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FOLDER TITLE:

Chicago After School 4/27 [1998]

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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First lady hails school initiative

Clinton, Daley tout after-hours program

By MICHAEL GILLES
STAFF REPORTER

The after-school programs at Jane Addams Elementary School do more than just give Gabriela Brizuela a safe place to stay while her parents are at work.

As the 13-year-old, seventh-grader told a host of dignitaries who visited her school Monday—including first lady Hillary Rodham Clinton and Mayor Daley—sports, student council and similar programs have improved her self-esteem, too.

"If it wasn't for my involvement in these after-school activities, I probably would not have the confidence to stand up here and give this speech," said Gabriela, who was introduced by Daley and who in turn introduced Clinton to a roomful of teachers, administrators, parents and community leaders.

Clinton visited the Southeast Side school, at 10810 S. Avenue H, to tout President Clinton's proposal to devote \$1 billion to after-school programs across the country. Such programs are aimed at giving the children of working parents something to do in the crucial hours when most juvenile crime is committed, she said.

Clinton also stressed help for children Monday night during a dinner at the Chicago Hilton and Towers celebrating the 25th anniversary of the Children's Defense Fund. Clinton presented an

award to fund founder Marian Wright Edelman.

Clinton praised Edelman and her group for backing its advocacy with reliable studies and for "continuing to do whatever it takes, from embarrassment to harassment, to make sure nobody forgets that behind all those statistics are individual children."

Earlier Monday, Daley sounded a similar theme while praising the strong working relationship among the faculty, parents, community and police at Jane Addams. The relationship "represents the love of a child and a commitment that this school will never, ever fail one child," Daley said.

Daley said after-school programs had been a priority since his management team assumed control of the public schools in 1995.

"Schools are the only answer to the greatest problems facing all of our children today," he said. "Education is a basic foundation of improving one's life."

The Chicago Public Schools offer after-school programs ranging from traditional activities like athletics to programs designed to improve standardized test scores and aid teen mothers. Chicago's Lighthouse program serves 112,000 students in 248 elementary schools, providing a safe haven until their parents arrive home.

Gabriela said both of her parents work.

"They don't have to worry about me when I am here, and they really like that," she said.

"Schools are the only answer to the greatest problems facing all of our children today. Education is a basic foundation of improving one's life."

—Mayor Daley



RICH HEIN/SUN-TIMES

Schoolkids welcome first lady

Hillary Rodham Clinton visits students at Jane Addams Elementary School, 10810 S. Avenue H, while on a tour to promote after-school programs that provide safe places to learn. Such projects are part of President Clinton's child care initiative. Story, Page 8.

4-28-98 CHICAGO SUN-TIMES A-1



RICH HEIN/SUN-TIMES

First lady Hillary Rodham Clinton chats with Steven Walsh, her guide during a visit Monday to the after-school program at Jane Addams Elementary.

More than a Monday: A VIP-day

By Gary Washburn
and Melita Marie Garza
TRIBUNE STAFF WRITERS

It was a day of visiting national luminaries Monday as a presidential non-candidate, a former president and a president's wife—actually, *the* president's wife—visited Chicago to spotlight pet causes.

Retired Gen. Colin Powell, who steadfastly has declined to run for president, heralded growing volunteerism as he marked the one-year anniversary of his America's Promise program, while former President George Bush honored senior-citizen achievers and First Lady Hillary Rodham Clinton pushed for more money for after-school programs.

At a meeting of the U.S. Conference of Mayors at the Hyatt Regency Chicago, Powell said that the not-for-profit America's Promise is succeeding as an "evangelical drummer" to get help for youngsters who are among the 15 million nationwide considered to be "at risk" of crime, drugs and underachievement.

The program is designed to provide mentors, safe places and structured activities after school, access to early childhood health care, and marketable skills through education.

Some critics have said that so far the program has been ineffective, but Powell painted a very different picture.

The Boys & Girls Clubs of America has pledged to create 500,000 more openings, while the Big Brothers and Big Sisters of America has seen the number of volunteers in big cities increase 22 percent over the past year, Powell said.

Meanwhile, down the street at the Westin Hotel, Bush lauded five senior citizens—make that "seasoned citizens"—at the Ageless Heroes Awards, a national program begun by Blue Cross and Blue Shield this year.



Tribune photo by Nancy Stone

Retired Gen. Colin Powell (left) chats with Mayor Richard Daley at the Hyatt Regency Chicago before the start of the U.S. Conference of Mayors. At center is Mayor Patrick McCrory of Charlotte, N.C.

Bush said that their achievements illustrate that "you're never too old to give something back to the community."

Among those honored was Anne Clarke, 88, who began running in her late 60s after retiring as a teacher in Glen Ellyn.

Clarke has competed in more than 500 races, including eight marathons, and has taught aerobics at her retirement community in Carol Stream.

Later Monday, Hillary Clinton toured an after-school program at the Jane Addams School on the Southeast Side, where she urged congressional leaders to support expanding such programs nationwide.

President Clinton has asked Congress for \$1 billion to bring after-school activities to 500,000 more children.

"These programs save jail time, save police time and save court time," Mrs. Clinton said.

Tribune staff writer Sarah Downey contributed to this report.



During a visit at the Jane Addams School, Hillary Rodham Clinton spends a moment with Steve Walsh, one of her escorts for the day. She was in town to promote after-school programs, which she says reduces police time, court time and jail time.

Tribune photo by Phil Velasquez

Study: Early-Childhood Intervention Programs Pay Off
(Washn) By Melissa Healy (c) 1998, Los Angeles Times

WASHINGTON In the most comprehensive study to date of programs designed to improve the lives of poor young children, the Rand Corp. has found that investments in the first five years of childhood yield substantial and lasting benefits not only to the children and their families but also to their communities.

Reviewing nine small-scale programs, many of them short-lived, Rand found that most of them improved the participating children's subsequent academic achievement, and that several decreased the likelihood the children would grow up to lead lives of crime. For every dollar spent on the early-childhood programs, society later saved several dollars on welfare, special education and criminal justice.

Some participants, Rand found, continued to benefit from the intervention decades after taking part in the programs. Positive effects of the High/Scope Perry Preschool Project, operated in Ypsilanti, Mich., from 1962 to 1967, were still evident 27 years later.

The program of preschool and home visits, which targeted black children with low IQs from low-income families, netted savings of \$25,000 per participant by increasing each child's later earnings (and tax contributions) and reducing the government's spending on welfare, education and criminal justice, the study found.

Rand, based in Santa Monica, Calif., measured the positive effects of all the programs by comparing participants with similar children who did not receive the special services.

Another program, which involved 32 visits by specially trained nurses to the homes of low-income single mothers during a child's first two years, yielded close to \$20,000 of savings per child. The Elmira Prenatal/Early Infancy Project ran from 1978-1982 in Elmira, N.Y., and has since been reproduced in Memphis, Tenn., and Denver.

At a time when interest in early-childhood intervention programs has blossomed across the United States, the Rand study suggests that "well-designed, targeted" programs can have lasting impacts on the children they reach and in the communities where they live.

"There are a number of proven models out there" that can be adapted to a community's circumstances and needs, said Rand economist Lynn A. Karoly, the principal author of the study. "The bottom line is, we believe there is much that is hopeful in this area, but it is important to proceed with caution."

The Rand study released Wednesday suggested that early-childhood intervention programs are most likely to yield savings when they target the neediest children. It found that when the Elmira program broadened its target audience to include children from lower-middle income families and children with two parents at home, the cost of delivering the special services outweighed the monetary benefits that accrued.

That finding may have particular relevance as Congress debates how to respond to President Clinton's \$21.7 billion child-care initiative. Republicans have argued that the White House proposal goes too far in encouraging low- and lower-middle class families to use institutionalized day care, and that welfare reform already has boosted child-care programs for low-income Americans. Republicans have proposed an increase in tax breaks for middle-income working families who use day care and for families who choose to forego a second income so one parent can stay home and raise the kids.

Karoly said Rand found that the most successful programs appeared to have three things in common: They offered intensive services to children and sometimes to their mothers as well often over two or more years; they included a well-developed curriculum that changed with a child's growing needs and abilities; and they drew on highly trained staffs that were closely supervised and monitored.

While significant in impact, many of the nine programs Rand reviewed were small in scale and were tried in one community only. The smallest program involved only 44 children in Murfreesboro, Tenn., while the largest, which continues to operate in Chicago, has seen 1,150 children pass through.

To communities shopping around for a model of successful early-childhood intervention, the Rand investigators recommended a careful look at the nine programs they assessed. But they cautioned that some programs may not be as effective if they are tried on a much larger scale.

42498

UPI Focus)

First lady pushes after-school programs

CHICAGO, April 27 (UPI) Hillary Rodham Clinton says programs that provide after-school supervision for children and teenagers could be key to reducing crime.

At a visit today to a school on Chicago's South Side, the first lady said most juvenile crimes are committed between 3 p.m. and 8 p.m. She said, "In those hours, most young pre-teens begin to experiment with behavior that can lead them down the wrong path."

Mrs. Clinton toured the Jane Addams School and cited its Lighthouse Program as an example of the kind of community supported after-school programs she'd like to see duplicated elsewhere. Lighthouse provides adult supervision for students until 8:30 p.m.

The first lady, a native of suburban Park Ridge, is making children's issues the focus of her three-day trip to Chicago. She attended an evening gala honoring the 25th anniversary of the Children's Defense Fund, and Tuesday she's scheduled to promote a children's reading initiative at a family health center in the city.

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PM-WI--Mrs Clinton,110
First lady in Milwaukee today
jvcjbjd

MILWAUKEE (AP) First lady Hillary Rodham Clinton got a warm welcome today from children at a Milwaukee day-care center today.

Mrs. Clinton was in town to speak at a forum on child care and attend a fund-raising luncheon for Democratic congressional candidate Lydia Spottswood.

The first lady toured the day-care center at Milwaukee Area Technical College before giving her speech.

The 3-, 4- and 5-year-olds at the center presented Mrs. Clinton with a teddy bear and a story book. They also welcomed her with a song.

Mrs. Clinton did not acknowledge reporters' questions about her weekend testimony in the Whitewater investigation.

**** filed by:APW-(WI) on 04/27/98 at 12:18EST ****
**** printed by:WHPR(SCOH) on 04/27/98 at 14:38EST ****

FIRST LADY HILLARY RODHAM CLINTON
RELEASE OF "KIDS, COPS, COMMUNITIES" REPORT
JANE ADDAMS ELEMENTARY SCHOOL
CHICAGO, ILLINOIS
APRIL 27, 1998

Thank you. If there's one thing I've learned over the years, it's not to follow the star of the show. I want to thank all of you for your tireless efforts on behalf of children like [], especially: Mayor Daly whose leadership has made community policing a reality for the citizens of Chicago. Let me also wish the Mayor a belated happy birthday (Friday)...as both of us have learned, there's no better city to celebrate your birthday in. Police Chief Hillard...whose entire department has done so much to stop crime by investing in our young people. I also want to congratulate our host, Principal Barron, for winning the 1998 Principal Leadership Award for Outstanding Principals and helping to make Jane Addams Elementary School shine.

It is only fitting that we gather here exactly one year after the President's Summit on Service, where he challenged every American to give all children a caring adult, a safe place, a healthy start, an effective education, and a chance to serve.

Jane Addams herself would have been very proud of what all of you are doing to meet that challenge. Because when you think about it, you are doing for children today what she did for immigrant families at the turn of the last century: giving them a safe haven to grow and learn and reach their dreams. Her goal was simple: "Neighbors helping neighbors."

Of course, much has changed since Jane Addams created this city's first child care facility for working mothers. Like many of you, when I came home after school, there were always places to play and parents at home or in the neighborhood who could watch over us.

Now, about 75 percent of mothers with school-age children work outside the home. There are 5 million children who spend too much time as latch key kids, many glued to the t.v., some even getting into trouble. The anxiety of many parents is summed up in the title of today's Newsweek Magazine, "It's 4:00 p.m., Do you know where you're children are?"

Right this minute, parents in Chicago and all over the country are looking nervously at their watches and hoping their kids are O.K. Parents don't ever need an excuse to worry...but too often now they have every reason to worry. We know that half of all juvenile crime takes place between p.m. and 8 p.m. and that the chances are 10 to 1 that a child will become a victim, rather than a perpetrator, of violence.

And we know that even when kids hear the right messages...messages that say that smoking isn't cool, that teen pregnancy will end your dreams, that violence won't solve your problems, we still need to give them healthy alternatives...something to say "yes" to. We must use those after critical school hours to keep our children out of harm's way and on the right track.

As part of the President's historic Child Care Initiative, he wants to dedicate \$1 billion to

give parents more peace of mind and [] more children the benefits of after school programs. To Congress, we must say: The time is now to pass child care legislation. But, to all citizens, we must say that the best way to stop crime and save kids is still Jane Addams' way, with neighbors helping neighbors, with communities coming together. And, with the Lighthouse program, that is exactly what you are doing.

I am ~~happy~~ ^{pleased} to release a new by the Dept of Justice
Today, the Justice Department is releasing a report that looks at successful programs like yours nationwide -- and tells us what works and what doesn't. It tells us we must have a comprehensive approach to stop crime and give kids opportunity. You have shown that if after-school programs are going to help kids thrive in school and life, they need tutoring. They need social activities. They need meals. They need caring adults to pick them up when they've fallen and cheer them on until they triumph. They need physical activity.

And they need the chance to serve. I was so impressed by the students I saw here who were tutoring younger children -- and helping them to uncover the mysteries of Egypt and the world. They are excelling in the only job more powerful than President: citizen.

The report also makes clear that stopping juvenile crime requires a strong combination of community policing and youth development. Ask any police officer and he or she will say the same thing: We cannot solely arrest ourselves out of this problem. They know that crime prevention works. If we are going to bring down youth crime rates, we must lift up our children. And if we want to avoid locking them up tomorrow, we must show them a different way today.

Clearly, no child can learn, no adult can teach, in fear. What [two officers] have done... by working one-on-one with children...by guiding them...by protecting them...by stopping conflicts before they become violent...and by just being there day after day...has made a real difference. Not only in fighting crime. Not only in strengthening the school and the community. But, above all, it has made a difference in the lives and futures of the children here.

Before I close, I want to save my biggest thanks for the people in the audience who have the toughest job and the biggest influence on our children's lives...and that's their parents. I was so inspired to hear about what you're doing. How you organized. How you report gangs and other dangers lurking about. How you look outside the window every day to make sure that all children -- not just yours -- get home safely.

How wonderful to see that more than 100 years after Jane Addams founded Hull house, her vision of "neighbors helping neighbors" is alive and well at this school and in this community.

THE WHITE HOUSE

WASHINGTON

**OFFICE OF SCHEDULING AND ADVANCE
FOR THE FIRST LADY****PHONE: (202) 456-7560****FAX: (202) 456-5340**

TO:

Neera Tanden62878

FROM:

Patti Solis Doyle

Director of Scheduling for the First Lady

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2878

MEMORANDUM

TO: Sarah Pang
First Deputy Chief of Staff

FROM: Lisa Boulden *LB*
Mayor's Office

Harriet Richter Resnick *HR*
Office of Budget & Management

DATE: February 17, 1998

RE: Hillary Clinton's Chicago Visit

*Jean Francis K
Board
(773) 555-3730*

Listed below are two initiatives for Hillary Clinton could highlight in her upcoming visit to Chicago April 27-29, 1998:

• *Chicago Public School Lighthouse Program*

The Lighthouse program is an extended day, after school program, geared primarily toward the improvement of student achievement in reading comprehension, mathematics and test taking skills. One year after its inception, the Lighthouse program has grown to serve 112,000 children, in 248 elementary schools citywide.

The goals of the program are to: 1) improve the academic performance of at-risk children through additional tutoring services; and 2) provide a safe, productive environment for children after regular school hours.

Students remain after school for two-and-one-half hours, two to four days per week, for twenty weeks. In addition to academics, students are exposed to career development, physical education, computer skills and various hobbies. Each school is able to design its own curriculum based upon the needs of the community.

At the end of the day, students are served a third meal, providing a necessary nutritional component. Funding for this has been made possible through the U.S. Department of Agriculture.

The Lighthouse program is a national model of schools serving as resources within their communities. With participating schools located throughout the City, we can have a variety of choices for the White House to meet their needs.

- At a school

*4-6:50
when*

• ***"Chicago's Kids Week"***

Mayor Daley will highlight a week of children's activities to show the accomplishments of children and the many activities and programs available to them throughout Chicago. ***"Chicago's Kids Week"*** will be held during Spring Break in April of 1998 (April 20-26, 1998) so that children can participate. By coordinating efforts with corporations, foundations, non-profits and government entities we can promote various educational and recreational activities available for children and their parents.

The week will focus on the many innovative approaches that are offered to children citywide, and the many contributions children make to our city. The week will highlight that: 1) Chicago is a great place to raise a family; and 2) Kids should always come first.

There are thousands of educational, social and recreational programs which serve children of all ages throughout Chicago. Although we cannot highlight all of these programs individually, we can package these efforts by emphasizing all the positive things happening in Chicago for children and their families throughout Chicago everyday. Particularly, programs which promote the contributions that children themselves are making to their communities.

The kick-off event will be April 20 at the Chicago Children's Museum. Then throughout the week, Mayor Daley will highlight programs based around different policy areas, such as early childhood development and child care, health and safety, education and literacy, the arts and humanities, or youth development. The programs chosen may not be new, however they represent model programs, such as youth re-building their communities, or child care programs which encompass early childhood learning and development.

Marketing will occur through a brochure which will be distributed prior to Spring Break. Distribution will occur through schools, child care centers, and various neighborhood locations. This brochure will highlight events and activities going on during this week, as well as offer a listing of relevant information and phone numbers for parents.

Sarah, we know that she is also here to launch the citywide ***"Reach Out and Read"*** initiative, of which the Chicago Libraries and some CDPH health clinics are partners. The Harris Foundation is the key contact here for the event, and they have asked Mayor Daley to be a participant. We can help with their efforts on planning this event.

Give either of us a call if you need anymore information.

FIRST LADY HILLARY RODHAM CLINTON
RELEASE OF "KIDS, COPS, COMMUNITIES" REPORT
JANE ADDAMS ELEMENTARY SCHOOL
CHICAGO, ILLINOIS
APRIL 27, 1998

Thank you. If there's one thing I've learned over the years, it's not to follow the star of the show. I want to thank Gabby for sharing her story..and all of you here for your tireless efforts on behalf of children like her, especially: Mayor Daly whose leadership has made community policing and after school care a reality for the citizens of Chicago. Let me also wish the Mayor a belated happy birthday...as both of us have learned, this is hands down the best city to celebrate a birthday in.

I also want to thank Police Chief Hillard...whose entire department has done so much to stop crime by investing in our young people. I have heard that our host, Principal Barron, is the proud recipient the 1998 Principal Leadership Award for Outstanding Principals. And, I have now seen firsthand -- in the classrooms and the playgrounds -- all she has done to make Jane Addams Elementary School and its students shine.

It is only fitting that we gather here exactly one year after the President's Summit on Service, where he challenged every American to give all children a caring adult, a safe place, a healthy start, an effective education, and a chance to serve.

You are meeting that challenge...and even doing so in a way that Jane Addams herself would have been proud of. Because when you think about it, you are providing for children today what she created for immigrant families at the turn of the last century: a safe haven to grow and learn and reach their dreams. Her goal was simple: "Neighbors helping neighbors."

Of course, much has changed since Jane Addams created this city's first child care facility for working mothers. Like many of you, when I came home after school, there were always places to play and parents at home or in the neighborhood who could watch over us.

Now, about 75 percent of mothers with school-age children work outside the home. There are 5 million children who spend too much time as latch key kids, many glued to the t.v., some even getting into trouble. The anxiety of too many parents is summed up in the title of a recent article in Newsweek. "It's 4:00 p.m., Do you know where you're children are?"

Right this minute, there are parents in Chicago and across the country who are ~~in~~ sitting in meetings or at their desk or stuck in traffic distracted. They ~~looking~~ constantly and nervously at their watches, hoping their kids are O.K., and worrying that they're not. Parents never need an excuse to worry...but too often now they have every reason to worry. We know that half of all juvenile crime takes place between 3 p.m. and 8 p.m. and that the chances are 10 to 1 that a child will become a victim, rather than a perpetrator, of violence.

NATIONAL AFFAIRS

It's 4:00 p. Do You Know Where You

Jacob Inlong CALIFORNIA

SEVEN-YEAR-OLD JACOB was worried about the rain. For the first half of the school year, the second grader had to hang around the playground of his school for two hours every afternoon until his folks could pick him up. His working parents hated leaving him without activities, but had to spend their child-care resources on Jacob's 2-year-old brother. After months on a waiting list, Jacob was admitted to one of his city's best after-school programs — one inside the school, 40 yards from his playground.

For a snapshot of life in the after-school hours, NEWSWEEK canvassed the country. The pictures and captions in this package illustrate the tensions working parents face — and some of the solutions they've found. Each child pictured was interviewed and photographed with a parent or guardian's knowledge.



m.

ur Children Are?

The most dangerous time of day for kids isn't late at night. It's from 2 p.m. to 8 p.m., when children are out of school and their parents are still working. This can be crime time, and prime time to get them on the right path.

BY JONATHAN ALTER

IT'S 4 P.M., AND SGT. MIKE GWYNES of the Jacksonville, Fla., police department is maneuvering his squad car past Jack Horner and Goldilocks toward Cinderella Street, where some teens are hanging out at a bus stop. Down in the Sweetwater section of town, the streets have fairy-tale names, but it's the kids who risk turning into pumpkins. And not at midnight. "The problem's 3 p.m. till about 8 p.m., when they go home unsupervised and get in with the wrong crowd," Gwynes says, making a sharp left. Over on Bo Peep, a few teenagers are playing some rough basketball in a driveway; on Tinkerbell, the activity looks a bit more suspicious. Drugs are a big problem here.

Up on Wilson Boulevard sits a big solution. An old National Guard armory restored by the Jacksonville Children's Commission now serves as an innovative charter school, a police substation and a Boys & Girls Club all rolled into one. At 4 p.m. the 5- to 9-year-olds are playing kickball, the 10- to 12-year-olds are playing board games or finishing up "Power Hour" homework help and the older kids are in the teen center, playing pool and flirting, under adult supervision. Cursing risks a fine (25 cents) and boomboxes aren't allowed, which means some kids won't show up. But plenty of others do, including some just out of juvenile detention. Youth crime in the area has plummeted.

It doesn't take a Ph.D. to figure out that young people need some place positive to go after school to stay off the streets and out of their empty homes. If they end up in jail, in drug treatment or pregnant, we all pay. And even if they're good kids from good neighborhoods, we're anxious. A NEWSWEEK Poll shows that the number of Americans who worry "a lot" that their kids will get involved with troublemakers or use

TRON TURNER—BLACK STAR

NATIONAL AFFAIRS

drugs or alcohol was up by a full one third since 1990. With 17 million American parents scrambling to find care for their school-age children during work hours, the problem keeps growing.

More than a decade after the media discovered "latchkey kids," the answers are still elusive. When budgets get tight, after-school programs—wrongly dismissed as "frills"—are often cut first. When talk turns to society's worst problems, it's easy to shrug off concerns about kids home alone watching afternoon television or hanging with friends. After all, many of their parents did the same, and turned out just fine.

BUT TIMES HAVE CHANGED, and not just because "Jerry Springer" has replaced Jerry Mathers (the star of "Leave It to Beaver") as the TV baby-sitter. Among cops, social-service types and policymakers, there's a new awareness that structured activity during out-of-school hours is absolutely critical to confronting many of the country's most vexing social problems. For years, local TV-station public-service announcements sternly intoned: "It's 10 p.m. Do you know where your children are?" It was the wrong question. The answer was usually yes; relatively few kids are allowed to roam freely at that hour. Only one seventh of all juvenile crime is committed in the late night and early morning. But substitute "4 p.m." and millions of parents would have to answer no.

If idle hands are the Devil's workshop, the hellish consequences are being felt in the American heartland. Crime is down in metropolitan areas, but up in hundreds of small communities, especially among kids. Drug use in suburban middle schools is surging. Many rural counties now report teen-pregnancy rates equal to those in big cities. Sixty percent of the cases of sexually transmitted diseases are contracted by teens. The absence of parents from the home in the afternoon has made it much more convenient to get into trouble. More than three quarters of first-time sexual encounters occur at someone's house (usually the boy's). "We had to use Chevys," says criminologist James Alan Fox of Northeastern University. "Now kids don't need cars. When the cat's away, the mice will have sex."

And commit crimes, both petty and serious. Juvenile crime *triples* starting at 3 p.m. In fact, the 2 p.m. to 8 p.m. period—"Crime Time"—now accounts for more than 50 percent of all youth offenses. Not your kid, you say? Well, he or she might be a victim; they outnumber perpetrators of crime by 10 to 1. Juvenile homicide, which has doubled in a decade, is usually connected to after-school fights, not late-night crime. But even for those who don't worry about a potential

Jeremy Reese

ALABAMA

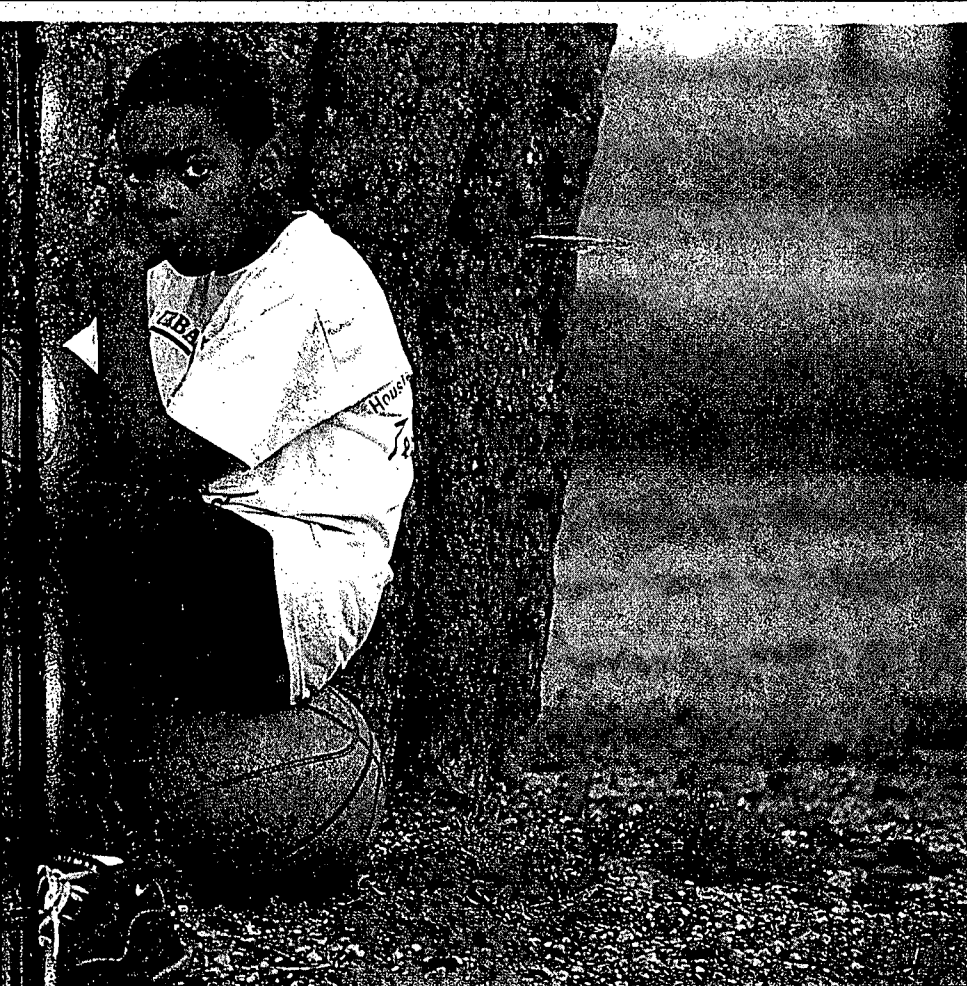
JEREMY (PEEWEE) REESE has a wide choice of after-school programs in and around the Metropolitan Gardens housing project—he just doesn't always feel like joining in. The sixth grader sometimes drops by an inner-city athletic club for a little basketball or pool, but the volunteers won't hesitate to kick him out if he gets out of line. When that happens, he heads over to Marconi Park, even though he says two Disciples gang members approached him there last summer. "I told them 'I don't want to,'" says Peewee, who lives with his grandmother. "They'll get you in trouble." He doesn't want to be in a gang, but he says he's not interested in the homework teachers assign him for the afternoons, and he doesn't often feel like following the rules. What does he want? "If I can't be a ballplayer, I want to be a judge. I want to be the one that makes the decisions."

Anthony Scimeca Kelsey Kordas

ILLINOIS

"NO HUGGING!" SHOUTS ONE of a dozen teenagers at Vanessa Swanson's suburban house, and everyone laughs. "I guess it's reasonable that we can't hug at school," says Anthony, 12—but here there are fewer rules for him and his buddy (not girlfriend, they insist) Kelsey, 13, to follow. The kids know to call in and tell their folks where they are and what they are doing. This usually amounts to playing Nintendo 64, jumping on the trampoline and blasting dance music. "If I didn't come here, I'd probably be at the mall," says another 13-year-old. "But it's a cool place to hang out." Vanessa's working mom, Victoria, thinks it's worth investing in a case of soda a day to give the group a place to go. "At first I had some concerns," she says. "But at least I know where my kids are."





Benny Morales OREGON

WHEN 8-YEAR-OLD

Benny gets home from school, it's not his mom but his brother Cesar who is waiting at the door to their mobile home. Cesar, 16, does his best to keep both Benny and Eloy, 13, occupied until their mother comes home from her waitressing job around 9 p.m. "I feel safe with my brothers," says Benny. "All you do at day care is play Legos, and I don't like Legos." Twice a week, Eloy walks the second grader to T-Ball practice, but most afternoons in this economically depressed rural town are extremely quiet. When it starts to get dark, the boys sit down in the kitchen to do homework and help Benny with his school projects, dishing up dinner from a pot their mother Edith Sanchez has left bubbling on the stove whenever they get hungry. Cesar says he doesn't mind the way things are. How long will he be the caretaker? "As long as it takes."

Jonesboro massacre in their neighborhood, everyday teen problems of all kinds get worse when the last school bell rings.

The research confirms common sense. According to one University of Southern California study, eighth graders looking after themselves were more likely to smoke, drink and use marijuana than those who have some supervision after school. Another study of sixth graders showed those in "self care" were more likely to get poor grades or behave badly.

Good youth-development programs not only keep kids safe, they often change their lives. Finally, social policymakers are getting the message. Last week Vice President Al Gore stumped for the administration's after-school initiative and foundations funded by Charles Stewart Mott and George Soros planted some seed money. Organizations like Save the Children (which until recently concentrated its efforts overseas) are also turning to this issue. So is Colin Powell's America's Promise, an umbrella group for hundreds of nonprofits and corporations that's working to secure millions more "safe places" for kids (sidebar).

The struggle starts in the schools, which in many places still close in midafternoon. Even wealthy communities are beginning to recognize the folly of locking buildings for large chunks of the day when they're needed for recreation, tutoring and arts. Some districts embrace change: for years, Murfreesboro, Tenn., has kept schools open from 6 a.m. to 6 p.m. Others are actually moving in the wrong direction. Recently, Atlanta horrified child-development experts by canceling recess on the theory that there wasn't "enough time" for a break between classes. But the school day extends only until 2:30 p.m. Why? The current school schedule—six hours a day, nine months a year—was invented when the United States was an agrarian nation and children were needed in the fields.

Today, three out of four mothers of school-age children work outside the home. So it's not so surprising that by the time they are 12 years old, nearly 35 percent of American children are regularly left on their own. For the rest—the lucky ones—parents work by remote control to pull together a patchwork of supervised activities: soccer on Tuesdays, Scouts on Wednesday. Some child-care programs provide terrific enrichment; others amount to little more than warehousing. TV and videogames usually fill the gap. The average American child spends 900 hours a year in school—and 1,500 hours a year watching television.

For the working poor, having their kids watch TV at home is often the best option—far better than the streets. But the child-care arrangements can be alarming. According to a study sponsored by Wellesley College, more than 15 percent of low-income parents

reported that their 4- to 7-year-old children regularly spent time all by themselves, or in the care of a sibling under the age of 12. Neighbors—who for generations helped out absent parents by shushing the kids—are no longer around much, either.

The schools that poor children attend are unlikely to have after-care. Currently only 30 percent of American schools offer after-

hours supervision, and the vast majority of them charge fees. The average cost to parents is \$45 a week per child, or more than \$2,000 a year, which is too much for many who need it most. The YMCA, the largest provider of after-school activities, serves half a million kids a day from all back-grounds. But even Y's cost an average of \$36 a week. The equation is straightfor-

ward: "If parents are well off, they purchase after-school care. If they're poor, [the kids] often get nothing," says Indianapolis Mayor Stephen Goldsmith, one of many mayors now trying to find new solutions.

Among the biggest backers of after-school programs are the nation's police chiefs, who argue that recent reductions in crime, while gratifying, are temporary.

'I Wasn't Left to Myself'

When I was a kid, the safety net protected me. Here's how to put it back in place. BY GEN. COLIN POWELL

WHEN I WAS growing up in the South Bronx, I was as liable to be led astray by the temptations of the street as any other inner-city youth, then or now. Left to myself, I could have ended up on Rikers Island rather than chairman of the Joint Chiefs of Staff.

But I wasn't left to myself. The tough neighborhood of Banana Kelly where I grew up had a heart: people cared about kids. I was surrounded by family, church and a wonderful public-school system. And when I set off to school each morning, I had an aunt in every other house, stationed at the window with eyes peeled, ready to spot the slightest misbehavior on my part and report it back to my parents. The instant communication of today's Internet pales in comparison to the "Aunt-Net" I remember from my childhood.

My relations weren't the only caring adults who took an interest in my welfare. I think of Jay Sickser, the kindly merchant who gave me my first job—helping out at his store

after school. Or the folks at the Young Men's Hebrew Association who provided me with a place where I could spend time in a secure environment. Given a safety net with a mesh that fine, it took work for even the most rambunctious kid to get into real trouble.

Fast-forward several decades. Today our society is materially richer, but it is easier than ever for kids to go wrong—in the suburbs as in the cities. Because many of the social structures that once

kept our kids secure have broken down, we have today's appalling data on juvenile crime, gangs, drug abuse, pregnancy and dropouts. We know juvenile crime and other pathologies are at their worst in the hours immediately after school lets out. It is just common sense that if we don't provide young people with some kind of sanctuary—I call them "safe places"—and give kids something constructive to do once the last bell rings, they are go-

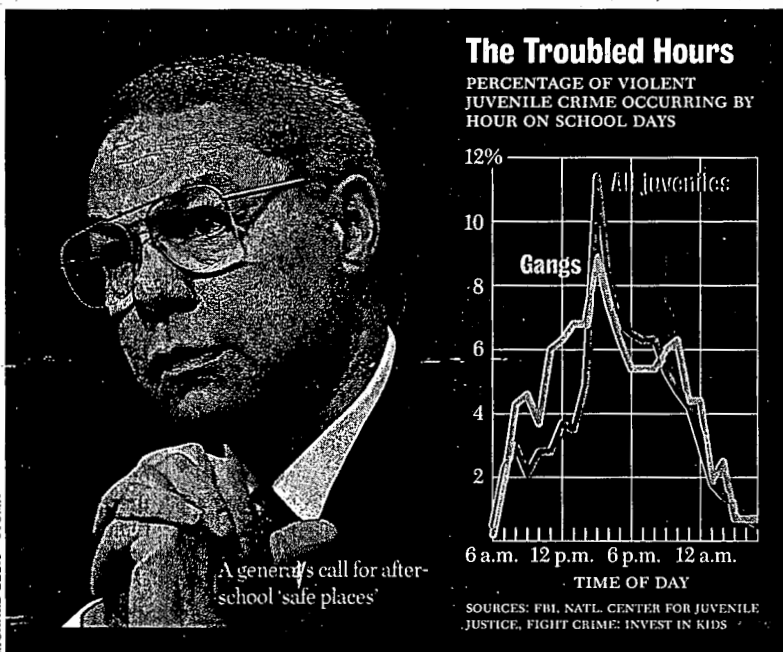
ing to be easy marks for drug dealers, gang recruiters and other predators.

A safe place can be a YMCA, a Boys & Girls Club, a rec room at a house of faith, a playground or a school. Ronald McDonald House Charities has donated \$4 million to keep

a hundred Chicago schools open after hours so that children can have a safe place until their parents pick them up. Not long ago I visited St. Elizabeth's Hospital in Beaumont, Texas. St. Elizabeth's is part of a program called Health Adventures, in which hospital staff members mentor needy youngsters. While I was there, one young man proudly told me about the medical skills he had acquired by learning to suture an orange. He might just grow up to be a brain surgeon.

Safe places do not have to cost a lot of money. In many instances, the building or location already exists; all you need are volunteers to donate their time. A few dollars contributed to a local youth service organization—or a few hours invested in being a mentor—can make a safer world for kids today and a better world for all of us tomorrow.

POWELL is chairman of America's Promise—The Alliance for Youth. Those interested in volunteering should call 888-55-YOUTH.



In the NEWSWEEK Poll, 64% of parents worry at least a little about their children's getting hurt or into trouble if a parent can't be with them after school

"We've come to the realization that we're not going to arrest our way out of this problem," says Salt Lake City Police Chief Ruben Ortega, who heads an association of big-city police chiefs. "If we don't change our strategy, we'll be complaining in five or 10 years about how bad crime has gotten again."

Los Angeles is a good object lesson. Until Proposition 13 in 1978, all L.A. schools offered after-school enrichment programs. By 1992, when riots broke out in the wake of the Rodney King verdict, not one public high school had anything after school except interscholastic sports. The riots erupted in mid-afternoon. Would as many kids have been on the streets to join in if they had had somewhere else to go? Would the city's gang problem have gotten so out of hand? A program called L.A.'s Best is now trying to bring back after-school programs in a few schools. The waiting lists are long.

This is not touchy-feely do-gooder territory. A survey of 548 police chiefs showed them favoring prevention programs by an astonishing four-to-one margin over tougher sentencing and more cops on the street. But their lobbying often falls short in Washington and state capitals. When it comes to crime, "politicians believe in the three R's: Retribution, Revenge and Retaliation, which they think takes them to the fourth R—Re-Election," says Fox.

There are signs that the politics of prevention might be changing. Gore, for example, has seen how the after-school issue resonates, and he's grabbing it. After a town meeting in New Orleans last week, he held a teleconference with local officials from Atlanta to Anchorage, Alaska, who are working on answers. One common worry: the organizational headaches involved in bringing schools, churches, parents, nonprofits, corporations and different levels of government together. That takes a new breed of leader at the local level.

In Washington, Republican attacks on "midnight basketball" as liberal waste helped sink prevention programs in 1994. But the stigma is wearing off. As part of its child-care plan, the Clinton administration wants to spend \$200 million a year for after-school programs. The idea is to get schools and community nonprofits working



Stephen Ruggs MASSACHUSETTS

ASK STEPHEN RUGGS WHERE he would be without the Rev. Eugene Rivers's after-school program, and he doesn't hesitate. "I'd be at the park somewhere, where people beat up on other people just for looking at them." Or worse—the 14-year-old had a friend who he says was killed over a \$2 I.O.U. Instead, Stephen is bent over a table at the Ella J. Baker House, a renovated Victorian building in the rough Boston neighborhood of Dorchester, working hard at an anti-smoking campaign he and his friends in the program will be presenting to younger children. Stephen's grandparents, both of whom work for the city transit authority and have raised him since he was a baby, see Baker House as "a haven," and the boy agrees. "The kids here are the lucky ones," he says.

together to serve an additional 500,000 kids a year on school grounds. At best, however, even with matching contributions from nonprofits, that's only one tenth of the 5 million "latchkey" kids.

THE REPUBLICAN LEADERSHIP in Congress opposes the Clinton plan, but doesn't want to go into the November midterm elections with no after-school program in hand. As a result, Congress is giving \$20 million a year directly to the Boys & Girls Clubs of America. That's better than nothing, but the money will build only a few new clubs a year—and address one hundredth of the after-school problem. Unlike many social challenges, this one is not hugely expensive; \$2 billion or \$3 billion a year would go a long way toward solving it.

Skeptics say that even the best programs can't attract tougher kids who prefer life on the streets. Maybe so. Gang members very rarely quit their gangs. But predators can be made less dangerous. In Ft. Worth, Texas, 1,000 gang members go to "Coming Up" programs at eight Boys & Girls Clubs for late-night recreation and counseling. The

police, at first dubious, are now pleased with the decline in gang-related violence.

But programs to reach out to the estimated 650,000 gang members across the country are still scarce. The key: when programs are established, they must be well run—or risk driving gang members away for good. "We need to make sure positive things will happen for the kids who are there, or they'll leave," says Sanford Newman of a Washington, D.C., group called Fight Crime/Invest in Kids.

The stakes couldn't be higher, and not just for the kids themselves. The larger society has a huge financial interest in confronting this problem. Juvenile crime surges at 14 and drops off at 18. Experts agree that if kids can get through this four-year period, the chances are good they will stay out of serious trouble. If they don't, the aggregate fiscal consequences are astronomical. Combining jail costs and lost taxes, career criminals cost taxpayers an estimated \$1 million each during their lives. The United States

now has 15 million at-risk children, several million of whom are in danger of going off track in the next 10 years. According to Ray Chambers, a financier and chair of America's Promise (which grew out of last year's Presidents' Summit in Philadelphia), that sends the stakes in this crisis into the hundreds of billions of dollars.

Back at the converted armory in Jacksonville, it's nearly 5 p.m. Some cops are talking about taking a few kids to a Go Kart track, or maybe to play some pinball. Navy Lt. Cmdr. Robert Sanders, who helped start the youth center, is reflecting back on his own life. "I think back to the kids I grew up with who are not dead or in jail. What did we have in common? Those who succeeded had some kind of structure that let us go to the next level. A few years ago, the big thing was to say that kids had to have food in their stomachs to think. But that's not enough. We have 8-year-olds raising 3-year-olds and they're supposed to grow up to compete in the world economy? Our whole future, our national security, depends on what kids can do tomorrow." And that depends on what they do this afternoon.

With T. TRENT GEGAX, CLAUDIA KALB, DEBRA GWARTNEY and ADRIAN MAHER

46% of parents say it is very important that schools stay open all day; 43% think after-school activities should be a high priority despite limited education budgets

And we know that even when kids hear the right messages...messages that say that smoking isn't cool, that teen pregnancy will end your dreams, that violence won't solve your problems...even our children are told what to say "no" to, we still need to give them something to say "yes" to. We must use those ~~after~~ critical after-school hours to keep our all children out of harm's way and on the right track.

And, through the Lighthouse program, that is exactly what you are doing here and across Chicago. You are helping children succeed in school and life. With tutoring. With social activities. With meals. With sports. With caring adults to pick them up when they've fallen and cheer them on until they triumph. And with the chance to serve. I was so impressed by the students I saw here who were tutoring younger children -- and helping them to uncover the mysteries of Egypt and the world. They are excelling in the only job more powerful than President: citizen.

The President wants more children across America to have this opportunity. That's why, as part of his historic Child Care Initiative, he wants to dedicate \$1 billion to give parents more peace of mind and 500,000 more children a year the benefits of after school programs. To Congress, we must say: The time is now to pass child care legislation. But, we must do even more.

transcription
Today, I am pleased to announce a new Justice Department report that looks at successful efforts by law enforcement to reach those children who are most at risk after school. Most important, the report shows that members of law enforcement understand something that some Members of Congress still don't: that crime prevention works. Ask any police officer and he or she will say the same thing: We cannot solely arrest ourselves out of this problem. If we are going to bring down youth crime rates, we must lift up our children. And if we want to avoid locking them up tomorrow, all of us must work together to show them a different way today.

What Officers Patrick Gleason and Jerold Malkowski have done under Police Commander Noreen Walker's leadership...working one-on-one with children...guiding them... protecting them...stopping conflicts before they escalate into violence...and just being there day after day...has made a real difference. Not only in fighting crime. Not only in strengthening the school and the community. But, above all, it has made a difference in the lives and futures of the children here.

Before I close, I want to save my biggest thanks for the people in the audience who have the toughest job and the biggest influence on our children's lives...and that's their parents. I was so inspired to hear about what you're doing. How you organized into a parent patrol. How you report gangs and other dangers lurking about. How you look outside the window every day to make sure that all children -- not just yours -- get home safely. And, ultimately, how you are making sure that more than 100 years after Jane Addams founded Hull house, her vision of "neighbors helping neighbors" is alive and well at this school and in this community.

Thank you very much.

Terry G. Hillard

Terry G. Hillard was appointed Superintendent of the Chicago Police Department by Mayor Richard M. Daley on February 18, 1998. As Superintendent, Hillard leads the second largest municipal law enforcement agency in the United States, with approximately 13,500 sworn police officers, 3,200 civilian employees and an annual budget of more than \$920 million. His priorities as Superintendent include expanding Chicago's highly successful community policing (CAPS) strategy and more effectively targeting gangs and illegal drugs.

A 30-year veteran of the Chicago Police Department, Hillard was appointed Chief of the Detective Division in June 1995, the first African-American to hold that position. The Detective Division is the second largest unit within the Police Department, responsible for the follow-up investigation of approximately half a million criminal incidents each year. As Chief of Detectives, Hillard oversaw the activities of more than 1,100 members assigned to five detective areas, as well as the Bomb and Arson, Auto Theft, Headquarters Support and Miscellaneous Detail units. He is credited with further professionalizing the Detective Division and implementing several initiatives to support community policing. Under Hillard, detectives began sending letters to the families of homicide victims, expressing condolences and providing information on the status of investigations. The Detective Division also began generating information bulletins that alert residents to particular types of criminal activity in their neighborhoods. To reduce bank and currency exchange robberies, detectives under Hillard developed nationally renowned seminars that brought together business leaders and police officials to exchange crime prevention information.

Prior to his appointment as Chief of Detectives, Hillard held two command positions in the Patrol Division: Commander of the 6th District (1991-93) and Deputy Chief of Area Two (1993-95), both on the City's South Side. Elevation to these exempt rank positions followed a distinguished and varied career in the Police Department. Superintendent Hillard joined the Department in March 1968 and rose through the ranks, with promotions to Gang Crimes Specialist in 1978, Sergeant in 1984 and Lieutenant in 1990. During his career, Hillard served in several patrol districts, the Gang Crimes Unit, the Intelligence Section, the Chicago Terrorist Task Force and the Narcotics Section. From 1979 to 1984, he was assigned to the security detail for Chicago Mayors Jane Byrne and Harold Washington.

In 1975, Superintendent Hillard was shot in the line of duty. Working as a Gang Crimes Specialist at the time, his team was attempting to apprehend a suspect wanted for domestic violence, who had previously shot four suburban police officers. The suspect jumped from the upper story ledge of an apartment building to escape. As Hillard and other members of his team attempted to apprehend the suspect, he grabbed one officer's gun. A struggle for the weapon ensued, with Hillard being shot twice and seriously wounded. He received the Police Medal (the Department's highest honor), along with the Superintendent's Award of Valor and the Police Blue Star Award, for his heroic efforts in the incident.

Superintendent Hillard was born on August 11, 1943 in South Fulton, Tennessee. One of 10 children, Hillard and his family moved to Chicago when he was a young child. He enlisted in the United States Marine Corps in 1963 and served in the Vietnam War for 13 months. A highly decorated veteran, Hillard attained the rank of sergeant before being honorably discharged in 1967. He and his wife, Dorothy, were married in 1970, and have two children. The Superintendent holds both a bachelor and master of science degree in corrections from Chicago State University. He is a 1984 graduate of the FBI National Academy in Quantico, Virginia. He is a member of the National Organization of Black Law Enforcement Executives (NOBLE), FBI National Academy Associates, Major Cities Chiefs, Chicago Westside Police Association and South Suburban Chiefs of Police Association. Hillard also serves on the National Commission on the Future of DNA Evidence (National Institute of Justice), the Illinois State Police Forensic Science Center in Chicago and the City's Domestic Violence Advocacy Coordinating Council.

March 1998



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MAYOR RICHARD M. DALEY

Chicago Mayor Richard M. Daley has earned a national reputation for developing innovative, community-based programs to address crime, public education, neighborhood development and other challenges facing cities in the 1990s.

From community policing to reducing the size of the city bureaucracy, Daley's innovations have become models for cities across the nation and have won him national honors. In 1997 he was named Municipal Leader of the Year by *American City and County* magazine; a Public Official of the Year by *Governing* magazine; and Politician of the Year by *Library Journal*. In 1996 he was president of the United States Conference of Mayors.

A former state senator and county prosecutor, Daley was elected Mayor on April 4, 1989, to complete the unexpired term of the late Harold Washington, and was re-elected in 1991 and 1995 by overwhelming margins.

Frustrated with the performance of Chicago's public schools, Daley obtained unprecedented control over the schools from the Illinois General Assembly in 1995. His new management team, composed of experienced political, business and academic leaders, closed a \$1.8 billion deficit by imposing fiscal discipline, launched a \$1.4 billion capital improvement program to refurbish aging and overcrowded classrooms and ended social promotion of underperforming students.

Daley has made safe schools a priority, assigning police in and around the schools, installing metal detectors and ordering regular strategy meetings between police commanders and principals. These steps have led to a dramatic reduction in school violence, creating a better environment for learning.

Under Daley's leadership, Chicago's community policing program has become a national model, with officers on regular beats working in concert with city agencies and neighborhood residents to solve problems that foster crime. Daley has added 1,600 police officers, launched an aggressive anti-gang program and seized and destroyed more illegal weapons each year than any other city in the nation.



Daley's focus on quality-of-life concerns has led to greater emphasis on the delivery of basic services, from the removal of graffiti, abandoned cars and deteriorating buildings to the creation of more "green space" and a citywide recycling plan. He passed a penny-a-pack cigarette tax to triple the number of available beds for the homeless and has committed record resources to the development of affordable housing.

An extensive community reinvestment program has dedicated a record \$1.5 billion to streets, sidewalks, bridges, sewers and other infrastructure improvements in Chicago neighborhoods. It is the cornerstone of Daley's Neighborhoods Alive! program.

To improve the business climate, he trimmed business taxes by tens of millions of dollars, streamlined the regulatory and licensing process for small businesses and created a business assistance program to support local companies and spur neighborhood development.

Under his leadership, Navy Pier has been renovated and the McCormick Place Exposition Center expanded. At the same time, Chicago is experiencing what *Crain's Chicago Business* called the biggest residential building boom in 20 years.

A landmark ordinance Daley introduced in 1990 guarantees 25% of all city contracts to minority-owned businesses and 5% to women-owned businesses. He has increased the number and percentage of minorities in the city's workforce, created an Office of Sexual Harassment to investigate complaints and stiffened penalties for hate crimes.

By turning over some 40 city functions to private contractors and holding city employees more accountable, he has saved taxpayers more than \$50 million a year and held city-levied property tax increases under 1% a year, far below the rate of inflation. In 1995, Chicago's bond rating was raised by Standard & Poor's from A- to A, a distinction shared by no other major American city in this decade.

Richard Michael Daley earned undergraduate and law degrees from DePaul University and began his public service career in 1969 when he was elected to the Illinois Constitutional Convention. From 1972 to 1980 he served in the Illinois Senate, where he led the fight to remove the sales tax on food and medicine, sponsored landmark mental health legislation and established rights for nursing home residents.

Daley was elected State's Attorney of Cook County in 1980. He pushed successfully for tougher state narcotics laws and raised the conviction rate dramatically. He helped overhaul Illinois' antiquated rape laws to obtain more convictions and developed programs to combat drunk driving, domestic violence and child support delinquencies. Re-elected States Attorney in 1984 and 1988, Daley was the first Cook County official to sign a decree eliminating politically motivated hiring and firing.

Born April 24, 1942, he is the fourth of seven children and the eldest son of the late Mayor Richard J. Daley and his wife Eleanor. Mayor Daley and his wife Maggie are the parents of three children, Nora (b. 8/9/73), Patrick (b. 6/10/75) and Elizabeth (b. 11/17/83). A son Kevin died in 1981 at the age of two and a half.

Cynthia Kay Barron, Ph.D.
Biographical Sketch
for
1998 School Leadership Award for Outstanding Principals

Cynthia Barron has been the principal of Jane Addams Elementary School since February of 1994. Since her arrival she has created a spirit of improvement which has led to increased IOWA Tests of Basic Skills in reading (34.8 percent in 1993 to 45.6 percent in 1997); increased attendance from 93.8 percent in 1993 to 97.2 percent in 1998; and a safe, caring, well maintained environment. Parent involvement has increased noting 100 percent report card pick-up participation for the past three years. Overcrowding has been addressed by addition of a lunchroom, annex and a church/school partnership. Technology has progressed from zero to a Local Area Network, Internet accessibility and an approved technology plan.

A positive learning environment is evident and is helped with outstanding programs: Character Education, Learn and Serve, Constitutional Rights Foundation's Teacher Lawyer Partnership and V.O.I.C.E. (Violence Prevention), student council, sports, choir, Book Trip, computers, etc. Parent programs offer: ESL, health and CPR training, parenting, etc.

In the area of staff development Dr. Barron has more than tripled participation in educational workshops in addition to involving teachers in sustained, long term, mathematics staff development. Dr. Barron is determined to improve the quality of her student's education through her faculty's and staff's academic expertise and commitment.

Dr. Barron received a Ph.D. from Loyola University, a Master's and Counseling certification from Chicago State University and a Bachelor's Degree from George Williams College. Prior to becoming principal Dr. Barron was an assistant principal, truancy specialist, counselor, physical educator, health educator, reading and mathematics teacher. She worked her way through college on a track scholarship. Principal Barron is a recipient of the 1998 Principal Leadership Award for outstanding principal's.

Recent Grants received:

\$10,000, Learn and Serve (Illinois State Board of Education grant for Community Service)
\$10,000, Amoco Foundation (Mathematics)
\$23,000, On-Line Curriculum (Illinois State Board Technology Grant)
\$10,000, Environmental Initiatives Grant
\$11,500, Learning Power (Library)
\$10,000, CSI (Math/Science)
\$10,000, Arts Equipment

INTRODUCTORY SCHOOL INFORMATION: JANE ADDAMS

SCHOOL-COMMUNITY DESCRIPTION JANE ADDAMS ELEMENTARY SCHOOL

The Jane Addams Elementary School is located at 10810 S. Avenue H. The school serves children from the South East Side community in pre-kindergarten through grade 8. Our total membership is 560. The racial/ethnic breakdown consists of 97% Hispanic, .5% African American, and 12.3% White. Of our total membership:

- *25% of our students are classified as Limited-English-Proficient
- *87.7% of our students are classified as Low-Income
- *Student Mobility is 19.6%
- *Attendance rate is 97.2%

We have restructured our school to consist of three smaller schools broken down by grade levels. A Primary School (K-2), an Intermediate School (3-5), and a Middle School (6-8).

During the past four years Jane Addams Elementary School has truly been transformed. This transformation has had a major positive impact on the surrounding community, parents, students and staff. The physical facilities have been improved and expanded, adding a new lunchroom, annex and pre-kindergarten branch located at the East Side United Methodist Church at 110th and Ewing Avenue. In addition there have been extensive grounds improvements, along with infrastructure improvements including but not limited to:

- *LAN (Local Area Network) Lab with Internet connection
- *Annex Rooms connected to the Internet and LAN
- *Library/Media Center connected to the Internet and LAN

All of these improvements have taken place as a result of local fundraising, grants, city initiatives, business partnerships and much hard work on the part of our parents, faculty and staff.

Our school has become the center of the community offering English classes, parenting classes and health classes to adults. This is in addition to increased after school and evening activities for students. Jane Addams has been visited by such notables as, Mayor Daley, Paul Vallas, U.S. Senator Jeffords, Congressman Weller and we are expecting a visit from the First Lady, Hillary Rodham Clinton on April 27, 1998. All visitors make note of our extensive extended day programs.

SECTION 1 VISION AND ACCOMPLISHMENTS

VISION-MISSION-PHILOSOPHY

Our vision is to continually seek improvements in our day to day classroom environments in order to become an institution that ensures:

1. Academic proficiency using a clearly defined curriculum.
2. Actively engaged students who steadily increase in and exceed in State standards.
3. A safe, caring environment within a well-equipped school.

MISSION FOR THE SCHOOL

"WE ENTER TO LEARN-WE LEAVE TO ACHIEVE"

The purpose of the Chicago Public School is to educate the whole child. While working to achieve this goal at Jane Addams our mission is to establish a climate in which:

- a. State-of-the-art teaching is practiced;
- b. Mutual respect, concern and cooperation exists for all;
- c. New thoughts and ideas are respected and welcomed;
- d. Love of learning is fostered;
- e. Love of reading and problem solving is encouraged and developed;
- f. Communication is enhanced and facilitated among children, parents, teachers, and staff;
- g. Student centered classrooms thrive.

As a result, each child will feel motivated to obtain knowledge and skills most beneficial to his/her academic, social, creative, and physical environment; and every child, teacher, and parent will feel comfortable, accepted, and valued.

ACCOMPLISHMENTS

During the 1997-98 school year, we have accomplished the following, consistent with our priority goals:

- *Reduced class size in first grade (rental space in East Side United Methodist Church)
- *Funding and staffing for 1st grade teacher to reduce class size
- *Internet accessibility and In Technology Lab, Annex rooms and Media Center and extension of LAN
- *Recognized by Design For Change for consistent reading improvement
- *Recipient of:
 - \$10,000 Learn and Serve Grant
 - \$11,500 Learning Power Matching Funds
 - \$10,000 CSI grant
 - \$10,000 Environmental Initiatives Grant
- *Special Education is 100% compliance
- *Received School Based Problem Solving Training
- *School Garden Initiative Training
- *Successful Extended Day Tutoring program with small group design and improved materials
- *Increased the amount of classroom library materials, accelerated reader program implemented, opened library after school
- *Consistent student placement in reading groups & variety of supplemental materials
- *Consistent administration review of student work (writing)
- *Chicago State University support in reading and writing
- *Increased consistent scheduling of ESP staff during Language Arts
- *Purchase of IGAP, ITBS and IMAGE Coach materials for all grades
- *Extension of University of Illinois Mathematics to include grades K-3; program now covers grades K-8.
- *Increase in mathematics manipulatives for all grades
- *Monolingual (Spanish) parent participation continues to increase
- *95% Uniform compliance
- *Use of ESP staff for direct service during extended day
- *Increased parent participation in athletic program
- *Increase in numbers of parents participating in parent education classes (ESL, HIV Awareness, Parenting)
- *Parent orientation sessions (mandatory) achieved with 100% compliance
- *100% for both report card pick-up events
- *Principal recipient of 1998 Leadership Award
- *Visited by notables such as Mayor, CEO Yalluz, U.S. Senator, Congressman, (Pending First Lady visit)
- *Improved attendance for students and teachers
- *Increased the number of teachers engaged in professional development



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

FAX TRANSMITTAL

DATE: 4/24/98

TO: Neena Tanden

ORGANIZATION: _____

FAX: _____

FROM: JENNIFER DAVIS, DEPUTY ASSISTANT SECRETARY

PHONE: (202) 401-3049

FAX: (202) 401-8607

MESSAGE: Attached are some of the materials
we prepared for Chicago. Hope they are
helpful.

Jf

If you have trouble receiving this transmission, please call Adam Honeysett at 202-401-3003. Thank you.

5 pages to follow



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

January 15, 1998

MEMORANDUM

TO: Paul Vallas, Chief Executive Officer
Dr. Cozette Buckney, Chief Education Officer
Chicago Public Schools

FROM: Jennifer Davis 
Deputy Assistant Secretary

RE: Follow-up to Meeting in Chicago

Thank you for hosting the meeting on December 19 between officials of the U.S. Department of Education and Chicago Public Schools. We believe the meeting was quite productive and represented an important next step to the meeting you had with Secretary Riley several months ago.

As we discussed at the meeting, attached is a document outlining the U.S. Department of Education resources available to Chicago. The document is broken down by the categories you identified and includes funding CPS does not currently receive as well as an overview of the programs in which Chicago currently participates. The document also explains the Even Start situation we discussed during our meeting. We hope it will be helpful.

In addition, the President's State of the Union will outline his education agenda for the next year. There will be new funding proposed in the 1999 budget that will further support Chicago's reform efforts. We will forward to you the materials once the initiatives are public.

Also attached is the Illinois state funding chart that summarizes Federal education funding to the state. A chart listing the approximate dollars from the U.S. Department of Education that flow through the state to Chicago is also included. Brochures on the U.S. State & Local Gateway are also enclosed. This new web site will allow your staff to access information about education funding from across the Federal government. This web site will be continuously updated. If you have any suggestions on improving the Gateway, please let us know.

I hope that your office has officially submitted your concerns about the proposed regulations to the reauthorized IDEA. Sue Gamm indicated that she would submit them prior to the closing date for comments. I will be coordinating with our Office of Special Education on your concerns.

memo from Jennifer Davis
page 2

One of the other ideas we discussed at the meeting was the possibility of convening representatives from other Federal agencies who oversee education programs to discuss possible new support for Chicago. Please let me know if you would like me to arrange an interagency meeting in Washington.

Lastly, if there are some waiver issues that you would like technical assistance on, our staff is ready to help. Please let me know.

We look forward to continuing our partnership. Please feel free to call on me at (202)401-3049 if I can be of assistance.

cc: Chuck Pizer



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

**U.S. Department of Education Programs Available to Support
Chicago's Reform Initiatives**

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Lighthouse (After School) Program

Federal program funds currently received by Chicago:

21st Century Community Learning Centers

(Office of Educational Research and Improvement)

The 21st Century Community Learning Centers Program was established by Congress to award grants to rural and inner-city public schools, or consortia of such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. School-based community learning centers can provide a safe, drug-free, supervised and cost-effective after-school, weekend or summer haven for children, youth and their families. Only rural or inner-city public elementary or secondary schools, consortia of such schools, or LEAs applying on their behalf, are eligible to receive a grant under the 21st Century Community Learning Centers Program. An LEA with many interested schools is encouraged to submit a consortium application on their behalf. (Chicago received \$148,730 in funding from this program in fiscal year 1997-98)

NOTE: This program has received additional funding, which may be available to Chicago

Goals 2000: State and Local Education Systemic Improvement Grants

(Office of Elementary and Secondary Education)

The Goals 2000: Educate America Act supports states and communities in their efforts to improve academic achievement by raising academic standards, supporting high-quality teacher professional development, expanding the use of computers and technology in classrooms, and increasing parental and community involvement in education. (Chicago received \$576,000 in Goals 2000 funding for Reading Achievement in fiscal year 1997-98)

NOTE: This program has received additional funding, which may be available to Chicago

Safe and Drug-Free Schools--State Grants

(Office of Elementary and Secondary Education)

The Safe and Drug-Free Schools state grants program is designed to establish state and local programs of alcohol and drug abuse education and prevention coordinated with related community efforts and resources. Most of the funding for this program is for drug and alcohol abuse education and prevention programs in local school systems. Funds from this program may be used for after school activities. (Chicago received \$5,626,738 in funding from the Safe and Drug Free Schools program in fiscal year 1997-98)

Lighthouse (After School) Program (Continued)

Title I Grants to Local Educational Agencies (Office of Elementary and Secondary Education)

This program's objective is to improve the education opportunities of educationally deprived children by helping them succeed in the regular school program, attain grade level proficiency, improve achievement in basic and more advanced skills, and progress to the same high standards as other children. Funds from this program are primarily for provision of instructional activities to educationally deprived children that reside in low-income areas and have been selected on the basis of basic and more advanced skills, and progress to the same high standards as other children.

Program funds can be used for in-school, after school and summer programs. (Chicago received \$171,172,420.00 in Title I funds in fiscal year 1997-98)

School to Work and Vocational Education Programs

Both School-to-Work and Vocational Education funds could be used to provide extra help for students after school as part of student support services. There are two schools that receive funding for School to Work and Vocational Education in Chicago and they do offer after school programs. They are The Chicago High School of Agricultural Sciences and Chicago Vocational High School. (In fiscal year 1997-98, Chicago received \$1,125,000 in School-to-Work Local Partnerships Grants and a total of \$7,496,282 in Vocational Education funding under the Perkins Vocational Education Act.)

The Office of Bilingual Education

The Office of Bilingual Education and Minority Languages Affairs administers a number of competitive grant programs that would be useful for all four of Chicago's priorities. They include the Program Development and Implementation Grants, Program Enhancement Grants, Comprehensive School Grants, and the Systemwide Improvement Grants. Under the Bilingual Education legislation, grants may be used to improve the education of limited English proficient students and their families in such areas as implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children; and to develop and implement early childhood education or family education programs or to conduct an instructional program which supplements the educational services. (Chicago received \$1,287,624.00 in Bilingual Education funding in fiscal year 1997-98)

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. note	handwritten, trip contacts (partial) (1 page)	nd	P6/b(6)
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COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20358

FOLDER TITLE:

Chicago After School 4/27 [1998]

2012-0057-S

kc647

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Stephanie Jones
 My attention
 Hotel: Helth-
 720 South
 Michigan
 Chicago 60605
 312-922-4700

Shannon Guyton
 'Pordy:

P6(b)(6)

Waca-Chicago
 p9v 312-299-2911

Accounts payable:

432-5394

432-5770

62789 / 773-
 40405

Laura: call home
 Maryn: 627289

Kids, cops &
 communication

12:33 pm
 6/1/00



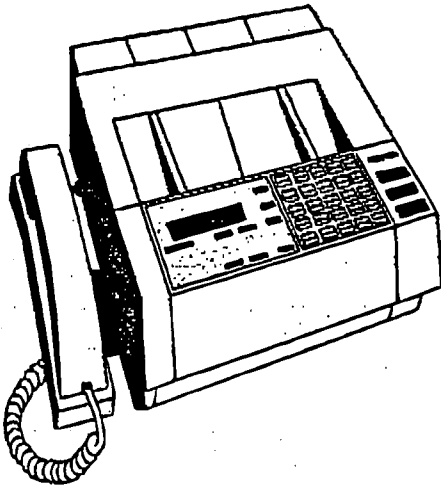
NORMA L. TSUAKO
SECRETARY

Board of Education

CITY OF CHICAGO

1818 WEST PERSHING ROAD
CHICAGO, ILLINOIS 60609
TELEPHONE (773) 535-3730
FAX (773) 535-3720
OFFICE OF THE BOARD

SHARON M. REVELLO
ASSISTANT SECRETARY



FAX COVER SHEET

DATE: 4/24/98

TO: NEERA TANDEN

FAX # 202 456-2878

FROM: JEAN FRANCYK

RE: 4th DISTRICT POLICE YOUTH PROGRAM

Number of pages to follow this sheet: 2

If any error in transmission occurs, please call

(773) 535-3730 and ask for: ESTELA

Fax: (773) 535-3720
web site: www.cps.k12.il.us



JEAN M. FRANCYK
Chief of Staff to the Board

Board of Education

CITY OF CHICAGO

1818 WEST PERSHING ROAD
CHICAGO, ILLINOIS 60609

TELEPHONE (773) 535-3730
FAX (773) 535-3720

OFFICE OF THE BOARD

MEMORANDUM

Via Facsimile

To: Neera Tanden

From: Jean Franczyk
Chief of Staff to the Board

Date: April 24, 1998

Re: 4th District Police Youth Program

1. Largest Explorers Program in the City with 100 children from the city's east side.
2. In addition, elementary and high school students volunteer after school in the neighborhood relations office.
3. The District holds regular youth forums with area high schools to improve the relations between police and teens.
4. At least a dozen police officers serve as boy scout troop leaders, coaches and mentors.
5. District just completed a program with Amer-Corps, which involved mentoring children in 3rd & 4th grade.
6. All beat officers in the 4th District make regular drop-in visits to schools on their beats. Two of the Addams school officers will be in the audience. They have been instrumental in reducing incidences of tagging and potential gang activity in the neighborhood.
7. The District CAPS Advisory Council and the Addams school work very closely with neighborhood organizations like East Side Pride, also in the audience today. They have worked together as partners for community improvement.

JMF:eb



4th District Crimes Comparison Beat 432



Crime	1997	1998	Difference	% Change
Murder	0	0	0	??
Robbery	7	9	2	23.57
Serious Assault	22	33	11	50.00
Burglary	87	43	-44	-50.57
Index Theft	92	85	-7	-7.61
Auto Theft	40	25	-15	-37.50
Arson	2	3	1	50.00
Graffiti	42	19	-23	-54.76
Weapons Recovered	19	6	-13	-68.42
Total Crimes (Including Above)	712	632	-80	-11.24



City of Chicago
Richard M. Daley, Mayor

Office of the Mayor
City Hall, Room 507
121 North LaSalle Street
Chicago, Illinois 60602
(312) 744-3300

FAX TRANSMITTAL MEMO

DATE:

4/14/98

TO:

DIANE DEWHURST / Neera Tandon

COMPANY:

FIRST LADY'S SCHEDULING OFFICE
THE WHITE HOUSE

PHONE:

FAX:

202/456-5340 2878

FROM:

LISA BOULDEN
ASSISTANT TO THE MAYOR

PHONE:

(312) 744-3920

FAX:

(312) 744-2324

PAGES:

3

including cover

COMMENT:

PROPOSED SITE FOR
UPCOMING CHICAGO
SCHOOL VISIT -PEE SARAH PANG.[Signature]

4:30 - 6:00 - Midway: Monday
3:30 - 4:00 - 5:30 - Tues



Emmy
Photo
and Bookstore

pm. 208
school dinner program
peer reading group
dinner - real mayn!

7 optm
to proceed
Hugan

Dr. Barron,
HRC,
Mayor Daley
Jerry Hillard
Gabriella Prigione
90 people
offer

Invited
guest
- school officials

Patti's
family?
Mitt w/
Sara
5:00

Rm 108 - stop #
Kary anything
now to catch
Library - press: interview
platt project -
Egypt

28 passm (115 passm)

whirl down at
3:00 -
Midway:
45 min:

3:55 pm: quoted by:
Dr. Lynnen
3:55 pm: 100
newspapers
& water in
Jury: Jerry valler
every where / by 7 judges
→ Guadalupe
Syn guestbook -
Dr. Barron / 2 kids - tour

→ 20 min:
25 min:

JANE ADDAMS SCHOOL
10810 S. Avenue H

Jane Addams School is an exceptional neighborhood school on the far southeast side of Chicago. The neighborhood is primarily blue collar. Though 88% of its student body is considered low income, the school has posted solid and steadily improving test scores. The student body is 20.7% white, 77.1% hispanic, 1.6% black and 0.7% native american. Addams School has strong ties to the community it serves and works very closely with the community policing program to make certain its students remain safe.

Principal Cynthia Barron has been at Addams 4 years. When she first arrived, all the local school council wanted to talk about was safety, security and discipline – not academics. However, the safety improvements and academic progress have been so significant that now the LSC's biggest concern is how to get even more parents involved and how to maintain the progress they've achieved. Principal Barron credits these changes to involving community in all aspects of the school and to demanding accountability, discipline and respect from students and parents.

Safety focus.

The school is very active in its local community policing program [CAPS]. It partners with CAPS and other local organizations to help police create a safe environment for students and their families. Police beat cars give the school special attention; an extra crossing guard assists children who stay for after-school programs; parent volunteers team up to serve on the after-school parent patrol. Security at Addams is so improved that the school is no longer "tagged" with graffiti. Children no longer fear for their safety and can focus instead on academics.

After school programming.

Addams School has an outstanding after school ("Lighthouse") program. Programming includes tutoring, homework support, a weekly news show, a book trip around the world, a peer leader program, extended hours for the school library and technical lab, a "Learn and Serve" community service program for students and athletic programs coached by parent volunteers. The school serves a third meal at the end of the day for 200 students.

Academic improvements.

Scores at Addams School have trended up in correlation with the development of their after school program. Current Iowa Test scores show that 44.7% of Addams students read at or above national norms, and 49.1% perform math skills at or above national norms.

Role in the neighborhood.

The building is open to the community until 8pm three nights a week. It hosts CAPS and block club meetings, sports clinics and intramural sports teams, and community health fairs to bring in neighborhood seniors and gain their trust in the school. Addams also provides citizenship and English as a Second Language classes in the afternoons and evenings to residents of the community. A new school campus park will provide needed green space to students and the surrounding neighborhood.

Not an official Youth Act East side Prod. Neighborhood Watch Chamber of Commerce Partnerships

Chicago Alternative & Policy Strategies

any direct involvement in schools by officers

Region: 6
Unit: 2020
Grades Served: K - 8
Ward: 10

Principal: Dr Cynthia K Barron
Engineer: Thomas E Keene
Reading Rank: 83
Math Rank: 107

School: Addams
Address: 10810 S Avenue H
Zip Code: 60617
Phone: 535-6210

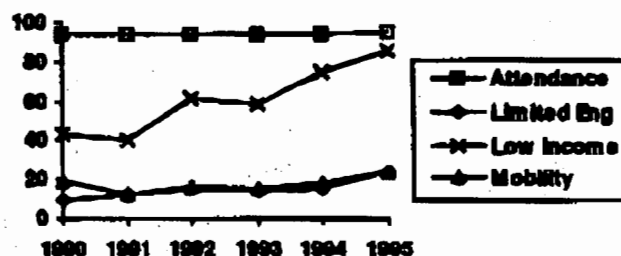
Jane Addams, * humanitarian and founder of Hull House (white female)

Partners

Selected School Characteristics

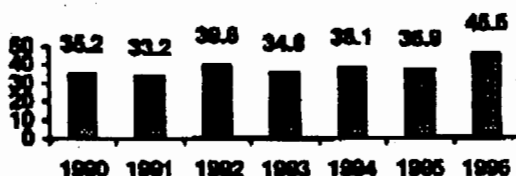
	1990	1991	1992	1993	1994	1995	1996
Attendance	94.5	94.0	94.4	93.8	94.6	95.6	95.3
Low Income	43.3	40.3	61.6	58.7	74.8	85.3	88.1
Lit-English	9.9	12.4	15.1	14.0	15.0	24.0	24.9
Mobility	19.7	12.5	16.0	15.7	18.6	24.1	21.6
Retention	1.6	0.8	1.6	2.9	0.0	0.7	
Membership	374	380	378	421	412	416	445

Percent of Design Capacity: 121.33%

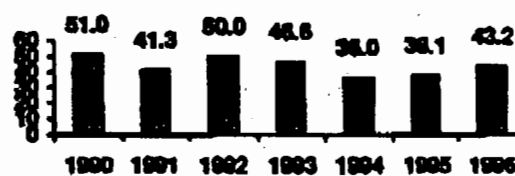


Watch List ☐
Remediation ☐
Probation ☐

ITBS Percent at/above National Norms



Reading



Math

IGAP Scores (Percent Exceeding National Norms)

1994			1995			1996			Change 1995-96		
Read	Math	Com	Read	Math	Com	Read	Math	Com	Read	Math	Com
38	46	35	32	44	35	34	53	44	2	9	9

Racial Makeup % White: 20.7 % Black: 1.6 % Hispanic: 77.1 % Nat. Am.: 0.7 % Asian: 0

Title I Funds

97 Title I State Funds: \$301,788.00

97 Title I Federal Funds:

LSC Members

First Name	Last Name	City	Status	First Name	Last Name	City	Status
CYNTHIA	BARRON	WHITING	A	LILIA	ALVARADO	CHICAGO	C
ROBERT	RAMIREZ	CHICAGO	C	ALMA	AVALOS	CHICAGO	P
GEORGE	DIAZ	CHICAGO	P	GEORGETTE	GAGEN	CHICAGO	P
JAME	KOST	CHICAGO	P	ROSITA	MANCHA	CHICAGO	P
JAMES	SIMS	CHICAGO	P	MARIBETH	FATTORE	CHICAGO	T
KATHLEEN	ROBERTS	CHICAGO	T				



U.S. Department of Justice

Office of Justice Programs

Washington, D.C. 20531

FAX COVER SHEET

URGENT

DATE:

4/24/98

TO:

Neera Tandon

FAX NUMBER:

456-2878

PHONE NUMBER:

FROM:

James M. Phillips

Office of Congressional and Public Affairs

FAX NUMBER:

202/514-5958

PHONE NUMBER: 202/616-7510

NUMBER OF PAGES:

4

(Including cover sheet)

COMMENTS:

Neera - Here's the final
news release re: Kids, Cops
& Communities. Any questions,
please call me. Jamie



Department of Justice

EMBARGOED FOR RELEASE UNTIL 4:00 P.M. EST
Monday, April 27, 1998

NIJ
202/307-0703

EFFECTIVE PREVENTION PROGRAMS
FOR KIDS INVOLVE ADULTS, MENTORS AND COPS

WASHINGTON, D.C. -- Promising, community-based programs involving police officers and youth organizations are helping young people use their non-school hours productively, according to a report released today by the Justice Department's National Institute of Justice (NIJ) and announced at the Jane Addams School in Chicago by First Lady Hillary Rodham Clinton.

The report, "*Kids, Cops & Communities*," highlights successful approaches in Bristol, CT, Arlington, TX and Spokane, WA to preventing juvenile delinquency and crime.

"Past research has shown us that kids who are most likely to become involved in crime do so between 3 in the afternoon and 8 at night," said NIJ Director Jeremy Travis. "Families, schools and neighborhoods play a significant role in preventing crimes by and against young people during this critical, high-risk time period."

The study involved a survey of 579 affiliates of seven national youth-serving organizations: Boys and Girls Clubs of America, Boy Scouts of America, Girls Incorporated, Girl Scouts of the U.S.A., National Association of Police Athletic Leagues, National 4-H Council and USDA 4-H and Youth Development Service and YMCA of the U.S.A.

(MORE)

In Bristol, CT, government and law enforcement officials concluded that community-based services for youth, especially after-school programs, were critical and that collaboration between the Bristol Police Department and the Youth Service Bureau made them effective. The Bristol Family Center for Boys and Girls, affiliated with Girls Incorporated, provides positive support for teen parents. The center devised a second program to intervene with young people thought to be at risk of becoming involved in crime or delinquency.

In Arlington, TX, public and private agencies have collaborated to recruit high-risk children and teens to participate in the Boys and Girls Clubs Centers and the Arlington Youth Services Multi-purpose Center. The Arlington Police Department, in conjunction with local community agencies, administers over 25 age-appropriate youth education programs covering a wide range of issues, including the DARE program.

In Spokane, WA, the West Central Community Center is both a home away from home for developmentally delayed adults and also provides a safe environment for children and teens before and after school. Many working parents are now able to drop their children off for before-school youth development activities rather than leaving them in empty homes or to walk to school in unsupervised areas.

Partnerships between police and youth-serving organizations ranged from officers providing occasional talks to officers leading groups on an ongoing basis. All ranks from within the law enforcement community are volunteering to become Boy Scout and Girl Scout leaders for kids in high-crime neighborhoods where it has been difficult to establish troops. Additional findings from the survey showed that national youth-serving organizations reach millions of

(MORE)

youth, particularly those who live in economically depressed urban areas or have already been involved in the criminal justice system as a victim or an offender.

The President's Fiscal Year 1999 budget requests \$95 million for at-risk youth and prevention programs, including those mentioned here and described in the report.

The National Institute of Justice (NIJ), in cooperation with the Carnegie Corporation of New York, sponsored the study. Dr. Marcia R. Chaiken of LINC conducted the survey and compiled the results for the report.

NIJ, the research arm of the Department of Justice, is the primary sponsor of criminal justice research and evaluations of programs to reduce crime. For additional information about NIJ, the Internet address is <http://www.ojp.usdoj.gov/nij>. General information about the Office of Justice Programs (OJP) is available at <http://www.ojp.usdoj.gov>.

Copies of the report are available on the Internet at <http://www.ojp.usdoj.gov/nij>, or from the National Criminal Justice Reference Service (NCJRS) by calling toll-free, 1-800/851-3420.

###

NIJ 98-115

After hours contact: James Phillips at 888/491-4487 (pager)

THE WHITE HOUSE
WASHINGTON

DOMESTIC POLICY COUNCIL

FACSIMILE FOR:

Nina

DATE:

TELEPHONE:

FAX:

62878

FACSIMILE FROM: LEANNE SHIMABUKURO

TELEPHONE: (202) 456-5574

FAX: (202) 456-7028

NUMBER OF PAGES (INCLUDING COVER):

3

COMMENTS:

Q's

Chicago Children's Programs

Chicago has a variety of children's programs that strive to keep young people occupied and safe while building academic and social skills necessary for productive adult lives. A number of them are listed below.

Chicago Kids Week. This year First Lady Maggie Daley launched the first-ever Kids Week during the Chicago Public Schools' spring break. Chicago Kids Week provides children and families with opportunities to have fun and learn through a variety of activities that include puppet shows, singalongs, soccer games and story telling. Additionally, it reinforces the importance of keeping young people occupied and safe by offering positive structured activities for children while they are out of school.

Chicago After School Programs. In 1996-97 more than 460 Chicago Public Schools implemented after school programs. Each school tailors its programming to meet the students' specific needs. Chicago's most successful after school initiative is called the Lighthouse program. Lighthouse provides academic support, social activities and a third meal to 112,000 children in 248 schools each day, as well as opportunities for parental involvement and community partnerships. The results are impressive: 39 of the 40 schools in the project's pilot showed achievement gains in math scores, and 30 of 40 showed gains in reading scores. In areas of high gang activity, eight Lighthouse schools have added Friday and Saturday recreational programs.

YouthNets. YouthNet Centers were developed to provide "a network of youth development sites through Chicago's neighborhoods--community-based and supported by all levels of government--where young people and their families can find support and opportunities." The YouthNet Centers seek to ensure that public resources are used to help young people develop into productive adults. These centers work in partnership with the local police to ensure that they are safe places for community residents to go. They provide a broad range of activities in education, recreation, health and community service. Much of their programming takes place after-school and on weekends so all people have a chance to participate. Finally, YouthNets offer positive adult role models at their centers.

Safe School Program. The Chicago Safe School program ensures the safety of children to and from school. Safe School Zone signs are given to schools and posted outside the grounds. The signs warn individuals of the severe penalties for criminal activities committed within 1,000 feet of a school. Parents and other adults are trained to monitor and discourage criminal activity in these zones.

Parent Patrol. Parent patrol is an organized group of responsible adults who monitor all activities in a Safe School Zone. Parent patrols discourage criminal activity and monitors the safety of children and their way to and from school. Parent patrollers can be identified by their bright orange bands and/or vest and work at assigned locations one hour before school and one hour after dismissal.

Youth Service Coordinators. Youth Service Coordinators work closely with YouthNets and

other agencies to ensure that positive youth alternatives are developed in each Chicago community. They work with schools, churches, police CAPS, public officials, neighborhood block clubs and community leaders. They perform a variety of services including recruiting schools and training parents to form a Parent Patrol, organize Safe School Network meetings, give workshops on a variety of topics to local groups and refer youth to appropriate agencies and plan and implement special youth projects and events.

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OFFICE OF THE MAYOR

City of Chicago
Richard M. Daley, Mayor

SCHEDULING DEPARTMENT (ROOM 406)

TEL:(312) 744-3320 FAX:(312)744-2769

TO: Neera

DATE: 04/23/98

FAX: 202/456-2878

DIRECT NUMBER: _____

NUMBER OF PAGES 2

FROM:

____ TRACY BARRETT

312/ 744-2487
X KRISTEN LOBBINS

____ TYRA CARROLL

____ KATHLEEN LEAL

____ BARBARA GROCHALA KRUESI

____ CHONA MAGLAYA

____ TISH LATHAM

____ MARIE VILLANUEVA

NOTE: _____



City of Chicago
Richard M. Daley, Mayor

Office of the Mayor
City Hall, Room 507
121 North LaSalle Street
Chicago, Illinois 60602
(312) 744-3300

FAX TRANSMITTAL MEMO

DATE: 4/22/98

TO: NEERA TANDEN

COMPANY: POLICY OFFICE
WHITE HOUSE

PHONE: _____

FAX: 202/456-2878

FROM: LISA BOULDEN
ASSISTANT TO THE MAYOR

PHONE: (312) 744-3920

FAX: (312) 744-2324

PAGES: 10 including cover

COMMENT: FOR 4/27 VISIT, PLEASE FIND ATTACHED:

- ① PRESS RELEASE ON KIDS WEEK;
- ② OVERVIEW OF SCHOOL EXTENDED DAY PROGRAMS;
- ③ OVERVIEW OF YOUTHNET + SAFE SCHOOLS
PROGRAMS; +
- ④ FLYERS ON YOUTHNET + SAFE SCHOOLS.

⑤

COMMUNITY POLICING INFO TO COME UNDER
SEPARATE COVER.

WORKS

News Release



Office of the Mayor
Richard M. Daley
Mayor

April 20, 1998

Contact: Mayor's Press Office
(312)744-3334

①

MAGGIE DALEY LAUNCHES FIRST-EVER CHICAGO KIDS WEEK

Maggie Daley today helped launch the first-ever Kids Week at the Chicago Children's Museum on Navy Pier. Chicago's First Lady was joined by hundreds of children, parents, teachers and child-care providers as they celebrated children and families.

Chicago police officer Barbara Lindquist read stories to children, while other youngsters enjoyed learning sign language through songs and exploring how Chicago's bridges and locks work on a replica of the Chicago River.

"Kids Week is a new effort that's sure to become a favorite tradition," Mrs. Daley said. "Who could be more important -- or more worthy of our time and attention -- than the people who will lead our city and shape its future?"

Mayor Daley's Chicago Kids Week, held during the Chicago Public Schools' spring break, provides children and families with opportunities to have fun and learn, and reinforces the importance of keeping young people occupied and safe. The week offers positive structured activities for children while they are out of school.

Chicago offers numerous resources for children and their families: 79 neighborhood branch libraries; almost 7,000 acres of parks; dozens of museums with exhibits designed for children; and youth centers filled with positive role models and mentors.

The activities available during Kids Week include puppet shows, singalongs, soccer games and storytelling. A detailed schedule of activities and programs is available at all public schools, library branches, Park District sites, aldermanic offices, City health clinics, City Colleges and area museums. For more information, call (312) 744-KIDS.

###

Safe places, structured activities:

EXTENDING THE SCHOOL DAY



Children need supervised, structured activities when school is not in session. To address this need, Chicago has an array of after school, summer and holiday programs that keep kids safe and stimulated.

This year CPS opened ten high schools as Holiday Social Centers to provide academic and recreational activities for elementary and high school students during the Christmas break. Holiday Sports Camps at select Chicago Park District sites also kept at-risk kids off the streets.

In 1998 the Chicago Public Schools will have the largest summer school program in the nation. More than 170,000 students will participate in summer learning opportunities, including the successful "Summer Bridge" and "Making The Grade" programs that help at-risk students move closer to their grade level. Last year the six-week summer program helped thousands of children improve their reading and math scores.

In 1996-97, more than 460 Chicago Public Schools implemented after school programs. Each school designs programming to meet its students' specific needs, so the programs are as diverse as the schools that house them.

Keeping The Promise:

Chicago's most successful and innovative after school initiative is the Lighthouse program. Lighthouse provides academic support, social activities and a third meal to 112,000 children in 248 schools each day. Lighthouse's results are impressive: 39 of the 40 schools in the project's pilot showed achievement gains in math scores, and 30 of 40 showed gains in reading scores.

The program features:

- one hour of extensive instruction in reading and mathematics
- one hour of social activities
- a third meal
- career education
- physical education and recreational activities
- parental involvement
- community partnerships

To provide structure and quality programs to children who live in areas of high gang activity, eight Lighthouse schools have added Friday and Saturday recreational programs.

Chicago For Youth Office

744-3911

3

The mission of the Chicago For Youth Office is to strengthen families and communities, to provide young people, ages 8 to 18, with opportunities to develop self-determination by building academic and life skills, self-esteem and the ability to establish caring relationships. The Chicago Department of Human Services believes youth development programs make a difference in the lives of youth in Chicago. To achieve our mission, our network of YouthNets and delegate agencies work hand-in-hand to provide services.

YOUTHNETS

YouthNet Centers were developed in response to the recommendations of Mayor Daley's Task Force on Youth Development to provide "a network of youth development sites through Chicago's neighborhoods--community-based and supported by all levels of government--where young people and their families can find support and opportunities."

The YouthNet Centers represent the Mayor's effort to ensure that public resources are geared toward helping young people develop into positive adults by providing the following:

A SAFE HAVEN

YouthNet Centers work in partnership with local police districts to ensure that their locations have adequate security.

ACCESS TO SERVICES

YouthNets build on the strengths of community based organizations, primary service providers and public programs to increase access to services for neighborhood residents.

ENGAGING ACTIVITIES

YouthNet programs cover a broad range of opportunities for youth, such as educational, recreational, health and community services.

EXTENDED HOURS

YouthNet programming takes place after-school and on weekends to ensure that all people have a chance to participate.

POSITIVE RELATIONSHIPS

Each YouthNet Center has a trained and caring staff who work with young people and their families to develop healthy relationships.

The following is a description of other programs the Chicago for Youth Office provides.

COMMUNITY SUPPORT INITIATIVE:

Provides funding for neighborhood based organizations to implement programs for youth during the summer. Awards range from \$500 to \$2,000. This grant is used to enhance or develop structured educational, recreational, and cultural activities for youth. For more information, contact Anthony McGee at (312)744-1820

CSBG SCHOLARSHIP PROGRAM:

Provides financial assistance to low-income persons with high academic achievement or potential. High School graduates entering or enrolled in an accredited four year university, junior college, graduate program and trade school in Illinois are eligible to apply. For more information, contact Anthony McGee at (312)744-1820

SAFE SCHOOL PROGRAM:

Ensures the safe passage of children en route to and from school. Concerned parents and other responsible adults are trained to monitor and discourage criminal activity and reduce the dangers of traffic.

Safe School Zone signs are given to schools and posted outside. They serve to warn individuals about the stiff penalties for criminal activities such as drug or gun sales and gang recruitment. When committed within 1,000 feet of a school, penalties are severely increased. For more information, contact the Youth Service Coordinator in your police district.

"TICKETS FOR KIDS" PROGRAM:

Is a joint project of the City of Chicago and Ticketmaster. It was created to reward children for their positive life choices, academic accomplishments and civic contributions. Ticketmaster secures these tickets as donations from its clients, promoters and ventures. Entertainment ranges from family shows and sporting events, to concerts and cultural event. For more information, contact Rose Anthony at (312) 744 - 3911.

Chicago For Youth Office

744-3911

YOUTH SERVICE COORDINATORS:

Our Youth Service Coordinators work closely with both YouthNets and delegate agencies to ensure that positive youth alternatives are developed in each Chicago community. There are 8 YSC who are assigned by police district.

They work with local youth serving agencies, schools, churches, police CAPS, public officials, neighborhood block clubs and community leaders.

YOUTH SERVICE COORDINATORS PERFORM THE FOLLOWING SERVICES:

- ▶ Recruit schools and train parents to form a ***PARENT PATROL***.
- ▶ Organize monthly Safe School Network meetings with Neighborhood Relations Officers and provide signs.
- ▶ Give workshops on a variety of topics to local groups and refer youth to appropriate agency.
- ▶ Plan and implement special youth projects and events.

Mayor Daley's

CHICAGO FOR YOUTH **SAFE SCHOOL** PROGRAM

Richard M. Daley, Mayor
Daniel Alvarez, Sr., Commissioner
Chicago Department of Human Services



In collaboration with:
Chicago Public Schools & CAPS

4

PARENT PATROL

WHAT IS A PARENT PATROL?

☞ A PARENT PATROL is an organized group of **responsible** adults who monitor all activities within 1,000 feet of a school.

☞ A PARENT PATROL ensures the **safety** of children on their way to and from school.

☞ A PARENT PATROL **discourages** criminal activity and reduces the dangers of traffic.

☞ A PARENT PATROL reminds children that parents and community residents care about their **education**.

☞ PARENT PATROLLERS can be identified by their **bright orange** arm bands and/or vest.

☞ PARENT PATROLLERS **work** at an assigned location for one hour before school and one hour after dismissal.

☞ The Chicago For Youth staff will train your new or existing PARENT PATROL



MORE TO KNOW...

☞ The Chicago For Youth staff has established 334 Parent Patrols throughout the city.

☞ The Chicago For Youth staff has trained more than 3,000 Parent Patrollers.

☞ Parent Patrols work in collaboration with the Chicago Police Department, Chicago public and private Schools, government, community agencies, and local businesses.

BECOME A PARENT PATROL VOLUNTEER

AT YOUR
CHILD'S
SCHOOL
TODAY!



SAFE SCHOOL ZONES

WHAT IS A SAFE SCHOOL ZONE?

A zone where a PARENT PATROL and SAFE SCHOOL SIGNS are located. The signs warn individuals of the severe penalties for criminal activities committed within 1,000 feet of a school.

Under the Illinois Safe Zone Law, children between the ages of 13 & 16 who violate the law, will be automatically tried in an adult court and the conviction becomes part of the juvenile's permanent public record.

Signs are available through the Chicago Department of Human Services' Chicago For Youth Office

FOR MORE INFORMATION CALL
(312)744-3911

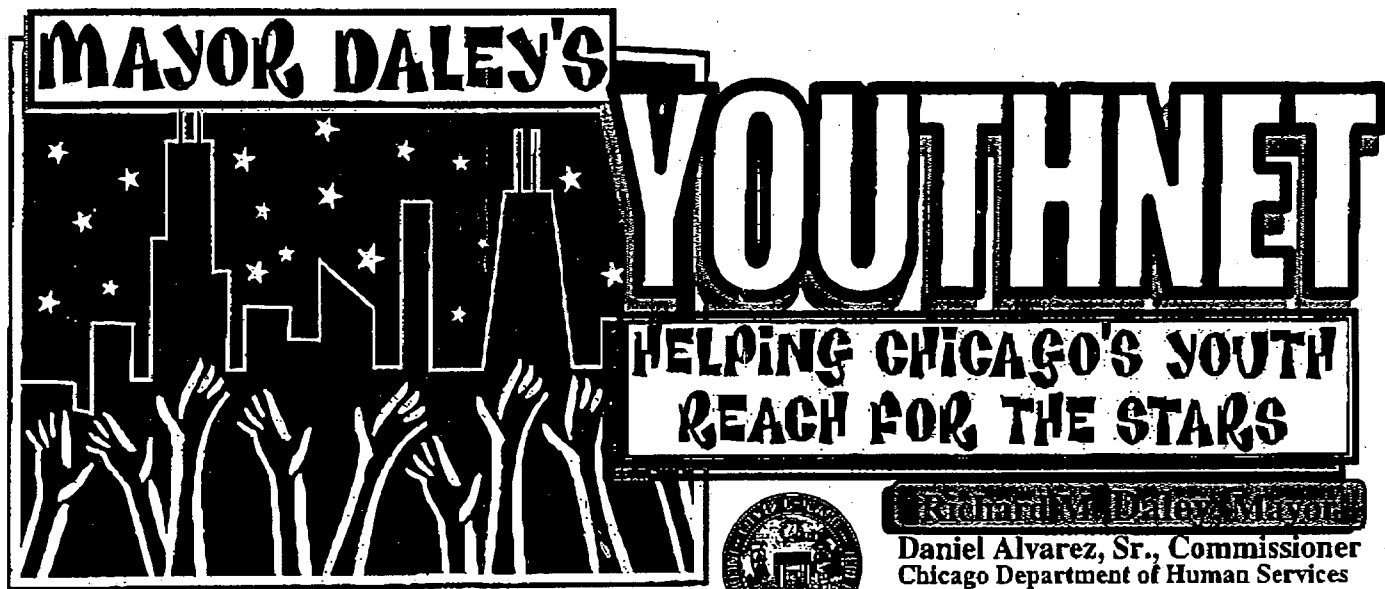
Name: _____

Address: _____

Phone: _____

Police District: _____

School Name: _____



SENT BY: CHICAGO

: 4-22-98 : 1:49PM : MAYORS EXECUTIVE OFC-

912024562878;# 9/10

5

WHAT BUILDS A YOUTHNET CENTER?

COMMUNITY SERVICE
FAMILY SUPPORT PROGRAMS
EDUCATION PROGRAMS
SPORTS
JOB TRAINING
LEADERSHIP DEVELOPMENT
DRAMA & ARTS



WHAT ARE YOUTHNETS?



1

A SAFE HAVEN

The YouthNet Centers work in partnership with the local police district to ensure that they are safe places for community residents to go.

2

ACCESS TO SERVICE

YouthNets builds on the strengths of community based organizations, primary service providers and public programs to increase access to services for neighborhood residents.



3

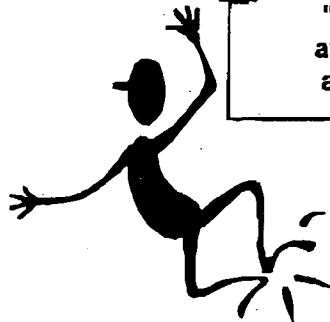
ENGAGING ACTIVITIES

YouthNet programs cover a broad range of areas that young people identified for the Task Force. Opportunities in education, recreation, health and community service are examples of what YouthNets offer.

4

EXTENDED PROGRAMMING HOURS

Many young people told the Task Force that they had "no safe place to go" and "nothing to do" during the hours they are not in school. YouthNet programming takes place after-school and on weekends to ensure that all people have a chance to participate.



5

POSITIVE RELATIONSHIPS

Many young people do not have positive adult role models in their lives. YouthNets offer numerous opportunities for youth to form relationships with caring adults.



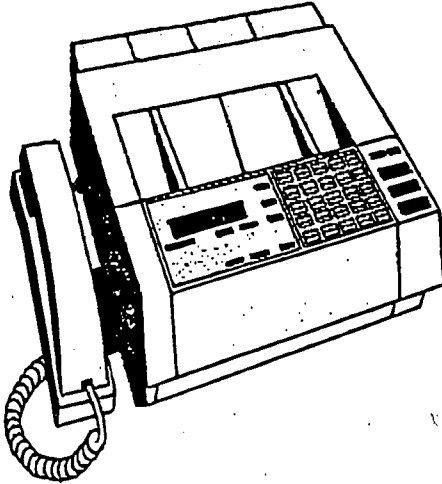
NORMA L. TSUMAKO
SECRETARY

Board of Education CITY OF CHICAGO

1819 WEST PERSHING ROAD
CHICAGO, ILLINOIS 60609

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SHARON M. REVELLO
ASSISTANT SECRETARY



FAX COVER SHEET

DATE: 4/22/98

TO: NEERA TANDEN

FAX # 202, 456-2878

FROM: JEAN FRANCZYK

RE: CAPS

Number of pages to follow this sheet: 3

If any error in transmission occurs, please call

(773) 535-3730 and ask for: ESTELA

Fax: (773) 535-3720
web site: www.cps.k12.il.us

Community Policing in Chicago

1ast
In 1993, recognizing the limitations of traditional policing methods, the Chicago Police Department implemented a new strategy designed to expand the Department's ability to prevent as well as control crime. CAPS or the Chicago Alternative Policing Strategy was implemented in five prototype districts in April, 1993, expanded city-wide in 1994 and institutionalized in April, 1996.

Since the initiation of the City's community policing strategy five years ago:

- One-thousand two hundred more police officers have been put on the street, in the community.
- Crime has fallen steadily and significantly -- there were 39,000 fewer victims of serious crime in 1997 than there were in 1992.
- Violent crime -- including murder, criminal sexual assault, robbery and aggravated assault -- has declined by 19%.
- Murders have decreased by nearly one-fifth -- 183 fewer lives were lost in 1997 than in 1992.
- Burglaries have fallen by 17%, while motor vehicle thefts were down by 25%.
- The number of arrests has remained steady -- at just over 300,000 -- even as the City's crime rate has fallen.

The City's community policing model builds on traditional policing by incorporating proactive problem-solving activities as a primary responsibility of beat officers. Beat officers work with community residents and other institutional stakeholders, such as schools, churches and other houses of worship, businesses and local chambers of commerce, and other community-based institutions, to identify and prioritize problems affecting the beat and to develop solutions to those problems.

New methods for sharing information between police and community have been created. Regular beat meetings are held throughout the City's 279 beats, most monthly. Computerized crime maps and community alerts are distributed regularly to residents and stakeholders. Other resident-based activities, such as parent patrols, neighborhood watch groups, and cellular phone patrols, are also supported throughout the city. A television show documenting the implementation of community policing is produced by the Department and airs daily on the City's cable channel and weekly on a local television outlet.

Some statistics on community participation include:

- The public's awareness of community policing -- and their role in preventing crime -- has risen sharply. In 1997, almost 70% of Chicagoans knew about the City's community policing initiative.
- Community participation in neighborhood safety has risen dramatically. In 1997, a record number of Chicagoans -- almost 93,000 -- took part in regular community policing activities.
- Each district has a community advisory group -- or DAC -- composed of residents and stakeholders to assist the district commanders in identifying the underlying causes and conditions that breed crime in the community. In addition, the DACs

have a variety of subcommittees that focus on specific priority issues. Over 25,000 residents participated in District Advisory Committee and other subcommittee activities in 1997, a 42% increase.

Each district also has a Court Advocacy subcommittee that identifies and tracks cases of interest to the community through the court process. Community volunteers have become an everyday feature of the Cook County court system. In 1997, over 5,000 community volunteers attended over 3,100 court proceedings, a 17% increase in participation and a 78% increase in cases tracked.

While elements of the City's community policing initiative are similar to other jurisdictions around the country, the most striking difference is the full integration of city services into the problem-solving process. Through this approach, conditions which can lead to crime, such as abandoned buildings which can become centers for criminal activities such as drug dealing and prostitution, are identified and addressed. More abandoned buildings have been torn down or rehabilitated in 1997 than ever before. More abandoned automobiles have been towed and more graffiti removed from public and private property. Over 20,000 service requests related to crime and disorder problems were processed in 1997, for a total of over 102,000 since 1993.

One example of the success of the integration of City services in problem-solving activities involves a park on the City's near south side. It had become a haven for gang and drug activity, prostitution, and other illegal activity. Despite concentrated enforcement action in the area, the problems around the park continued and families in the area no longer felt safe taking their children there. It was not until the police and community were able to integrate City services and increase lighting in and around the park, remove graffiti consistently, and alter other physical aspects of the park that the crime problems in the neighborhood were effectively addressed. The park is now a safe haven for the children in the area. The concentrated and consistent use of City services to remove graffiti, clean vacant lots, trim trees, remove abandoned automobiles and replace street lights have made gang-related drug dealing increasingly difficult in many of Chicago's neighborhoods.

Youth and Community Policing:

Integral components of the City's community policing strategy are the involvement of youth in community-based activities and positive alternatives and enhancing the safety and security of children and youth in and around schools and parks. The role of and focus on youth-oriented activities in a secure environment has continued to expand over the five years of the City's strategy. Some of the ongoing and new youth-oriented initiatives follow:

Youth Fora

One initiative begun in several districts during 1997, in partnership with the Chicago Public Schools, was the establishment of youth fora. These sessions involve police officers from various beats and students from the public high schools in the district. Meetings are held monthly between the officers and the students and are designed to increase awareness of each party's roles and responsibilities within the community and increase understanding between the officers and youth. Activities associated with these youth fora include role playing, conflict resolution exercises and

*Foro = plura
forum*

esteem building. The youth fora have proven successful in the implementing districts at increasing trust between the police and youth. A working group is in the process of developing a model curriculum for youth fora that can be used to expand this effort throughout the City's police districts.

Youth and Family Subcommittees

Virtually every police district now has a youth-oriented subcommittee of the District Advisory Committee. DACs and their subcommittees are designed to identify and develop strategies, in conjunction with the District Commander and other police personnel, for the underlying causes of crime and disorder. Each district has developed youth initiatives that address specific local concerns and/or conditions and that provide positive alternatives for area youth. Some of the local initiatives undertaken by youth subcommittees and district personnel, as well as individual beats include:

- Mentoring programs;
- Establishment of youth sports leagues, including basketball, volleyball, baseball and soccer;
- Sponsorship of youth sports teams from disadvantaged communities in existing Chicago Park District leagues;
- Summer field trip programs designed to expose youth to a wide array of cultural and educational experiences;
- Sponsorship of art and essay contests at local schools designed to raise awareness among youth of their role in the community; and
- Youth beat meetings and advisory committee meetings.

Other Police Department Youth Initiatives

Other programs have been sponsored by specialized units of the the Police Department, notably the Youth Division and the Public Housing - South Unit. In addition to ongoing efforts, each year the Department's Youth Division sponsors a Police and Children Together (PACT) camp for at-risk youth between the ages of 9 and 12 in the Chicago Area, in cooperation with the Law Enforcement Foundation of Illinois. The objective of these one-week PACT camps are to help develop participant's self-esteem on three levels; individually, as members of a team, and in interactions with adult role models, specifically police personnel. The camp culminates in a graduation exercise hosted by the Superintendent. Follow-on mentoring is also conducted by officers.

During 1996, the Commander of the Public Housing-South Unit began an aggressive program of outreach to the youth in some of the City's most challenging public housing projects. Recognizing the need for both a secure environment and access to and assistance with a variety of educational issues, the Commander began to establish "learning centers" in project buildings. Two such centers are equipped with donated computer terminals and other educational tools, and staffed by officers assigned to the Public Housing Unit. The Unit also sponsors a baseball league/tournament for approximately 350 youth from the projects every summer.

~~Page 10~~

*Info specific to 4th District
is coming.*

CPS**CHICAGO PUBLIC SCHOOLS**

Paul G. Valles

Chief Executive Officer

Jane Addams Elementary School • 10810 South Avenue H • Chicago, Illinois 60617 • Telephone 773/835-8210 • Fax 835-8292
 E-Mail: cbarron@addams.cps.k12.il.us

Cynthia K. Barron, Ph.D.
 Principal

George Diaz
 LSC Chairperson

Leadership Team
 Guadalupe Suarez-Silva
 Assistant Principal
 Shelia Lavizzo
 Special Ed. Chair

**JANE ADDAMS ELEMENTARY SCHOOL
 EXTENDED DAY PROGRAMS
 MONDAY, APRIL 27, 1998**

<u>LOCATION</u>	<u>ACTIVITY</u>	<u>GRADE</u>	<u>FUNDING</u>
101	Tutoring	3rd	Lighthouse
103	Tutoring	2nd	Lighthouse
105	Tutoring	1st	Lighthouse
106	Tutoring	8th	Lighthouse
107	ESL Peer Tutoring	4-8	Learn & Serve
108	Tutoring/HMWK Asst	1st	Lighthouse
208	Book Trip	3-8	Learn & Serve
207	Tutoring/Peer Tutoring	6th	Learn & Serve
206	Tutoring	7th	Chapter I
205	Tutoring/Student Council	6th	Lighthouse/Learn & Serve
201	ESL	4-8	Lighthouse
202	Tech Support/Tutoring	K-8	Lighthouse/Learn & Serve
Lunchroom	1st/2nd Social Center	1-2	Social Center
Gym	Chorus	3-8	Learn & Serve
Rotating	Video Club	6-8	N/A
Gym	Boys BB	7-8	Volunteer
Gym	Girls VB	7-8	Volunteer

ANNEX

109	Tutoring	5th	Lighthouse
110	Peer Leaders	5-8	Drug Free Schools
112	Tutoring	4th	Lighthouse
113	Tutoring	3rd	Lighthouse
115	Tutoring	8th	Chapter I

*May 17: - crime prevention tools
 Neighborhoods
 Neighborhood partners
 Neighborhood*



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

January 15, 1998

MEMORANDUM

TO: Paul Vallas, Chief Executive Officer
Dr. Cozette Buckney, Chief Education Officer
Chicago Public Schools

FROM: Jennifer Davis 
Deputy Assistant Secretary

RE: Follow-up to Meeting in Chicago

Thank you for hosting the meeting on December 19 between officials of the U.S. Department of Education and Chicago Public Schools. We believe the meeting was quite productive and represented an important next step to the meeting you had with Secretary Riley several months ago.

As we discussed at the meeting, attached is a document outlining the U.S. Department of Education resources available to Chicago. The document is broken down by the categories you identified and includes funding CPS does not currently receive as well as an overview of the programs in which Chicago currently participates. The document also explains the Even Start situation we discussed during our meeting. We hope it will be helpful.

In addition, the President's State of the Union will outline his education agenda for the next year. There will be new funding proposed in the 1999 budget that will further support Chicago's reform efforts. We will forward to you the materials once the initiatives are public.

Also attached is the Illinois state funding chart that summarizes Federal education funding to the state. A chart listing the approximate dollars from the U.S. Department of Education that flow through the state to Chicago is also included. Brochures on the U.S. State & Local Gateway are also enclosed. This new web site will allow your staff to access information about education funding from across the Federal government. This web site will be continuously updated. If you have any suggestions on improving the Gateway, please let us know.

I hope that your office has officially submitted your concerns about the proposed regulations to the reauthorized IDEA. Sue Gamm indicated that she would submit them prior to the closing date for comments. I will be coordinating with our Office of Special Education on your concerns.

FIRST LADY HILLARY RODHAM CLINTON
RELEASE OF "KIDS, COPS, COMMUNITIES" REPORT
JANE ADDAMS ELEMENTARY SCHOOL
CHICAGO, ILLINOIS
APRIL 27, 1998

Thank you. If there's one thing I've learned over the years, it's not to follow the star of the show. I want to thank Gabby for sharing her story..and all of you here for your tireless efforts on behalf of children like her, especially: Mayor Daley whose leadership has made community policing and after school care a reality for the citizens of Chicago. Let me also wish the Mayor a belated happy birthday...as both of us have learned, this is hands down the best city to celebrate a birthday in.

I also want to thank Police Chief Hillard...whose entire department has done so much to stop crime by investing in our young people. I have heard that our host, Principal Barron, is the proud recipient the 1998 Principal Leadership Award for Outstanding Principals. And, I have now seen firsthand -- in the classrooms and the playgrounds -- all she has done to make Jane Addams Elementary School and its students shine.

It is only fitting that we gather here exactly one year after the President's Summit on Service, where he challenged every American to give all children a caring adult, a safe place, a healthy start, an effective education, and a chance to serve.

You are meeting that challenge...proving that the city of big shoulders is still the city of big hearts...and doing it in a way that Jane Addams herself would have been proud of. Because when you think about it, you are providing for children today what she created for immigrant families at the turn of the last century: a safe haven to grow and learn and reach their dreams. Her goal was simple: "Neighbors helping neighbors."

Of course, much has changed since Jane Addams created this city's first child care facility for working mothers. Like many of you, when I came home after school, there were always places to play and parents at home or in the neighborhood who could watch over us.

Now, about 75 percent of mothers with school-age children work outside the home. There are 5 million children who spend too much time as latch key kids, many glued to the t.v., some even getting into trouble. The anxiety of too many parents is summed up in the title of a recent Newsweek article, "It's 4:00 p.m., Do you know where you're children are?" Right this minute, there are parents in Chicago and across the country who are sitting in meetings or at their desk or stuck

in traffic distracted. They are looking constantly and nervously at their watches, hoping their kids are O.K, and worrying that they're not.

Parents never need an excuse to worry...but too often now they have every reason to worry. We know that half of all juvenile crime takes place between 3 p.m. and 8 p.m..and that the chances are 10 to 1 that a child will become a victim, rather than a perpetrator, of violence.

And we know that even when kids hear the right messages...messages that say that smoking isn't cool, that teen pregnancy will end your dreams, that violence won't solve your problems...even our children are told what to say "no" to, we still need to give them something to say "yes" to. We must use those critical after-school hours to keep our all children out of harm's way and on the right track.

And, through the Lighthouse program, that is exactly what you are doing here and across Chicago. You are helping children succeed in school and life. With tutoring. With social activities. With meals. With sports. With caring adults to pick them up when they've fallen and cheer them on until they triumph. And with the chance to serve. I was so impressed by the students I saw here who were

tutoring younger children -- and helping them to uncover the mysteries of Egypt and the world. They are excelling in the only job more powerful than President: citizen.

The President believes children across America should have this opportunity. That's why, as part of his historic Child Care Initiative, he wants to dedicate \$1 billion to give parents more peace of mind and 500,000 more children a year the benefits of after school programs. To Congress, we must say: The time is now to pass child care legislation. But, we must do even more.

Which is why I am pleased to announce today a new Justice Department report that looks at successful efforts by law enforcement to reach those children who are most at risk after school. The report shows that members of law enforcement understand something that some Members of Congress still don't: crime prevention works.

Ask any police officer and he or she will say the same thing: We cannot solely arrest ourselves out of this problem. If we are going to bring down youth crime rates, we must lift up our children. And if we want to avoid locking them up

tomorrow, all of us must work together to show them a different way today.

What Officers Patrick Gleason and Jerold Malkowski have done under Police Commander Noreen Walker's leadership...working one-on-one with children...guiding them... protecting them...stopping conflicts before they escalate into violence...and just being there day after day...has made a real difference. Not only in fighting crime. Not only in strengthening the school and the community. But, above all, it has made a difference in the lives and futures of the children here.

Before I close, I want to save my biggest thanks for the people in the audience who have the toughest job and the biggest influence on our children's lives...and that's their parents. I was so inspired to hear about what you're doing. How you organized into a parent patrol. How you report gangs and other dangers lurking about. How you look outside the window every day to make sure that all children -- not just yours -- get home safely. And, ultimately, how you are making sure that more than 100 years after Jane Addams founded Hull house, her vision of

"neighbors helping neighbors" is alive and well at this school and in this community.

Thank you very much.

Person, Title (Issue)	Address	Recommended By	Qualifications for Recommendation
David Olds, Ph.d, Director (Early Childhood/Prevention Efforts)	Prevention Research Center for Family and Child Health University of Colorado Health Sciences Center 303 E. 17th Avenue, Suite 200 Denver, CO 80203	Department of Justice	Dr. Olds, original work examined the effects of prenatal and postpartum nurse visitation programs in Elmira, NY. He currently is carrying out an urban replication of the Elmira study in Memphis, Tennessee; a 15-year follow-up study of the Elmira sample which found that children of the participating mothers had more than 50% fewer arrests; and another replication in Denver area.
David Hawkins, President (Risk Factor Analysis)	Developmental Research and Programs, Inc. 130 Nickerson, Suite 107 Seattle, WA 286-98109 (206) 286-1805 fax: (206) 286-1462	Department of Justice	Dr. Hawkins, along with his colleague Dr. Richard Catalano, is the lead practitioner and academic in the area of risk-focused prevention. He pioneered the development of programs to fill service gaps in area of juvenile delinquency, violence, teen pregnancy, school dropouts and drug and alcohol abuse.



OFFICE OF JUSTICE PROGRAMS
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FAX COVER SHEET

TO: Neera Tanden

FAX #: 456-2878

FROM: Lakshmi Ramakrishna

DATE: 4/24/98

SUBJECT: DRAFT ^{DOJ} Press Release for Kids, Cops + Communities

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COMMENTS:

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EFFECTIVE PREVENTION PROGRAMS
FOR KIDS INVOLVE ADULTS, MENTORS AND COPS

WASHINGTON, D.C. -- Promising, community-based programs involving police officers and youth organizations are helping kids use their non-school hours productively, according to a report released today by the Justice Department's National Institute of Justice (NIJ) and announced during an event in Chicago by First Lady Hillary Rodham Clinton.

The report, "*Kids, Cops & Communities*," highlights successful approaches in Bristol, CT, Arlington, TX and Spokane, WA to preventing juvenile delinquency and crime.

"Past research has shown us that kids who are most likely to become involved in crime do so between 3 in the afternoon and 8 at night," said NIJ Director Jeremy Travis. "Families, schools and neighborhoods play a significant role in preventing crimes by and against young people during this critical, high-risk time period."

The study involved a survey of 579 affiliates of seven national youth-serving organizations: Boys and Girls Clubs of America, Boy Scouts of America, Girls Incorporated, Girl Scouts of the U.S.A., National Association of Police Athletic Leagues, National 4-H Council and USDA 4-H and Youth Development Service and YMCA of the U.S.A.

In Bristol, CT, government and law enforcement officials concluded that community-based services for youth, especially after-school programs, were critical and that collaboration

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between the Bristol Police Department and the Youth Service Bureau made them effective. The Bristol Family Center for Boys and Girls, affiliated with Girls Incorporated, provides positive support for teen parents. The center devised a second program to intervene with young people thought to be at risk of becoming involved in crime or delinquency.

In Arlington, TX, public and private agencies have collaborated to recruit high-risk children and teens to participate in the Boys and Girls Clubs Centers and the Arlington Youth Services Multi-purpose Center. The Arlington Police Department, in conjunction with local community agencies, administers over 25 age-appropriate youth education programs covering a wide range of issues, including the DARE program.

In Spokane, WA, the West Central Community Center is both a home away from home for developmentally delayed adults and also provides a safe environment for children and teens before and after school. Many working parents are now able to drop their children off for before-school youth development activities rather than leaving them in empty homes or to walk to school in unsupervised areas.

Partnerships between police and youth-serving organizations ranged from officers providing occasional talks to officers leading groups on an ongoing basis. All ranks from within the law enforcement community are volunteering to become Boy Scout and Girl Scout leaders for kids in high-crime neighborhoods where it has been difficult to establish troops. Additional findings from the survey showed that national youth-serving organizations reach millions of youth, particularly those who live in economically depressed urban areas or have already been involved in the criminal justice system as a victim or an offender.

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