roosevelt requires two hours a day. Comet at Hempstead Middle calls for one and a half.

Parents are also required to make written commitments to attend workshops and support their children. Ms. Dickerson said that the academic coordinators employed by the institute were not the students' primary teachers, but that they enhanced and built on classroom instruction. "If these kids can go back into their classroom and ask questions they feel better about themselves," she said. "Then they can

become critical thinkers and will become better learners."

She added that as with many new programs there have been mixed reactions, including skepticism, among parents, students and teachers. "The first hurdle was to remove the myth for the kids that getting extra help means there's something wrong with them," she said.

In Hempstead, of the 90 seventh graders referred to Comet in the summer 48 joined.

Cathy Green, mother of a 12-year-old, Matthew, a student in Comet, said when she received a letter about the program she was reluctant to enroll her son. But after learning about it, she added, she became confident that it would provide an important opportunity for Matthew.

"After talking to the staff," Ms. Green said, "we both felt excited and ready to sign the contract. For Matthew it's been a good lesson in time management, as he's learning to fit in everything that he wants to do."

Students had positive responses. "My mother made me join," Andre Edwards said. "But now I don't mind spending the extra time, because my

grades have gone up."

"It was my idea to be in Comet," Jermain Kee said. "If I have a test or have to finish my homework I come in before school and get the help I need. It's definitely helping me."

"It was my mother's idea," Tamara Gatlin said. "But it's a good idea and it's helped me. So I'll stay in it next year."

Ms. Dickerson said that when she met the group of students before the school year they were undisciplined, and most would not look her in the eye or tell her their names. "Today," she said, "Just two months into the program, many of them stand in front of the room and recite poetry."

The School Superintendent in Hempstead, Dr. Eddy Bayardelle, said that the program addressed the importance of providing centralized services and meeting the holistic needs of the students.

"We can't expect parents to go to one place for remedial tutoring, another place for counseling," he said. "It's just not realistic."

He added that the district decided to focus on seventh graders instead of following the Star program for high

school students because of the importance of early intervention. "To be effective you've got to start early," Dr. Bayardelle said. "We tend to lose kids when they leave elementary school in sixth grade and come to the middle school. We hope that by intervening earlier we can make a difference."

Reactions from teachers at the two schools have varied, Ms. Dickerson said. "Many teachers feel that they should be getting the same kind of support that these programs are getting," Ms. Dickerson said. "And they're right. But teacher support for the programs has grown as they've seen the difference that they can make."

Dr. Bayardelle said resistance at the start of the school year had been expected because the program is new and different. "But," he added, "we're working through it."

Comet has a staff of four and will expand next year to six, to include eighth graders. Star has a staff of nine and an enrollment of 115 in the 9th through 12th grades.

Educators estimate Comet costs \$250,000 a year, financed by the insti-

tute, which receives money from private and corporate donors. The annual cost per student for Star and Comet is about \$5,000.

The cost for a student to repeat a grade is \$10,000, the annual cost for a special-education is \$20,000, and the loss of state aid for lost days is \$20 a student a day, Ms. Dickerson said.

Studies by the institute at Roosevelt show that Star has made a significant difference in keeping youngsters in school. In 1990, 50 incoming graders who were considered least likely by educators to complete high school were referred to Star. Twenty-five joined, and 25 did not.

Ms. Dickerson said that three years later none of the Star students had dropped out or were expelled. The students, now in the 12th grade, have an average grade point average of 80. Of the students who did not join two made it to the 12th grade, with an average of 63. Several students who did not join dropped out. Others repeated one or more grades, and several were expelled or jailed.

The Star program director, Todd Parrish, said the program had created a positive path for students. "They don't have to say that in order to fit in they have to be a bad guy," he said. "They can fit in with other kids doing their work without being called a nerd."

"I'm not saying that these kids never cut classes. But they realize what they're missing and that the work they missed may be on the next test or on the S.A.T.'s. They realize that by cutting they're missing out on more than they're gaining."

80% Planning to Go to College

Last year the program added a career and college component for 11th and 12th graders. The program provides college visits, preparation for the Scholastic Assessment Test, internships and vocational workshops. Mr. Parrish said that 80 percent of the current seniors in Star were planning to go to college after graduation and that the others would pursue vocational training or internship.

A junior in Star, Juan Nunez, said that when he started high school his average was 65. He ended his sophomore year with an 84. "This year," he added, "I hope it will be even higher, because I hope to go to college after I graduate."

Mr. Parrish said the program strived to provide successful experiences while building character and self-esteem, so that students can graduate and have an idea of what to do in the future. "We hope," he said, "that when these students become adults they can pass these values onto their own children."

Vic DeLuca/The New York Times

The New York Times

THURSDAY, APRIL 14, 1994

Turning Around Troubled Students, Intensively

L.I. Program Succeeds Without Trendy Theories, Just Costly, Home-Style Attention

By PETER MARKS

Special to The New York Times

ROOSEVELT, L.I., April 12 — When Jameka Harris enrolled as a freshman at Roosevelt Junior-Senior High School four years ago, she was not exactly on the track to college. Angry and unhappy, with a history of bad grades and behavior problems, she was the kind of student teachers dreaded and fellow students feared.

"I used to fight a lot," she said in a soft voice. "I came to school to cause trouble."

But that was before Miss Harris made peace with herself and found her way. It happened gradually, mostly within the confines of a large windowless classroom at Roosevelt High. There a small army of social workers and teachers from a private institute set up shop in the fall of 1990 to tutor, counsel and generally keep after Miss Harris and about two dozen of her classmates, who had been considered among the school's least promising candidates for success.

Four years after the educators arrived in Roosevelt, one of Long Island's poorest school districts, their initial class is getting ready to leave the cocoon of the windowless room and head for college in numbers no one imagined possible. Of 27 seniors who stayed with the intensive program, a two-hour-a-day supplement to their regular class schedule, 25 are college-bound. So far, 21 — including Jameka



Ruby Washington/The New York Times

A program at Roosevelt Junior-Senior High School faced the challenge of bringing discouraged teen-agers back into the classroom by providing them with intense person-

al attention. Ruby Blue, second from left, an academic coordinator, met with three participants, from left, Tamika Stewart, Latarsha Thomas and Felice Oliver.

Continued on Page B7

Turning Around Students Intensively

Harris — have been accepted by colleges and universities.

The results seem even more impressive when compared with the academic fates of 25 other Roosevelt students who were also offered places in the program but declined. Of those 25, the program's organizers report, only two are still in school.

The program, known as Success Through Academic Readiness, or STAR, is financed by the Institute for Community Development, a nonprofit organization in Long Island.

Lavinia Dickerson, co-executive director of the institute, said of the program's participants: "These kids are not going to end up on public assistance. These kids are not going to end up living hand to mouth. These young people will be able to come back to Roosevelt some day and say, despite all the obstacles in life, you can leap over them and set your mind to achievement."

To some educators, the success of a program like STAR in a district like Roosevelt — where the high school dropout rate exceeds New York City's and is eight times higher than Nassau County's — suggests that even as late as high school, the fortunes of disfranchised students can be radically changed. The key, they argue, involves no newfangled pedagogical theory, no educational tool suddenly in vogue. It is providing a level of attention and consistency that many of the students find nowhere else in their lives.

Expensive but Successful

"Certainly, what this demonstrates is that these kids do want to stay in school and, provided the right kind of support, they will stay," said Margaret Terry Orr, an associate professor at Teachers College of Columbia University and an expert on dropout prevention. "I think it's immensely remarkable that they're getting these results."

The program is not cheap, costing the institute \$5,000 per student each year. But it has proved so successful — 100 students are now enrolled in four grades at Roosevelt High — that last fall the institute began a similar program in Hempstead, starting with 50 students in 7th grade.

Eddy Bayardelle, Hempstead's superintendent, said public schools, particularly in low-income communities, must open their doors to anyone willing to help deal with the more intractable problems that many children face today.

"We have to deal with youngsters and their families and the communities in which they live," he said. "Our role is much broader; the mandate is much broader."

Although providing mentors and creating alternative high schools for difficult students are not new, the program at Roosevelt High is novel in its intensity. Students in STAR are not only assigned academic advisers who follow them through four years of high school, the staff in the STAR room also includes a full-time psychologist, social worker, career and college coordinator, program director and outreach worker.

Two Special Hours a Day

It is a level of staffing that Roosevelt could never afford on its own. During the 1991-92 school year, the district spent \$9,380 per student. Even with the institute's supplemental \$5,000 per student, spending still did not match that of wealthier Long Island districts like Jericho, which spent more than \$16,000 per student.

Besides their regular schedules, students have two daily hours of STAR-related activities, like attending a class on peer pressure or volunteering at a hospital. The program offers trips to museums, individual tutorials and even a course in preparing for the Scholastic Aptitude Test.

But it may be the relentless prodding by the staff that is most distinctive. "You need someone to say you can do it," declared Felicia Taylor, 19, a senior who hopes to study accounting or business administration next fall. "With STAR, they're constantly on you."

Two years ago, she gave birth to a daughter, Britney, almost ending her high school career. "After having my daughter, I slacked off a bit," she said. But when she failed to attend school, the phone calls began. "They call up and ask, 'Why haven't you been in school?'" she recalled with a giggle. "They sense you have a problem; they get to know who you are."

Evidence that lots of attention can help failing high-schoolers succeed.

All the encouragement has paid off for Miss Taylor, who is looking at a number of four-year Long Island colleges that offer the two programs she considers most important: a solid business curriculum and a campus day care center where she can leave Britney while she attends classes.

Few Teachers Have Time

Todd Parrish, a graduate of Roosevelt High School and the State University of New York at Stony Brook, is STAR's program director. He oversees all the activities in the windowless room, a brightly lit but poorly ventilated classroom filled with computer terminals and posters of sports stars. He says the accomplishments of the students in STAR are due as much to regular classroom teachers as to STAR staff members.

But few classroom teachers have the time to develop the intense emotional bonds formed between students and staff in the STAR room.

"These are kids I've seen every day since 1990," said Ruby Blue, who as the academic adviser for the first STAR class has followed the seniors through all four years of high school. "I feel like the mother of 30 kids. Sometimes, I think I care too much."

Ms. Blue, a former special educa-

tion teacher in Queens, said 33 students were in the first STAR class, but enrollment dropped after several students moved or left the program. A few others who wanted to join were added in the sophomore year, bringing the number to the current 27.

She remembers the tension of the early days, when some students tested her daily, treating her with contempt and uttering words she had never before heard in a classroom.

Cursed Out by Children

"Oh, there were battles: getting cursed out by a child!" she recalled. "These students have no fear of anyone. There are no boundaries. I'd go home, I'd cry, I'd have headaches." But she formed some of her closest bonds, she added, with the students who had been the most difficult.

Ms. Dickerson said many students came to the program with family and emotional problems. "We've had students who have been physically and sexually abused," she said, adding that the STAR staff tried to address the problems that afflicted students both in and out of school.

"The secret ingredient," she said, "is we're consistent: we hold them accountable, we make them responsible to themselves, their peers and the staff."

Sam Corsi, New York State's assistant commissioner for nonpublic schools, says that in his visits to the STAR room, he sees a substitute for the supplemental instruction that sometimes occurs at home. "It acts sort of like a family," he said. "I see them doing things in that room that my mother and father did with me with my homework."

Jerry Leeds, who with his wife, Lilo, founded the institute that finances STAR with the aid of grants from a number of Long Island companies, says he would like to see the STAR program reproduced elsewhere on a larger scale. But Professor Orr of Columbia says the characteristics that make a program like STAR successful often preclude more ambitious goals.

"These kinds of programs are hard to expand from these small numbers, and one factor is the cost," she said. Another limitation, she said, is that the programs "don't change anything else in the kid's educational experience, except to give them more help in coping with their problems."

Still, the students in STAR give it credit for showing them the value of education. "What I say," declared Kimberly Ferguson, 18, a senior, "is that STAR takes wilted flowers and blossoms them into roses."

EXECUTIVE OFFICE OF THE PRESIDENT

02-May-1995 11:25am

TO: Michael T. Schmidt
FROM: Julie E. Demeo
Domestic Policy Council
CC: Jeremy D. Benami
Gaynor R. McCown
SUBJECT: RE: Air Fare Reimbursement

Garden City Hotel

To get reimbursement we need a letter from them offering to pay for Carol's travel expenses. It would be good if it said transportation expenses and lodgin for one night (if that is something they are willing to pay for). We would need the letter ASAP to get clearance.

She is staying at the Algonquin Hotel on Saturday night and would like to stay there Sunday as well but the rates are exorbitant -- something like \$210.00 for a sunday night stay, which far exceed the \$142.00 gov't maximum. She said she is not sure yet where she's staying Sunday night. Would the Insititute pay for her to stay there Sunday night?

① Letter offering to pay transportation expenses & lodging for one night

② Since she will be in NY -- can they pick her up at Hotel?

③ chief of staff there in NY also --

④ Media coverage of speech?

058 NY

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

01-May-1995 09:02pm

TO: Michael T. Schmidt

FROM: Julie E. Demeo
Domestic Policy Council

CC: Jeremy D. Benami
Gaynor R. McCown

SUBJECT: RE: Air Fare Reimbursement

Yes!!!

However there is a change. Carol will take the train to NY on Sat, May 6th (reimbursed by the Institute if possible).

Carol will stay in NY at her own expense on Sat night.

Carol will stay on Sun night (at gov't expense or possibly the Institute's expense)

Carol will participate in the Institute's site visit and day long events on Monday and then fly back on the shuttle (3:30 I think, at the Insititute's expense if possible).

Call em and we will talk!

- where staying?

N T
N T

E X E C U T I V E O F F I C E O F T H E P R E S I D E
E X E C U T I V E O F F I C E O F T H E P R E S I D E

19-Apr-1995 10:03am

TO: (See Below)

FROM: Diana M. Fortuna
 Domestic Policy Council

SUBJECT: event memo

April 11, 1995

EVENT MEMORANDUM FOR CAROL H. RASCO

FROM: Diana Fortuna

SUBJECT: Speech before National Association of WIC Directors

I. LOGISTICS

DATE: Wednesday, April 12, 1995
TIME: 7:30 - 8:00 a.m.
LOCATION: Omni Shoreham Hotel, Regency Room, Washington D.C.

A car will be waiting for you at 7:10 a.m. at the West Basement. Diana Fortuna will meet you at the main entrance to the hotel. You will finish at 8:00 or shortly thereafter, and a car will be waiting at the main entrance to take you back to the office.

II. PURPOSE/BACKGROUND

This is the 12th annual conference of the National Association of WIC Directors (NAWD), being held over 4 days. The theme of the conference is "WIC: The Next Generation," examining where WIC is going in the next 20 years. NAWD's 600 members are state and local agency directors and nutritionists. The group will have heard from Secretary Glickman the previous day.

You are the only speaker at a breakfast on the last day of the conference. You are expected to discuss the upcoming budget and block grant battle and give the Administration's views on the

role of the WIC program.

Kellogg's is sponsoring the breakfast, as it traditionally does. As a protest against Kellogg's efforts to relax sugar standards for WIC food packages, many in the audience are expected not to eat breakfast as a silent protest.

III. PARTICIPANTS/AUDIENCE

State and local WIC directors and nutritionists from across the country; representatives from advocacy groups, the private sector, and the Department of Agriculture. There will be 500-600 people in the audience.

According to Douglas Greenaway, NAWD's Executive Director, the group will be much in need of a morale booster on this last day of the conference, after they have listened to so much bad news. Also, there is some sensitivity (as there is with so many groups) that the Administration has put the spotlight on school lunch, and that WIC has not received as much attention as they feel it deserves.

IV. FORMAT

You are expected to speak for 20 minutes, beginning at 7:35 or 7:40. You will leave immediately after the speech; there will be no Q&A. You will be introduced by Alice Lenihan, President of NAWD, who is a WIC director from North Carolina. If she is unavailable for any reason, Douglas Greenaway, the Executive Director of NAWD here in D.C., would introduce you.

V. MEDIA

Media expected include C-Span, AP, Reuters, and possibly Channel 8, a local D.C. cable news channel.

VI. OTHER

Attached are your prepared remarks, along with a brief fact sheet on WIC. I have added a few new points to the fact sheet that you should look over.

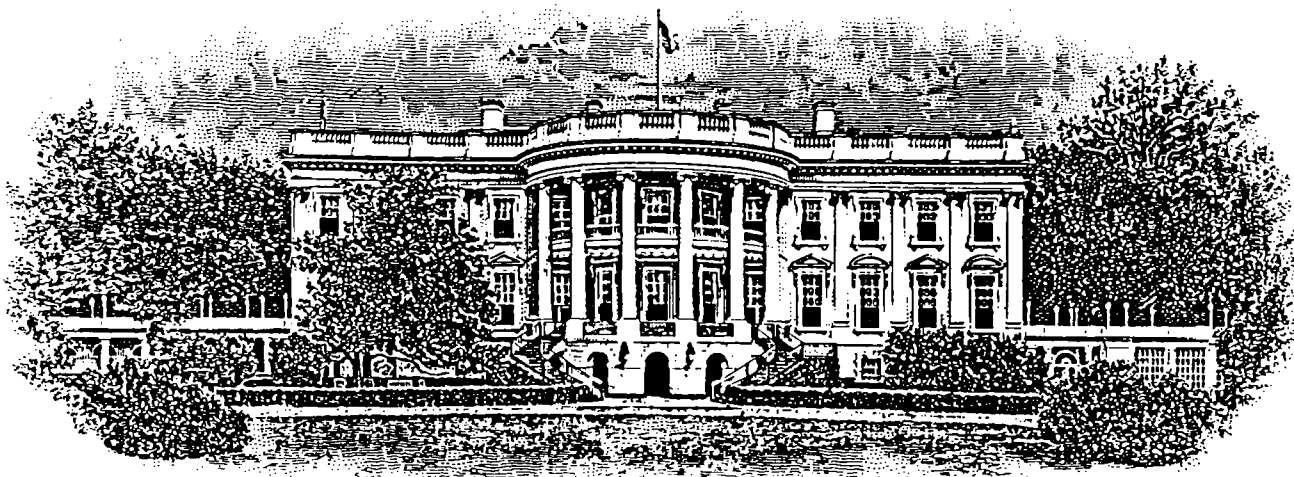
cc: Jeremy Ben-Ami
Julie Demeo
Rosalyn Miller

Distribution:

TO: Diana M. Fortuna
TO: Rosalyn A. Miller
TO: Brian E. Burke
TO: Jose Cerda, III
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TO: Michael T. Schmidt
TO: Paul J. Weinstein, Jr
TO: Jeffrey Levi
TO: Molly Brostrom

TO: Jennifer L. Klein
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TO: Robert M. Berry
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TO: Christopher C. Jennings
TO: Stacey L. Rubin
TO: Michael Waldman
TO: Janet B. Abrams
TO: Karen R. Guss
TO: Jeremy D. Benami

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Martin Westin

FAX NUMBER: (516) 562-5140

TELEPHONE NUMBER: _____

FROM: Mike Schmidt

TELEPHONE NUMBER: (202) 456-5567

PAGES (INCLUDING COVER): 5

COMMENTS: - here are the items you requested.

Carol Hampton Rasco
Domestic Policy Advisor to The President

Carol Hampton Rasco, Assistant to the President for Domestic Policy, is a native Arkansan who worked with President Bill Clinton in the Arkansas Governor's office for ten years.

As the President's chief domestic policy advisor, Ms. Rasco supervises and coordinates the work of the White House staff of the President's Domestic Policy Council. She also serves on the Department of Education's National Education Goals Panel.

In Arkansas, Ms. Rasco was Governor Clinton's Senior Executive Assistant responsible for the staff and operations of the Governor's office. From 1985 through 1992, she was Governor Clinton's Liaison to the National Governors' Association. During this period, she worked closely with the NGA's Washington staff both during Governor Clinton's Chairmanship and while he was lead Governor on welfare reform, child care and health care reform.

Before moving to her job in the White House, Ms. Rasco served on the National Board of the Home Instruction Program for Preschool Youngsters (HIPPY), a program of the National Council of Jewish Women; the Board of Little Rock New Futures, an Annie E. Casey Foundation Project; and the Little Rock School District Special Education Parent Advisory Committee.

Carol received a bachelor's degree from the University of Arkansas and earned a master's from the University of Central Arkansas. She has taught in the public school system and established a psychological counseling program in the middle school in Bryant, Arkansas.

Prior to joining Governor Clinton's staff in 1983, Carol worked extensively as a volunteer in Arkansas with arts organizations, disability advocacy groups and the United Methodist Church.

DOWNEY CHANDLER, INC.

1401 1 STREET NW SUITE 1210 WASHINGTON, DC 20005

MEMORANDUM

TO: Julie Demeo
FROM: Maggie McCloud
DATE: 3/21/95
RE: May 8th Carol Rasco visit to the Institute for Community Development

Thank you again for all of your help with this project. I'm sending some background information from the Institute for Community Development along with a proposed itinerary for Ms. Rasco's visit on May 8th. Per our discussions, the itinerary is simply a proposal, times are flexible and any items can be added or deleted as you wish.

I will messenger additional information about the Institute and their programs to you today. Please call me with any questions, and thanks again.

NOTE New
info

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

Institute For Community Development (ICD)

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director (ICD)
Date: March 20, 1995
Subject: May 8, 1995: Meeting with Carol Rasco

Background

The Institute for Community Development (ICD) is a non-profit organization founded by Gerard and Lilo Leeds. Mr. and Mrs. Leeds are also the founders and Co-Chairs of CMP Publications, Inc., a privately held publishing company. CMP Publications was founded in 1971 with two overriding objectives in mind: to create a growing, innovative publishing company that consistently produces high-quality business publications and to provide a challenging environment which offers challenging opportunities for personal and professional growth.

Today, CMP Publications is one of the largest independent business-to-business publishers in the country. CMP Publications has successfully launched 16 publications. The newspapers and magazines are invariably among the best read publications in Electronics, Computers, Communications, Information Systems, Travel and Health.

During the planned meeting, we would like to brief Carol Rasco about ICD's programs that have been designed to ensure that children and youth who, because of poverty, violence, a prevalence of drugs or a host of other negative conditions in their environments, are at risk of not completing their educations.

Institute for Community Development

The Institute for Community Development is a unique, five-year-old, 501 (c) 3 organization that provides highly successful collaborative programs focused on the education of youth at risk in public schools, primarily at the junior-high and high school levels.

The Institute's principal programs, STAR in high schools and COMET in middle schools, are truly changing the lives of children. STAR is an innovative, long term school-based model program in Hempstead and Roosevelt (Long Island), two of the lowest funded school districts in Nassau County. The programs are designed to help change the lives of high school students "at risk," help them achieve academic success and build character. STAR targets the students least likely to succeed in school, and gives them a chance to beat the odds of failure and achieve success.

May 8,1995: Meeting with Carol Rasco

03/20/95

Page 2

In May 1993, ICD launched COMET, a collaborative school-based academic enrichment and personal development program for students in grades seven and eight. The program is located on-site at the Alverta B. Gray Schultz Middle School in Hempstead, Long Island and an intermediate school in community school District 13, Bedford Stuyvesant, Brooklyn. COMET was designed to help adolescents develop a solid educational and social foundation by providing them with intensive ongoing academic and personal development services at a critical juncture in their lives.

Both the COMET/STAR programs continue to have extraordinary results. At COMET all of the students in the initial seventh grade group significantly improved their reading and math skills and all were promoted to the eighth grade on time. The new STAR class of ninth graders have experienced significant improvements in their academic performance, behavior and attendance. This was a group that had a substantial number of social promotions and had more than 1,500 unexcused absences and cuts last year. Many simply did not attend school. That's changing, thanks to STAR. Even though all of these youngsters, when referred to the program were considered among those most likely to fail, we expect them to pass from grade to grade on time, graduate, and go to college and/or vocational school.

The Roosevelt STAR program has also had extraordinary results. Today, 27 of the first 29 STAR graduates are enrolled in college. The second class of participants will graduate from high school this June with similar outcomes. Even though all of these youngsters, when referred to the program were considered among those most likely not to complete their educations, we expect all to graduate, and go to college and/or vocational school.

May 8, 1995: Meeting with Carol Rasco

03/20/95

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Proposed Itinerary for May 8, 1995

Depart on the 7:00 a.m. Delta Shuttle

Arrive at LaGuardia Airport at 8:00 a.m. (car and ICD representative will meet you)

9:00 a.m. - Arrive at Hempstead COMET

10:00 a.m. - Arrive at Roosevelt STAR

11:30 am - Luncheon at The Garden City Hotel

This is your opportunity to give an informal briefing to 100 Long Island's leading educators and philanthropists

1:30 p.m. - Visit The Institute for Community Development and CMP Publications/
Child Care Center

2:30 p.m. - Return to LaGuardia Airport for 3:30 p.m. shuttle

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News Day

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*T*HE INSTITUTE FOR COMMUNITY DEVELOPMENT

Together We Can!

Institute for Community Development, Inc.
600 Community Drive, Manhasset, NY 11030
Phone: (516) 562-5440 • Fax: (516) 562-5140

Carol Hampton Rasco
Domestic Policy Advisor to The President

Carol Hampton Rasco, Assistant to the President for Domestic Policy, is a native Arkansan who worked with President Bill Clinton in the Arkansas Governor's office for ten years.

As the President's chief domestic policy advisor, Ms. Rasco supervises and coordinates the work of the White House staff of the President's Domestic Policy Council. She also serves on the Department of Education's National Education Goals Panel.

In Arkansas, Ms. Rasco was Governor Clinton's Senior Executive Assistant responsible for the staff and operations of the Governor's office as well as policy coordination. From 1985 through 1992, she was also Governor Clinton's Liaison to the National Governors' Association. During this period, she worked closely with the NGA's Washington staff both during Governor Clinton's Chairmanship and while he was lead Governor on welfare reform, child care and health care reform.

Carol received a bachelor's degree from the University of Arkansas and earned a master's from the University of Central Arkansas. She has taught in the public school system and worked as a middle school counselor.

Prior to joining Governor Clinton's staff in 1983, Carol worked extensively as a volunteer in Arkansas with arts organizations, disability advocacy groups and the United Methodist Church.

Proposed Itinerary for May 8, 1995

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Arrive at LaGuardia Airport at 8:00 a.m. (car and ICD representative will meet you)

9:00 a.m. - Arrive at Hempstead COMET

9:30 - press briefing

10:00 a.m. - Arrive at Roosevelt STAR

11:30 am - Luncheon at The Garden City Hotel

This is your opportunity to give an informal briefing to 100 Long Island's leading educators and philanthropists

1:30 p.m. - Visit The Institute for Community Development and CMP Publications/
Child Care Center

2:30 p.m. - Return to LaGuardia Airport for 3:30 p.m. shuttle

- 125 people
- Leading philanthropists/Educators
- 400
- 20 minutes

Pat Halpren - inst
Farrar County

Facsimile Cover Sheet

To: Gaynor McCown

Company:

Phone: 202 456 5575

Fax: 202 456 7028

From: Patrick G. Halpin

**Company: The Institute for Community
Development**

Phone: 516 562 5138

Fax: 516 562 5140

Date: 04/27/95

**Pages including this 14
cover page:**

Comments:

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

April 27, 1995

**Ms. Carol Rasco
Assistant to President Clinton for Domestic Affairs
1600 Pennsylvania Avenue
Old Executive Building
Office 218
Washington, D.C. 20500**

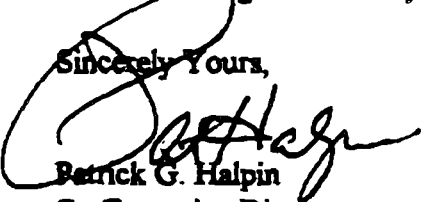
Dear Ms. Rasco:

I have enclosed a more detailed schedule for your visit on May 8, 1995 to Long Island. Tom Downey will also be traveling to New York from Washington and he will be accompanying us for the day. When you arrive in New York, Lavinia Dickerson and I will be picking you up at LaGuardia Airport. Enclosed is the following information:

- a) Proposed Schedule
- b) Biographies - Gerard Leeds, Lilo Leeds, Lavinia T. Dickerson and Patrick G. Halpin
- c) Partial Attendance List for Luncheon as of April 27, 1995.

We are looking forward to your visit to ICD's STAR and COMET Program.

Sincerely Yours,



**Patrick G. Halpin
Co-Executive Director**

**CC: Honorable Thomas J. Downey
Michael Schmidt
Gaynor McCown, Senior Policy Analyst**

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: April 27, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

Depart from Washington D.C at 7:00 a.m. on U.S. Air

Arrive: 8:00 a.m. at LaGuardia Airport

8: 00 a.m. - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. - Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|--|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:00 - 9:45 a.m.- Hempstead COMET (Children Of Many Educational Talents) Program.

Hempstead COMET Program Director: Deborah Morton

The *COMET* program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. *COMET* is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:00 a.m. Press Briefing. Local and regional press will be present.

ICD Visit on May 8, 1995 - Proposed Schedule 04/27/95

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10:00 - 10:10 a.m.- Travel to Roosevelt Junior/Senior High School. Located at:

Roosevelt Junior/Senior High School

One Wagner Avenue

Roosevelt, NY 11575

Tel: (516) 867-8603

10:10 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|---|
| 1) Mr. Robert Summerville, President | 4) Mr. Theodore Hatwood, Trustee |
| 2) Ms. Seretta McKnight, Vice President | 5) Mr. Oliver Straker, Trustee |
| 3) Mr. Reginald Taylor, District Clerk | |

10:15 - 11:50 a.m. at the Roosevelt STAR (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)

Roosevelt Star Program Director : Todd Parrish

The Roosevelt STAR program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of STAR, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

ICD Visit on May 8, 1995 - Proposed Schedule 04/27/95

Page 3

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:30 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

Partial Attendance List as of April 27,1995

Adams, Eugene
 Adams, Harold
 Ammerman, Judith
 Anderson, A. Terry
 Ashby, Frank
 Ballweg, Sally
 Barnett, Shelly
 Bernstein, Gene
 Blackwell, S.Eric
 Blankman, Howard
 Brown, Diane
 Brown, Rodney
 Burns, Mary
 Burt, Charise
 Burton, Jerrylyn
 Clay, Nathaniel

Cross, Betty
 Cruso, Patricia
 Curry, Tyree

Cushing, Barbara
 Davis, Naomi
 Dickerson, Lavinia
 Douzinas, Nancy
 Downey, Thomas
 Drone, Dr. Janell

Edwards, Barbara
 Fisher, Curtis
 Fishman, Anita
 Forrest, Clifford
 Frazier, William
 Gaines, Sylvia
 Gavigan, Carolee
 Gittelsohn, Joan
 Gordon-Rainy, Susan
 Graham, Martha
 Guarino, Justine
 Hagedorn, Horace

Halpin, Patrick
 Hatwood, Theodore
 Heineman, Harry
 Hester, Daniel

ICD Assistant Director
 ICD Board*
 ICD Supporter
 N.C.I.D.A
 Hempstead School District Board Member
 Chemical Bank
 Marks, Shron & Co.
 Northville Industries/ICD Advisory Board
 Brooklyn School District Board Member
 Howard Blankman, Inc.
 Hempstead School District Board Member
 Hempstead STAR Program Director
 Hempstead School District Board Member
 ICD Administrator
 Brooklyn School District Member
 Superintendent, Hempstead School District
 Hempstead School District Board Member
 Stony Brook Foundation
 Principal, Alverta B. Gray Schultz Middle School
 NorthFork Bank
 ICD Administrator
 ICD Co-Executive Director
 Rauch Foundation
 Downey Chandler, Inc.
 Assistant Superintendent, Roosevelt School District
 Associated Black Charities, ICD Board*
 Hempstead School District
 ICD Director of Fund Development
 Brooklyn COMET Program Director
 Brooklyn School District Board Member
 Int'l Child Creative Educ. Ctr.
 NatWest Bank
 Joan Gittelsohn Consultants
 Hempstead School District Board Member
 Chemical Bank
 ICD Administrator
 Chief Executive Officer, Stern's Miracle Gro Products, ICD Board*
 ICD Co-Executive Director
 Roosevelt School District Board Member
 Dean, LaGuardia College, ICD Board*
 Hempstead School District Board Member

Partial Attendance List as of April 27, 1995

Hill Slater, Phyllis
Holley, Henry

Hyman, Billie
Jones, Mildred
Jones, Wanda
Kass, Donna
Kass, Bernard
Kettles, Ronald

Kinard, Sylvia Gail
Kirkland, Iris
Klein, Irving

Koeppel, Adolph
Krasnoff, Abraham

Leahy, Christine
Leahy, John

Lee, Jane
Leeds, Lilo

Leeds, Gerard

Lyde, Harry
Macedonio, Karen
Mallouk, Anne
Mallouk, George
Marafioti, Robert

May, Abraham
McKnight, Seretta
Morton, Deborah
Mullarkey, Catherine
Murcott, Charles
Murcott, Constance
Newburger, May

O'Hearn, Brad
Ortega, Joseph

Owens, Chris
Pagan, Eveny
Parrish, Todd

Hill Slater Inc., ICD Board*
Hempstead Transportation, ICD Advisory
Board
The Ben's Foundation
U.S.I, ICD Board*
ICD Administrator
ICD Supporter
ICD Supporter
Vice President, Johnson & Higgins/ ICD
Board*
Brooklyn School District Board Member
First Bank of Americas
Vice President, Klein/Kaufman
Managemant
Counselor at Law
Chairman Ameritus of the Pall
Corporation, ICD Board*
Racklin Enterprises
Senior Vice President, Chase Manhattan
Bank/ ICD Board*
Shawmut Bank
Co-Chairperson, ICD Board*/CMP
Publications
Co-Chairperson, ICD Board*/CMP
Publications
Brooklyn School District Board Member
Chemical Bank
ICD Supporter
ICD Supporter
General Counsel, CMP Publications/ICD
Board*
Brooklyn School District Board Member
Roosevelt School District Board Member
Hempstead COMET Program Director
European American Bank
Former Chairman of LUMEX
ICD Supporter
Supervisor, Town Hall, ICD Advisory
Board
Brad O'Hearn & Associates
Rivkin, Radler & Kramer, ICD Advisory
Board
Brooklyn School District Board Member
ICD Administrator
Roosevelt STAR Program Director

Partial Attendance List as of April 27, 1995

Pinckney, Robert	Superintendent, Westbury School District
Ralph, Katheryne	ICD Administrator
Ringel, Jane	Sanford C. Bernstein & Co.
Rodis, Gerry	Sosinsky, Rodis & Stern
Rubin, Michael	Hudson General Corporation
Shavuo-Vaughn, Fayth	Hempstead School District Board Member
Straker, Oliver	Roosevelt School District Board Member
Summerville, Robert	Roosevelt School District Board Member
Souzzi, Thomas	Mayor of Glen Cove
Taylor, Reginald	Roosevelt School District Board Member
Turner, Pearl	Treasurer, CMP Publications, ICD Board*
Viklund, William	Long Island Savings Bank
Watkins, James	Hempstead School District Board Member
Weigel, Robert	Fleet Bank
Weis, Arlene	Heart to Home
Wesson-Jackman, Audrey	Brooklyn School District Board Member
Weston, Martin	ICD Director of Communication
Wiltshire, Albert	Brooklyn School District Board Member
Young, Dr. Lester	Superintendent, Brooklyn School District
Zarin, Renee	Director of Alumni Relations, Queens College/ICD Board*

*The Institute For Community Development Board

Patrick G. Halpin Co-Executive Director

Patrick G. Halpin, an innovative chief executive, recently joined the Institute for Community Development as the co-executive director, responsible for public policy, government relations, and resource development. He brings to the Institute 20 years of experience in public service. As a chief executive and legislator, Mr. Halpin demonstrates a proven ability to balance competing interests and negotiate agreements.

Mr. Halpin began his career in public service in 1975 as Legislative Assistant to the former Congressman Thomas J. Downey, drafting legislation, and representing the Congressman in the community. From 1976 to 1978, he oversaw the daily administration of various town departments and programs as Assistant Town Supervisor of the Town of Babylon. In 1978 he became Legislative Aide to New York State Assembly Speaker Stanley Fink.

Mr. Halpin's career as an elected public official began in 1979 when he was elected at the age of 26 to the Suffolk County Legislature representing the 13th Legislative District. In a special election in 1982, he was elected to the New York State Assembly's 11th District in southwest Suffolk County. He served three terms. During his tenure, he chaired the Standing Committee on Ethics, Subcommittee on the Long Island Economy, and the Subcommittee on Long Island Marine Resources.

In 1988, Patrick Halpin was elected the 5th Suffolk County Executive. Suffolk County is the largest suburban county in New York State and the fifteenth largest county in the nation. As County Executive, Mr. Halpin was responsible for annual budgets of \$1.4 billion and proved his ability to manage within a complex and highly visible environment. Some of his outstanding accomplishments included:

- **Established the Department of Alcohol and Substance Abuse Services, resulting in the major expansion of in-patient, out-patient and prevention/intervention services**
- **Over 400 new substance and alcohol abuse treatment beds were created**
- **Developed the largest DARE program in suburban United States**
- **Special substance and alcohol abuse interventions were launched targeting homeless adult males, women with children and teenagers**
- **Created Department of Economic Development**
- **Built more than 500 affordable housing units for the elderly, young families and the homeless**
- **Developed a partnership with HELP, Inc., a private agency, that resulted in a 75 unit transitional housing programs for homeless families**
- **Launched creative management programs which deployed skilled personnel to resolve short-term problems through ad hoc Project Management Teams**
- **Closed an inherited \$125 million deficit in first budget; balanced all subsequent annual budgets**

- Restructured the county workforce, resulting in annual savings of over \$40 million
- Directed successful negotiations with employee unions
- Innovated programs in the Police Department to enhance community-based policing services
- Instituted over 60 cost containment programs in the Department of Social Services
- Instituted a comprehensive anti-family violence program, bringing together law enforcement professional, health and mental professionals, educators and advocates
- Developed and implemented \$100 million Clean Drinking Water Protection Program

Mr. Halpin holds a Bachelor of Arts degree from Old Dominion University in Virginia. He attended Harvard University's John F. Kennedy School of Government's Orientation for Newly Elected Mayors and County Executives.

He is the recipient of several awards including the Presidents Award of The Nature Conservancy, American Farmland Trust Award, Osprey Award from the Group for America's South Fork, as well as the Friend of Children Award presented by the Suffolk Pediatric Society. As one of Long Island's leading citizens, Mr. Halpin was inducted into The Long Island Hall of Fame in 1990.

Mr. Halpin is a member of the Touro Law School Advisory Board, Long Island Housing Partnership Board of Directors, Community Program Services Board of Directors, and the HELP Advisory Board.

Lilo Leeds

Lilo J. Leeds created the first on-site Day Care and Infant Care Center on Long Island at CMP Publications. She also started an After School on-site Center and a Summer Day Camp for CMP employee' school age children.

Lilo Leeds is co-founder and co-chairperson of the Institute for Community Development, a nonprofit organization committed to economic and social change in disadvantaged communities through education and youth programs. She and her husband, Gerard, created the Manhasset-based Institute in 1989.

Corporate entrepreneurs, Lilo Leeds and her husband, Gerard, co-founded and co-chair CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$200 million and more than 1200 employees worldwide.

Lilo Leeds was a member of Governor Cuomo's Advisory Committee on Child Care. She is a member of the Child Care Council of Nassau County, the Nassau County Day Task Force, The Great Neck/Manhasset Community Child Care Partnership, the Corporate Initiative for Child/Elder Care on Long Island, and serves on the Advisory Board of the Arnold and Joan Saltzman/Hofstra Child Care Center.

Lilo Leeds serves as an Associate Trustee of North Shore University Hospital and on the Boards of North Shore Child & Family Guidance and Friends of the Arts.

Lilo Leeds was an honoree of Women on the Job, was named "Woman of the Year" by the Long Island Association, was an honoree of the National Organization of Women and received the Barbara Kramer Memorial Award from the Port Washington Children's Center. Mr. and Mrs. Leeds were recognized as Honorary Citizens of Roosevelt for their work with the STAR program for the Roosevelt High School and Writing to Read Program for kindergarten and first grade.

Mrs. Leeds holds a B.S. in Mathematics from Queens College and an M.A. from SUNY at Stony Brook.

Mrs. Leeds is a long-time resident of Long Island and has five grown children.

GERARD G. LEEDS

Gerard Leeds has had a life long commitment to education advancement. He is Co-Founder and Co-Chairperson of the Institute for Community Development, as well as Co-Founder and Co-Chairperson of CMP Publications. The Manhasset based Institute for Community Development was launched by him and his wife in 1989.

The Institute's mission is *"to improve the quality of education for children and youth at risk, so that they can succeed in our society."* The Institute's programs are focused on children and youth most at risk and are now daily affecting the lives of over 1200 children. The programs are school-based, comprehensive, long term programs of academic enrichment, personal development and counseling leading to academic excellence, enhanced self-esteem, self determination and strength of character.

Gerard and Lilo Leeds are also Co-Founders and Co-Chairpersons of CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$250 million and more than 1,200 employees worldwide.

The Leeds, both immigrants to this country, launched the Institute as a way to return to society some of the business and personal success that America has allowed them to achieve.

Innovative leadership and dedication to community service are also a part of their successful company. CMP has a major on-site day care and infant care center for its employees, an active foundation and an employee action committee committed to community development programs.

Prior to establishing CMP Publications, Gerard Leeds founded several electronics companies, including ILC Data Device Corporation, a leading Long Island electronics manufacturer.

Gerard and Lilo Leeds received the Nassau County Industrial Development Agency's Business Developer Award, were named as Socially Responsible Entrepreneurs of the Year, and were recognized as Honorary Citizens of Roosevelt, L.I. for their work with the Institute for Community Development.

Leeds holds a BS from Adelphi University and a MA from the State University of New York at Stony Brook. He has taught business management at Hofstra University and at Long Island University. He developed and implemented an entrepreneurial development program for women and minorities at the State University of New York at Old Westbury and he is also writing a book on entrepreneurial business management.

Lavinia T. Dickerson

Lavinia T. Dickerson is an educator and counselor with over twenty years of experience working with children, youth and families in low-income communities. In 1990, she joined the Institute for Community Development, a Manhasset-based nonprofit organization that creates and supports innovative programs to help at-risk young people in disadvantaged minority communities, as the organization's Director of Programs.

Prior to joining the Institute, Ms. Dickerson supervised the Operation Success Program at Brooklyn's Prospect Heights High School. Operation Success is a school-based dropout prevention and counseling program of the Federation Employment and Guidance Service of New York City.

Ms. Dickerson also served as the Coordinator of Career Education for the New York City School Volunteer Program. This special initiative of the New York City Board of Education was located at Park West High School in Manhattan and was one of the first school-based programs to utilize the concept of peer education.

As Program Director for the Urban League of Philadelphia, Ms. Dickerson designed the Career Development and Employment Training Program there.

Ms. Dickerson's teaching career began while she was still an undergraduate at the University of Pennsylvania, when she returned to her alma mater, Germantown High School, as a substitute teacher. Later, in Oakland, California, she taught at the Bay Area Urban League's East Oakland Street Academy, an alternative school for potential high school dropouts.

Her teaching and counseling experience also includes positions held as an Adult Basic Education and G.E.D Instructor, and an Upward Bound Instructor before becoming a researcher at the University of California, Berkeley. At Berkeley, she was a Teaching Assistant, and in the summer taught writing.

A published author, whose works have appeared in both academic and literary journals, Ms. Dickerson also directed the San Francisco Children's Workshop in the Western Division of that city.

Ms. Dickerson holds an undergraduate degree from the University of Pennsylvania and a graduate degree in clinical school psychology from the University of California, Berkeley.

Her honors include a University of California, Berkeley, Graduate Fellowship and the University of Pennsylvania Humanitarian Award.

January, 1993

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