

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. card	Business card re: Rachael Worthington Walker (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
David Lussier (Subject Files)
OA/Box Number: 21656

FOLDER TITLE:

After School Programs [1]

2011-0581-S

rc263

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]



afterschool.gov

A new web site for after-school programs

- **Get information about federal resources**
 - **Funding**
 - **Snacks**
 - **Mentors**
 - **Grants**
 - **Safe web site for kids and teens**
 - **And much more**
- **Learn how to host an After-School Resource Fair**
- **Learn from colleagues about developing new resources**
- **Link your community after-school web site to a national network**

Visit www.afterschool.gov

Sponsored by Federal Support to Communities Initiative, with General Services Administration and the National Partnership for Reinventing Government

55. How would you describe the area in which you live—Do you live in a city with over a million people, in a smaller city, in a suburban area outside a city, in a small town, or in a rural area?

City (1 million+)	25
Smaller city	35
Suburban area	19
Small town	11
Rural area	8
(don't know)	1

Just to make sure we have a representative sample, what is your race?

White	72
Black	7
Hispanic (Puerto Rican, Mexican-American, etc.)	14
Asian	3
(Other)	3
(Don't know/refused)	1

SKIP TO Q58

58. What is your zip code? _____

And finally, strictly for verification purposes, can I have just your first name?

And your phone number to make sure it is correctly marked off of our list?

That completes our public opinion survey. Thank you very much for your time and cooperation, and have a pleasant (day/evening).

49. Do your children currently attend an afterschool program?

Yes (GO TO Q50).....	29
No (GO TO Q52).....	70
(don't know) (GO TO Q52).....	1

IF Q49=1, ASK:

50. Do your children attend a DAILY afterschool program?

Yes (GO TO Q50).....	70
No (GO TO Q52).....	30
(don't know) (GO TO Q52).....	0

IF Q50=1, ASK:

51. Do they attend an afterschool program which takes place at school or one which takes place at a community organization, like the YMCA?

School based.....	68
Community based.....	21
(both).....	5
(neither).....	6
(other).....	0
(don't know).....	0

52. Are you or your spouse or partner home when your children return from school?

Yes.....	67
No.....	24
(don't know).....	9

RESUME ASKING ALL:

53. Do you have any grandchildren?

Yes.....	25
No.....	73
(don't know).....	2

54. What is the last year of schooling that you have completed?

[CIRCLE ONE - DO NOT READ]

1 - 11th grade.....	6
High school graduate.....	25
Non-college post H.S.(e.g. tech).....	3
Some college (jr. college).....	24
College graduate.....	29
Post-graduate school.....	14
(don't know).....	0

44. Do you have any children 18 years of age or younger?

Yes [GO TO Q45].....38
No [GO TO Q53].....61
(don't know) [GO TO Q53].....0

45. What is the age of your youngest child?

0-5 years.....37
6-12 years.....37
13-18 years.....24
(don't know/refused).....2

46. How many children do you have in your household?

1 child.....38
2 children.....37
3 or more children.....24
(don't know/refused).....1

47. Do your children attend public school, private school, or parochial or religious school?

Public school.....72
Private school.....9
Parochial or religious school.....3
(attend more than one type).....3
(don't know).....14

48. What grade is your child/children in?

Circle all that apply
Pre-school.....13
Kindergarten.....9
1st.....13
2nd.....11
3rd.....13
4th.....13
5th.....13
6th.....8
7th.....8
8th.....11
9th.....9
10th.....9
11th.....8
12th.....8
(don't know).....13

39. Are you married, single, separated, widowed, or divorced?

Married.....	56
Single.....	24
Separated/divorced.....	12
Widowed.....	8
(don't know).....	1

40. [IF MARRIED MALE] Does your wife work, half-time or more outside the home, or would you say that her work is mainly at home?

Employed.....	63
At home.....	35
(don't know).....	1

41. [IF FEMALE RESPONDENT] Do you have a paid job, half-time or more or would you say that your work is mainly at home?

Employed.....	55
At home.....	44
(don't know).....	1

RESUME ASKING ALL

42. What is your occupation?

Professional.....	25
WC Managerial.....	7
WC Clerical.....	7
Service employee.....	6
Govt employee.....	4
Farmer.....	1
Unskilled BC.....	6
Skilled BC.....	8
Homemaker.....	13
Other.....	10
(don't know).....	0
(refused).....	5

43. How many hours per week do you work?

Less than 10.....	1
10 to 20.....	4
21 to 40.....	25
Over 40.....	36
(don't work).....	5
(homemaker).....	12
(retired).....	12
(don't know).....	5

RESUME ASKING ALL

Thank you. The few remaining questions are for classification purposes only.

36. Generally speaking, do you think of yourself as a Republican, a Democrat, an independent, or something else?

[IF REPUBLICAN OR DEMOCRAT ASK:] Do you consider yourself a strong (Republican/Democrat) or a not so strong (Republican/Democrat)?

[IF INDEPENDENT ASK:] Would you say that you lean more toward the Republicans or more toward the Democrats?

strong Republican	19	32
not so strong Republican	9	
indep. leans Republican.....	4	
independent	22	
indep. leans Democratic.....	7	
not so strong Democrat.....	12	
strong Democrat.....	19	38
dk/na/other.....	8	

37. On political issues do you consider yourself a liberal, a conservative, or a moderate?

[IF LIBERAL OR CONSERVATIVE:] Would you call yourself a strong (liberal/conservative), or somewhat (liberal/conservative)?

[IF MODERATE:] Do you think of yourself as closer to being liberal or being conservative?

Strong liberal.....	15	31
Not strong liberal.....	16	
Moderate - lean liberal)	0	
Moderate	33	
Moderate - conservative.....	9	
Not strong conservative.....	10	
Strong conservative.....	11	30
(other).....	1	
(don't know/refused).....	5	

38. What is your age? _____ (CODE 101 FOR DON'T KNOW)

IF REFUSED: I am going to read you some age categories. Stop me when we get to your category:

18-24 years.....	10
25-29.....	10
30-34.....	10
35-39.....	12
40-44.....	12
45-49.....	10
50-54.....	10
55-59.....	6
60-64.....	5
Over 64.....	13
(refused/don't know).....	2

34. Of the following, who do you see as the most responsible for student achievement?

READ AND ROTATE

Federal government.....	4
State government.....	5
Local government.....	6
Local schools.....	19
Parents.....	57
Private sector.....	0
Faith-based organizations.....	0
Community organizations.....	2
(all of the above, ASK: But if you had to choose one?).....	2
(none of the above, ASK: But if you had to choose one?).....	0
(other).....	1
(don't know).....	4

[IF CHOICE GIVEN IN Q34, ASK:]

35. And who would be the next most responsible for student achievement?

READ AND ROTATE, DELETE ITEM MENTIONED IN Q34

Federal government.....	4
State government.....	7
Local government.....	6
Local schools.....	45
Parents.....	22
Private sector.....	2
Faith-based organizations.....	3
Community organizations.....	6
(all of the above, ASK: But if you had to choose one?).....	0
(none of the above, ASK: But if you had to choose one?).....	1
(other).....	1
(don't know).....	3

BE ASKING ALL

for something slightly different. Some people have recommended that public schools be open and available for community members to use during afternoon, evening and weekend hours for activities like health clinics, recreation activities, and parenting and adult education classes. Would you favor or oppose using public schools in your community for these activities? (If favor/oppose, Ask: Is that strongly/not so strongly?)

Strongly favor.....	56	83
Not so strongly favor.....	27	
Not so strongly oppose.....	5	
Strongly oppose.....	5	10
(don't know).....	7	

Which of the following statements comes closer to your point of view?

AND ROTATE

Some people/other people say schools, cities, and counties should cooperate and work together to make public schools open and available for community members because it is good for the whole community and provides evening and weekend activities for everyone.

Some people/other people say schools, cities, and counties do not need to be working together to open up public schools for community members because each have their own concerns and goals and should focus on them. Opening up public schools is less of a priority for these groups.

Cooperate and work together.....	85
Do not need to work together.....	6
(both).....	4
(neither).....	2
(don't know).....	4

SPLIT SAMPLE B

29. If a candidate for public office opposes government funding for afterschool programs, how likely would you be to vote against him - extremely likely, very likely, somewhat likely, not too likely, not likely at all, or wouldn't it make a difference?

Extremely likely	17	34
Very likely.....	17	
Somewhat likely.....	15	
Not too likely.....	10	
Not likely at all.....	8	33
No difference.....	26	
(don't know).....	8	

30. Now I am going to read you a list of items that could result from an afterschool program. Please tell me which one is the most important item to you that could result from an afterschool program.

READ & ROTATE

Provides a place where homework can be done.....	16
Helps working families.....	16
Builds social skills.....	15
Provides opportunities to learn and master new skills.....	14
Makes children like school.....	5
Makes communities stronger.....	8
Improves academic achievement.....	14
(all of the above, ASK: But if you had to choose one?).....	5
(none of the above, ASK: But if you had to choose one?).....	0
(other).....	0
(don't know).....	5

[IF CHOICE GIVEN IN Q30, ASK:]

31. Which one would be the next most important item?

READ & ROTATE [DELETE ITEM MENTIONED IN Q30]

Provides a place where homework can be done.....	15
Helps working families.....	15
Builds social skills.....	17
Provides opportunities to learn and master new skills.....	16
Makes children like school.....	5
Makes communities stronger.....	11
Improves academic achievement.....	18
(all of the above, ASK: But if you had to choose one?).....	0
(none of the above, ASK: But if you had to choose one?).....	0
(other).....	0
(don't know).....	2

[END OF SPLIT SAMPLE B, GO TO Q32]

SPLIT SAMPLE A

26. If a candidate for public office supports government funding for afterschool programs, would you be more or less likely to vote for this candidate or wouldn't it make a difference? (If more/less likely, Ask: Is that much/somewhat more/less likely?)

Much more likely	26	SS
Somewhat more likely	29	
Somewhat less likely	3	
Much less likely.....	4	8
No difference	32	
(don't know)	5	

27. Now I am going to read you a list of items that could result from an afterschool program. Please tell me which one is the most important item to you that could result from an afterschool program.

READ & ROTATE

Provides a place where homework can be done	15
Helps working families.....	14
Builds social skills.....	13
Provides opportunities to learn and master new skills.....	17
Makes children happy	3
Makes communities stronger	6
Improves academic achievement.....	18
(all of the above, ASK: But if you had to choose one?)	7
(none of the above, ASK: But if you had to choose one?)	1
(other).....	0
(don't know).....	4

[IF CHOICE GIVEN IN Q27, ASK:]

28. Which one would be the next most important item?

READ & ROTATE [DELETE ITEM MENTIONED IN Q27]

Provides a place where homework can be done	14
Helps working families.....	20
Builds social skills.....	16
Provides opportunities to learn and master new skills.....	17
Makes children happy	3
Makes communities stronger.....	12
Improves academic achievement.....	16
(all of the above, ASK: But if you had to choose one?)	0
(none of the above, ASK: But if you had to choose one?)	0
(other).....	0
(don't know).....	2

[END OF SPLIT SAMPLE A, GO TO Q32]

SPLIT SAMPLE C

24. Do you agree or disagree that school districts should set aside specific funds to be used for afterschool programs? (If agree/disagree, Ask: Is that strongly/not so strongly?)

Strongly agree	58	78
Not so strongly agree.....	21	
Not so strongly disagree.....	8	
Strongly disagree.....	11	18
(don't know).....	4	

**[END OF SPLIT SAMPLE C, SPLIT SAMPLE A GO TO Q26,
SPLIT SAMPLE B GO TO Q29]**

SPLIT SAMPLE D

25. Do you agree or disagree that city and county governments should set aside specific funds to be used for afterschool programs? (If agree/disagree, Ask: Is that strongly/not so strongly?)

Strongly agree	60	83
Not so strongly agree.....	23	
Not so strongly disagree.....	5	
Strongly disagree.....	6	11
(don't know).....	6	

**[END OF SPLIT SAMPLE D, SPLIT SAMPLE A GO TO Q26,
SPLIT SAMPLE B GO TO Q29]**

SPLIT SAMPLE A

20. Thinking about the responsibility of state government with regard to afterschool programs - How much of a role, if any, should state government play in helping to develop afterschool programs? Do you think they should play - [ROTATE FRONT TO BACK, BACK TO FRONT] a major role, a medium role, a minor role, or no significant role at all -- in developing afterschool programs in your community?

Major role.....	36	69
Medium role.....	34	
Minor role.....	19	
No role at all.....	8	26
(don't know).....	4	

21. Do you agree or disagree that the federal government should set aside specific funds to be used for afterschool programs? [If agree/disagree, Ask: Is that strongly/not so strongly?]

Strongly agree.....	55	78
Not so strongly agree.....	22	
Not so strongly disagree.....	8	
Strongly disagree.....	10	17
(don't know).....	5	

[END OF SPLIT SAMPLE A, SPLIT SAMPLE C GO TO Q24, SPLIT SAMPLE D GO TO Q25]

SPLIT SAMPLE B

22. Thinking about the responsibility of businesses in your community with regard to afterschool programs - How much of a role, if any, should businesses in your community play in helping to develop afterschool programs? Do you think they should play - [ROTATE FRONT TO BACK, BACK TO FRONT] a major role, a medium role, a minor role, or no significant role at all - in developing afterschool programs in your community?

Major role.....	25	64
Medium role.....	39	
Minor role.....	22	
No role at all.....	10	31
(don't know).....	5	

23. Do you agree or disagree that the state government should set aside specific funds to be used for afterschool programs? [If agree/disagree, Ask: Is that strongly/not so strongly?]

Strongly agree.....	60	83
Not so strongly agree.....	23	
Not so strongly disagree.....	6	
Strongly disagree.....	7	12
(don't know).....	5	

[END OF SPLIT SAMPLE B, SPLIT SAMPLE C GO TO Q24, SPLIT SAMPLE D GO TO Q25]

16. Thinking about the issue of the state budget surplus. Some people from this part of California favor using a portion of the state budget surplus to fund afterschool programs throughout the state, while other people feel this money should be used for increased funding for education and health care. Thinking about your views on this issue, would you favor or oppose using a portion of the state budget surplus to pay for afterschool programs throughout the state? (If favor/oppose, Ask: Is that strongly/not so strongly favor/oppose?)

Strongly favor.....	47	74
Not so strongly favor.....	27	
Not so strongly oppose.....	8	
Strongly oppose.....	9	16
(don't know).....	10	

17. If your tax dollars are used to fund afterschool programs, would you want that money used for school-based afterschool programs or community-based afterschool programs?

School-based programs.....	48
Community-based programs.....	26
(both).....	18
(neither).....	3
(don't know).....	4

18. Which of the following statements comes closer to your point of view?

 Schools and community organizations should share resources to provide afterschool programs in order to reach more children..... 77

OR

 Schools and community programs should compete for resources to provide afterschool programs in order to provide more options..... 13

(both).....	5
(neither).....	3
(don't know).....	2

19. Which one of the following statements comes closest to your own view?

ROTATE

The responsibility for paying for afterschool programs should **ONLY** be the parent's responsibility..... 16

The responsibility for paying for afterschool programs should be **ALL** taxpayers' responsibility, but parents who use the program should pay more..... 42

The responsibility for paying for afterschool programs should be **ALL** taxpayers' responsibility..... 32

(all).....	5
(neither).....	2
(don't know).....	3

12. Now let me read you about a program which some people have recommended implementing. This comprehensive afterschool program would use public school buildings during after school hours five days a week to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention.

Having heard this description would you favor or oppose providing this program to children in your community? (If favor/oppose. Ask: Is that strongly/not so strongly?)

Strongly favor.....	68	88
Not so strongly favor.....	20	
Not so strongly oppose.....	4	
Strongly oppose.....	2	6
(don't know).....	6	

13. Do you think children would be better off going home after school or taking part in this program? [If choice, ask: Is that much/somewhat better?]

Much better going home.....	13	29
Somewhat better going home.....	16	
Somewhat better program.....	23	
Much better program.....	32	54
(don't know).....	17	

14. If I told you this program will cost \$1,000 per child, per school year, how willing would you be to use additional federal or state taxpayer money to put these programs in your community - very willing, somewhat willing, not too willing, or not willing at all?

Very willing.....	34	71
Somewhat willing.....	37	
Not too willing.....	13	
Not willing at all.....	9	22
(don't know).....	7	

(NOTE TO INTERVIEWER: REMIND THROUGHOUT REMAINDER OF SURVEY THAT REFERRING TO THE FOLLOWING PROGRAM: This comprehensive afterschool program would use public school buildings during after school hours five days a week to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention.)

15. Still thinking about this issue and your taxes. One proposal that has been put forward to pay for this program would be to increase state taxes by one hundred dollars per year. Thinking about this proposal, would you favor or oppose having your state taxes increased by one hundred dollars per year to pay for every child to attend an afterschool program? (If favor/oppose. Ask: Is that strongly/not so strongly?)

Strongly favor.....	39	65
Not so strongly favor.....	26	
Not so strongly oppose.....	11	
Strongly oppose.....	16	27
(don't know).....	8	

8. Of the following, which group should play the largest role in ensuring afterschool programs for children?

[READ AND ROTATE]

Federal government.....	10
State government.....	12
Local government.....	17
Parents.....	27
Public schools.....	12
Private sector.....	1
Faith-based organizations.....	2
Community organizations.....	11
(all of the above, ASK: But if you had to choose one?).....	3
(none of the above, ASK: But if you had to choose one?).....	0
(other).....	0
(don't know).....	4

[IF CHOICE GIVEN IN Q8, ASK:]

9. And which group should play the next largest role in ensuring afterschool programs for children?

[READ AND ROTATE, DELETE ITEM MENTIONED IN Q8]

Federal government.....	5
State government.....	14
Local government.....	20
Parents.....	20
Public schools.....	18
Private sector.....	2
Faith-based organizations.....	3
Community organizations.....	14
(all of the above, ASK: But if you had to choose one?).....	0
(none of the above, ASK: But if you had to choose one?).....	1
(other).....	0
(don't know).....	3

10. Does your community currently provide afterschool programs everyday during the hours after school or does it not provide daily afterschool programs?

Provides daily afterschool programs.....	38
Does not provide daily afterschool programs.....	19
(provides some programs, but not enough).....	13
(don't know/refused).....	31

11. Where would you most want to see daily afterschool programs take place?

[READ AND ROTATE]

<input type="checkbox"/> At public schools.....	53
<input type="checkbox"/> At community organizations, like boys' and girls' clubs or the YMCA and YWCA.....	16
<input type="checkbox"/> At churches or temples.....	4
<input type="checkbox"/> At libraries.....	2
<input type="checkbox"/> At cultural institutions, like museums.....	1
<input type="checkbox"/> At other public facilities, like parks and recreation departments.....	12
<input type="checkbox"/> (all of the above, ASK: But if you had to choose one?).....	5
<input type="checkbox"/> (none of the above, ASK: But if you had to choose one?).....	1
<input type="checkbox"/> (other).....	1
<input type="checkbox"/> (don't know).....	5

SPLIT SAMPLE A

4. How important is it to you personally to ensure access to afterschool programs for children in your community? Is it very important, somewhat important, not too important, or not important at all?

Very important.....	62	88
Somewhat important.....	26	
Not too important.....	5	
Not important at all.....	5	10
(don't know).....	2	

[END SPLIT SAMPLE A, GO TO Q6]

SPLIT SAMPLE B

5. How important is it to you personally to ensure access to afterschool programs for all children? Is it very important, somewhat important, not too important, or not important at all?

Very important.....	50	86
Somewhat important.....	26	
Not too important.....	9	
Not important at all.....	3	12
(don't know).....	2	

[END SPLIT SAMPLE B, GO TO Q6]

RESUME ASKING ALL

6. Still thinking about afterschool programs, would you say that afterschool programs are a necessity for your community? (If yes/no, Ask: is that strongly/not so strongly?)

Yes, strongly.....	65	83
Yes, not so strongly.....	18	
No, not so strongly.....	9	
No, strongly.....	4	13
(don't know).....	4	

7. Do you think there are more than enough, enough, or not enough afterschool programs available for children in your community today?

More than enough.....	5
Enough.....	17
Not enough.....	59
(don't know).....	18

SEP-18-00 11:12

FROM-MARTIN & GLANTZ LLC

416-331-3252

T-846 P.03/18 F-023

M:CLIENT\MOTT\OOQUE-CA.911

CA Statewide
September 2000

Interview #: _____

**FINAL
800 VOTERS
TIMING - 15 MINUTES**

SPLIT FORM: AC AD BC BD

Hello. My name is _____. I'm calling for National Opinion Surveys. We are conducting a public opinion survey and I would like to ask you some questions. We are not selling anything, and I will not ask you for a contribution or donation.

Could I please speak with the [ROTATE MALE/FEMALE] 18 or older in your household who is at home right now?

GENDER OF RESPONDENT

Male48
Female52

1. Are you registered to vote at this address? [IF NO, ASK FOR A FAMILY MEMBER WHO IS. IF NONE, TERMINATE AND MARK TQ1 ON SAMPLE SHEET]
2. Thinking specifically about the time children spend after school hours, of the following what worries you most about this time after school?

READ AND ROTATE

Children are alone and unsupervised35
 There are no structured activities for children to do 8
 Children are isolated 3
 Violence among youth is increasing 8
 Children spend most of their time watching television 8
 Children not doing their homework 3
 Children spend their time hanging out 3
 Children have no adult supervision and are too influenced by peers 14
 Children can't explore their own neighborhoods like they used to 4
 (none of the above) 2
 (all of the above) 10
 (don't know) 3

3. Do you agree or disagree there should be some type of organized activity or place for children and teens to go after school every day that provides opportunities for them to learn? (If agree/disagree, Ask: is that strongly/not so strongly?)

Strongly agree79 92
 Not so strongly agree13
 Not so strongly disagree3
 Strongly disagree4 7
 (don't know) 1

**U.S. Department of Education
Office of the Secretary
400 Maryland Avenue, SW
Washington, DC 20202**

FAX COVER SHEET

TO : Bethany Little

Fax Number: 456-5581
(Number of pages, including cover sheet: 7)

FROM Adriana de Kanter
Special Advisor on Afterschool Issues
(Telephone: 202/401-3132)

California polling figures - some new
info on using CA surplus, too.



After-School Resource Fairs

LIST OF RESOURCE FAIRS

Dates to be Determined

Akron, OH

Contact: Jennifer Scofield
(330) 376-1335 ext 231

Contra Costa County, CA Central County

Contra Costa County, CA East County

Denver, Co

Contact: Lynn Simons
(303) 844-3544

August 2000

August 12th

Sioux City, IA
Cindy Jenkins
(515) 323-2463
cindy_m._jenkins@HUD.GOV

September 2000

September 28

Port Ludlow, WA
Contact: Anne Tiernan
Federal Executive Board/US Department of Education
(206) 220-6171

After School providers are invited.

October, 2000

October 2

Waynesburg, PA
Contact: Missy Whetzel
Pennsylvania State Cooperative Extension, Greene County
(724) 627-3745

The Fair will be held at Stover Hall, Waynesburg College from 3:30-6:00 pm.

October 10

Hartford, CT
Contact: Liz Brown
Connecticut Commission on Children

[Select a Main Topic]

[Select a Shortcut]

After-school Resource Fairs

December 5
Boston, MA
Contact: Shirley Furr
(617) 565-8342

The Fair will be held in the Kennedy Library.

February 2001

February 2-4
Minneapolis, MN
Contact: Raymond Morris
(612) 713-7201
The Fair will be held in the Mall of America.

Date TBD
Pittsburgh, PA
Contact: George Buck
(412) 395-6607

March, 2001

March 10
St. Louis, MO
Contact: Marion Eisen
(314) 454-1371

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After-school Resource Fairs

October 12*
Norcross, GA
Contact: Art Allen
(404) 527-7112
(404) 527-7689

The event will be held at the A.Worley Brown Boys and Girls Club at 3pm.

October 12*
New York, NY
Contact: David Mickenberg
The Afterschool Corporation (TASC)
(212) 547-6949
The Fair will be held at PS 153, 1750 Amsterdam Avenue,
Washington Heights. The program will feature the Dance Theater of
Harlem.

October 12*
St.Louis
Contact: Bev Pfeifer-Harms
(314) 289-4419
The Fair will be held at the Science Center

October 23
SEATAC, WA
Contact: Anne Tiernan
Federal Executive Board/US Department of Education
(206) 220-6171

November 2000

November 1st
Kansas City, KS
Contact: Maryanne Garcia
(913) 551-5593

November 10
Fayetteville, NC
Contact: Elaine T. Cole
Cumberland County Health Department
227 Fountainhead Lane
Fayetteville, NC
(910) 960-8432

November 29
Pierre, SD
Contact: Rosemary Hayward
OST Program Specialist
Office of Child Care Services
700 Governor's Drive
Pierre, SD 57501
(605) 773-4766
Fax: (605) 773-7294

December 2000

After-school Resource Fairs



After-School Resource Fairs

LIST OF RESOURCE FAIRS

Dates to be Determined

Akron, OH
 Contact: Jennifer Scofield
 (330) 376-1335 ext 231

Contra Costa County, CA
 Central County

Contra Costa County, CA
 East County

Denver, Co
 Contact: Lynn Simons
 (303) 844-3544

August 2000

August 12th
 Sioux City, IA
 Cindy Jenkins
 (515) 323-2463
 cindy_m._jenkins@HUD.GOV

September 2000

September 28
 Port Ludlow, WA
 Contact: Anne Tiernan
 Federal Executive Board/US Department of Education
 (206) 220-6171

After School providers are invited.

October, 2000

October 2
 Waynesburg, PA
 Contact: Missy Whetzel
 Pennsylvania State Cooperative Extension, Greene County
 (724) 627-3745

The Fair will be held at Stover Hall, Waynesburg College from 3:30-6:00 pm.

October 10
 Hartford, CT
 Contact: Liz Brown
 Connecticut Commission on Children

[Select a Main Topic]

[Select a Shortcut]



**National Partnership for
Reinventing Government**

750 Seventeenth Street NW
 Washington, D.C. 20006
 Voice 202 632-0150
 Fax 202 632-0390
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Fax Cover Sheet

PLEASE DELIVER AS SOON AS POSSIBLE

TO: DAVID

TELEPHONE NUMBER: _____

FAX NUMBER: _____

FROM: PAM

DIRECT TELEPHONE NUMBER: 202 694 - 0011

DATE: _____ NUMBER OF PAGES INCLUDING COVER: _____

SPECIAL MESSAGE OR COMMENTS:

NEA's National ESP of the Year



Rachelle Omenson

As most students are scrambling to get to their homeroom class at the tone of the tardy bell, Union City (N.J.) attendance officer **Richard Malizia** is on the streets looking for kids who should be in school, but aren't.

Recently named NEA's educational support person of the year, Malizia is the lifeline between teachers and those students who would otherwise rarely see the inside of a classroom.

"Poor attendance is one indicator of a problem," says Malizia, who has served on the NEA Board of Directors. "If we can get to that problem early and solve it, we can enhance student achievement."

An example: Malizia found that one student chronically absent only had two pairs of

pants—and one pair had a hole.

"When he had to wear that pair, he didn't come to school because he was too embarrassed," says Malizia. "So we bought him a new pair of pants: problem solved!"

"I'm in the unique position of being able to go into homes and bring information back to the schools," Malizia said. "Most attendance officers live in the communities we work in, so we know the kids and their families."

Malizia has remained dedicated to public education for 25 years, as an attendance officer, a janitor, and a teacher's advocate. He's helped form an alliance between Union City teachers and school support personnel.

"Once teachers see how ESP can help them, they appreciate our roles," Malizia says. "ESP care deeply for the children we serve." ✓

On a Mission To Build Character

Barbara Lewis is a teacher—and an author—on a mission. She's determined, through her writing, to bombard students with positive role models.

"Youngsters are inundated with hundreds of thousands of negative influences from the media, politicians, sports figures, and elsewhere," says this Utah teacher, who coordinates her Park City school district's program for high-achieving students. "We have to counteract that."



The action-oriented Lewis, who thrives on conducting community problem-solving classes with youngsters, says whenever she feels the need for new material to use with students, she ends up writing a book.

"As soon as I finish one," she laughs, "I come up with another."

Her seventh and latest, *Being Your Best: Character Building for Kids 7-10*, is chock full of real-life role models for character and community service.

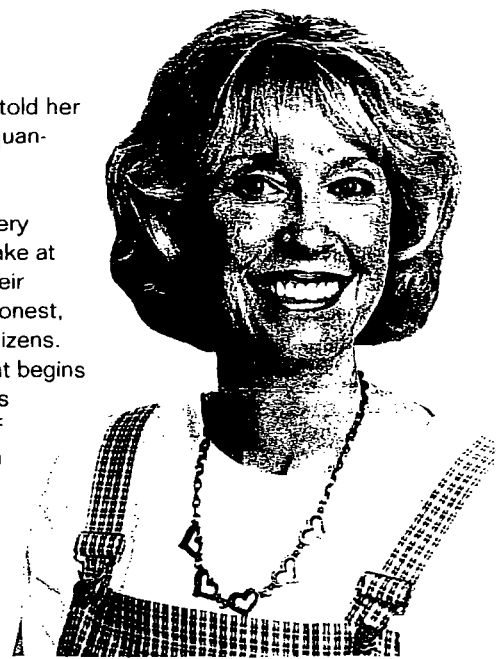
The examples include a Utah boy who gave a homeless man his brand-new basketball shoes and a

Mexican girl who bravely told her mother the truth about squandering the family's tortilla money on candy.

The book also suggests very concrete steps kids can take at home, at school, and in their communities to become honest, caring, and responsible citizens.

"Character development begins when a child is born," says Lewis, the grandmother of three. "We need to teach kids that we all have control over what we become and that we're responsible for what we do."

For more information, call 1/800-735-7323. ✓



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For more information, call 1/800-735-7323. ✓



PHOTOCOPY PRESERVATION

Teacher Guides Students to Follow Their Conscience

Letter writing is a powerful but underutilized cornerstone of democracy, **Ron Adams** believes.

Adams helps his seventh grade language arts students at Broad Meadows Middle School in Quincy, Massachusetts, realize the power of a well-written letter through "Writing Wrongs," a teaching unit he's been using for the past 10 years.

In the unit, students are asked to identify an injustice and write a formal letter to someone they believe can help end it.

The assignment has led students to such varied projects as creating a textbook about World War II's female shipyard workers and opening a floating museum celebrating Quincy's history.

Efforts by students in Adams classes have also freed four

Yugoslavian students imprisoned because they asked for bilingual education and built three schools for underprivileged children abroad.

The letters Adams's students have written span the issue spectrum, from local topics like traffic to international concerns over child labor.

"If I forced the students to write about something," he says, "they would stop caring once I closed the grade book."

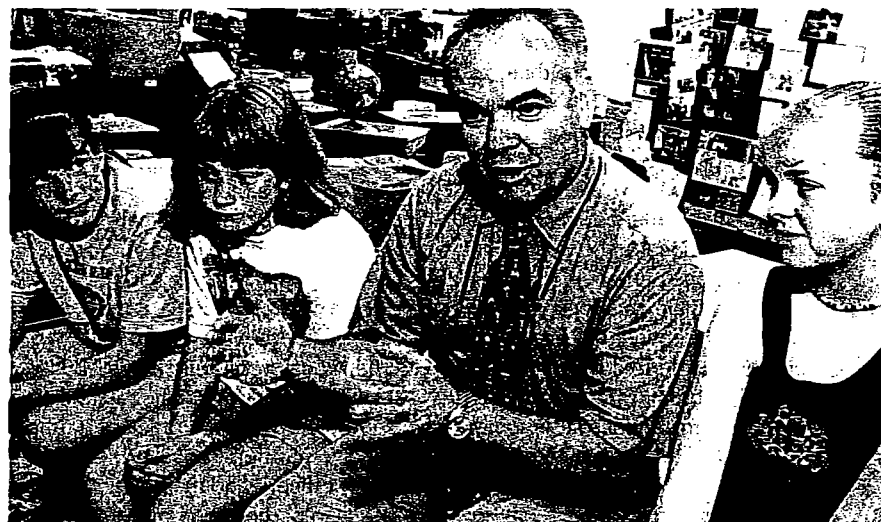
The kids who learn with Adams care even after they leave his class. Students as old as high school seniors convene every Friday afternoon to continue their projects.

The letter unit began as a way to reach Quincy's increasing immigrant population. Reading and writing about things that "aren't fair," Adams hoped, would help teach the district's diverse students how they

should treat each other.

"We used to be known as the school for the housing project kids, and that was deeply insulting,"

Adams says. "Now Broad Meadows kids have a reputation as historians and activists. It's the change of attitude that has kept me motivated." ✓



Bethany Versoy

Keeping Kids Out of Trouble During After-School Hours

If kids are going to get in trouble, it's often between 3 and 7 p.m. Rena Large of the NEA Health Information Network looks at a possible solution: model after-school programs that include anti-drug messages and teach that substance abuse threatens the safety of the school and community.

How much trouble do kids get into after school?

Plenty. In 1999, 57 percent of serious juvenile crimes occurred from 3 to 7 p.m., reports the U.S. Office of Juvenile Justice and Delinquency Prevention. Juveniles are more likely to be victims of violent crime between the hours of 3 and 9 p.m.

Children are finding trouble because more and more of them get no adult supervision after school.

"We need to recognize," says Dr. Steve Kelder, an expert on adolescents from the University of Texas, "that kids left unsupervised after school are more likely to exhibit behaviors that place them at higher risk for alcohol, tobacco and other drug use, as well as sexual activity."

closely with the Mesa Community Action Network to establish an after-school program.

The resulting Kerr KidsCan! program offers numerous "clubs" that expose students to a variety of skills and activities, from sports, crafts, and drama to tutoring and help with homework. Kerr KidsCan! now reaches more than 3,000 kids from five elementary schools.

As a direct result of this model after-school program, the Kerr community has seen a dramatic decrease in crime and vandalism. NEA members in the area credit the program for increasing the number of positive connections, both between students and staff and parents and school.

safe and orderly program operations and safe transportation home for participating students.

Are all after-school programs this successful?

The U.S. Department of Education says public schools are uniquely suited to meet the extended learning needs of students, in a safe and drug-free after-school environment.

Carefully planned programs can provide a number of services that enhance a student's daily learning, activities that range from tutoring in reading for younger children to the supplying of mentors who can guide children through challenging courses and provide positive support and supervision from caring adults.

Mesa. Consistent, knowledgeable staff who have a commitment to children and understand the social, cultural, and economic issues children face in their community are also essential, as is ensuring that an adequate number of staff are engaged.

After-school programs also need structure, but Marlene Wong, the director of Mental Health Service for the Los Angeles Unified School District, is quick to recommend that after-school programs should be less structured than the normal school day—to allow children to have down time, grab a snack, and do homework.

Wong also encourages using after-school time to teach social skills and nurture children's creative sides.

RESOURCES

● **Kerr KidsCan!** is one of many successful programs creating safe school communities featured in NEA's Safe Schools Now network broadcast series. These programs all aim to help schools and their communities create more secure environments for children.

The first broadcast of this series for the new school year, which airs on September 28, will focus on school programs that promote



...more that place them at higher risk for alcohol, tobacco and other drug use, as well as sexual activity."

...of positive connections, both between students and staff and parents and school.

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RESOURCES

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The first broadcast of this series for the new school year, which airs on September 28, will focus on school programs that promote student-school connectedness and steer students away from substance abuse.

For more information, check the Web at www.safeschoolsnow.org or call 202/822-7746.

● The National Juvenile Justice Clearinghouse, operated by the U.S. Office of Juvenile Justice and Delinquency Prevention, offers information on programs and initiatives related to the reduction of juvenile crime, violence, and victimization. For more, go to www.ojjdp.ncjrs.org or call 800/638-8736.

● *Bringing Education into the Afterschool Hours*, a U.S. Department of Education publication, provides ideas on how schools can use after-school programs to promote student achievement and meet the needs of their students and community. Among the program ideas discussed: reading, math, the arts, safe and drug-free schools, and parent involvement. To order, go to www.ed.gov or call 877/4-ED-PUBS.

PHOTOCOPY
PRESERVATION



Temmy Smith

Are schools the answer?

Take a look at Kerr Elementary in Mesa, Arizona. Built more than seven years ago, the school figured to be the most vandalized school in the state, given local community crime statistics.

Residents of that community met early on with local law enforcement officials, in one parent's home, to discuss possible solutions. At one point in the meeting, the group stepped outside to survey the neighborhood. A group of kids took that opportunity to vandalize the home.

Undaunted, the entire community recognized the need for structured, positive alternatives. They worked

Is this another case of educators being asked to do more, more, more?

No. The Mesa Education Association has encouraged members to become part of the solution by helping to ensure that teacher facilitators are adequately compensated for their after-school work.

What else helps explain the Mesa success?

The Mesa program is funded by the United Way, with additional funding from the governor's office and other funding partners. Local law enforcement officers and the superintendent are also participating, to help ensure

Still, as of 1991, 70 percent of all public elementary and combined schools did not offer either before- or after-school programs. The numbers of after-school programs are increasing, but, in 1995, only 3.4 percent of the 23.5 million school-age children with working parents were enrolled in the 18,111 before- or after-school programs in public schools.

So what are the essential features of a successful after-school program?

After-school programs are most successful when they result from a collaborative community effort, as in



Bethany Little
09/21/2000 12:35:04 PM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP
cc:
Subject: re: email address

----- Forwarded by Bethany Little/OPD/EOP on 09/21/2000 12:35 PM -----



Sandy Newman <sandy@fightcrime.org>
09/19/2000 03:20:13 PM

Record Type: Record

To: Bethany Little/OPD/EOP
cc: Heather H. Howard/OPD/EOP, Ann O'Leary/OPD/EOP, Barbara Chow/OMB/EOP
Subject: re: email address

Thanks, Bethany,

Heather Howard returned my call just before I got your e-mail. She said she or Ann would be glad to put in a call to Charles Simon at doj.

As you'll see from the e-mail to Heather and Ann that I cc'd to you, I also made a little progress myself yesterday reaching nice human beings rather than voicemails at DOJ today.

Barbara and I had brainstormed a bit about whether we should join forces with Dept of Ed to do one event releasing both their 21st Century CLC report and our Prime Time for Juvenile Crime/After School programs report.

We agreed that it would make sense to do a White House event with Riley and the Prez to release both reports jointly. Barbara's feeling was that it might make sense to do one event even if the Pres. weren't involved.

When I discussed that with our Communications Director though, his feeling was that, if the Pres. is not involved, the Dept of Ed and we are probably better off to do two separate events on different days because the total coverage of our issue is likely to be maximized that way. The press would cover their event as a story on the benefits of 21st CCLC, and ours as "Law Enforcement calls for more after-school programs to fight prime time for juvenile crime."

We're not locked into two events, but just concerned that if we do it together, we could find that we step on their story or vice versa. With the President's involvement, on the other hand, the story would be big enough to cover both parts of the message.

We'll obviously be coordinating with Dept of Ed given that our objective is to increase support for their program, but our inclination at this point is to proceed on the assumption that we'll each be doing our own events unless either: a) the President becomes available, or b) the Dept wouldn't otherwise do an event on its own, in which case we'd go for doing a joint event.

I've pasted below a brief summary of some research done on the effectiveness of our message and law enforcement as spokespeople. I thought you might find it interesting.

I am out of the office in New York today, but if you have any questions, you can reach Chris Lockard at 202-776-0027 ext. 116 or chris@fightcrime.org. He is helping with the scheduling of the press conference. I will be back in the office on Wednesday.

Many thanks for all your help!

To: Jeff Kaban
From: David Batts
Date: September 15, 2000
Re: Effectiveness of FIGHT CRIME: INVEST IN KIDS Message and Spokespeople

Two separate focus group studies, conducted by Ethel Klein for Lifetime Television and by Meg Bostrum for the Funders Collaborative on Violence Prevention, both concluded that law enforcement leaders were the most effective of the spokespeople tested in educating others about the importance of after-school programs and community building efforts respectively.

Focus groups conducted by Celinda Lake for the Invest in America Coalition found the most effective of ten pro-investment messages tested was one saying police chiefs felt after-school programs and child care would reduce crime.

UCLA researcher Frank Gilliam's controlled experiment for the Funders Collaborative on Violence Prevention found, of news segments he tested, only the one in which a chief urged access to child care and after-school programs boosted viewers' support for increased spending.

In a recent experiment conducted for FIGHT CRIME: INVEST IN KIDS by RMA, Inc., 59% of the control group favored "increasing" or "greatly increasing" funding for after-school programs - leaving 41% as the "primary target group."

A separate experimental group of 300 respondents was read a message delivered by a police chief and a crime victim about the peak hours of juvenile crime. This message moved one in four in the primary target group to favor "increased" funding - raising support to 70% (an 11-percentage-point gain over the control group).

In addition, this message increased the intensity of the secondary target group's support. Those who favored "greatly increasing" funding went from 16% of the control group to 25% - a 50% gain.

>Thanks for calling Sandy -- Barbara had mentioned your report to me. It

>sounds very interesting, and I would love to get some more information. My
>e-mail address is Bethany_Little@opd.eop.gov. I look forward to hearing
>from you.

Sandy Newman, President
Fight Crime: Invest In Kids
2000 P Street, NW Suite 240, Washington, DC 20036
Phone: 202-776-0027 (ext 101). Fax: 202-776-0110

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<http://www.fightcrime.org/email.html> while online.

Access Fight Crime's web site by clicking here: <http://www.fightcrime.org>
If the above addresses are not highlighted and underlined on your
screen, paste the one you want into the address line on your web browser,
instead of clicking on it in this message.

Fight Crime: Invest in Kids is the anti-crime organization made up of
people on the front lines battling crime: police chiefs, prosecutors,
sheriffs, victims of violence, and leaders of police officer organizations.



Bethany Little
09/21/2000 12:35:15 PM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP
cc:
Subject: after-school advocacy event

----- Forwarded by Bethany Little/OPD/EOP on 09/21/2000 12:35 PM -----



Sandy Newman <sandy@fightcrime.org>
09/18/2000 10:12:24 PM

Record Type: Record

To: Heather H. Howard/OPD/EOP, Ann O'Leary/OPD/EOP
cc: Barbara Chow/OMB/EOP, Bethany Little/OPD/EOP, Chris Lockard <Chris@fightcrime.org>
Subject: after-school advocacy event

Hi, Heather and Anne,

Thanks for calling back last night, Heather. And Ann, sorry to hear you were sick; hope you're feeling better.

As Heather and I discussed, we're preparing a new report on the peak hours of juvenile crime and victimization of juveniles, the crime-prevention impact of after-school programs, and law enforcement support for expanding those programs.

The report will be ready to issue on 9/26, and we'd like to issue it sometime that week in order to strengthen support for after-school programs while y'all are negotiating over the increase in 21st Century CLC's.

I've spoken to Barbara about the possibility of our presenting it to the President that week, and she has said she'll keep it "in the mix," perhaps to be combined with the release of the Dept of Ed's 21st Century CLC report, but any decision on it would likely be last-minute.

In the meantime, we agreed I should proceed to put together an event that doesn't count on the President's participation. We think that, if the President isn't involved, the Attorney General's participation is key to getting the kind of press we're after.

So far, Boston Police Commissioner Paul Evans has said he could participate on 10/27 and Sen. Jeffords has said he could likely participate on the afternoons of the 26 or the 27th.

After I spoke with you, Heather, Deb Smolover in Eric Holder's office patched me through to Alexandra Quinn, who is the A.G.'s new scheduler. Deb said she thought Eric could participate any day that week except Friday, but she understood we'd get much more press with the A.G. Alex Quinn said it sounded like it might be of interest to the A.G, and that she'd check on it.

I still think it would be very helpful if you could call or drop an e-mail to Charles Simon to say we're good folks, who do solid reports and usually are quite successful in getting media with them. You could also mention that Kinney Zalesne reported to us after our last event with the AG that she thought it was a great event, and wanted to do more events with us.

Many thanks for your help. And thanks, too, for the photos from the last event.

You're both great to work with.

I'll be out of town tomorrow, but Chris Lockard in our office is really handling all this anyhow. His e-mail address is in the cc header, and he's reachable at the same office number as me, 202 776-0027.

A bit more background on our upcoming report follows:

You'll recall the report on "prime time for juvenile crime" that we presented to the A.G. at a joint press conference with her in 9/97, when the President was seeking to increase 21st Century CLC funding to \$40 million. The event scored 30 million in print circulation and tv viewership in that 24 hours news cycle and, thanks in no small measure to the work of the Pres., First Lady and VP (and y'all) has continued to reverberate in the press and among policy-makers. (The more recent event you put together for the First Lady to receive our child care report has reaped over 20 million in print circulation and tv viewership).

This report will be an update of our '97 Prime Time for Juvenile Crime report. Co-authors will include Northeastern U. Criminologist James Alan Fox, myself, and probably some of our chief or sheriff members, and maybe another criminologist or scholar.

(Like our 1997 report) it will focus on the peak hours of crime, and the value of after-school programs.

- * It will contain the latest available data, showing that violent juvenile crime triples in the first hour after-school gets out, and that the peak hours of juvenile crime are from 3-6 p.m. (The latest available data is FBI data for 1997. The latest already released to the public in OJJDP reports is for 1996)
- * It will also show that the after-school hours are the peak hours for kids to become victims of crime.
- * It will have more solid data than ever before on the extent of unmet need for after-school programs.
- * It will have the most current research evidence showing that after-school programs can greatly reduce crime, while providing educational and other benefits, including evidence about the rigorously evaluated Quantum Opportunities after-school program, proven to cut convictions among participating at-risk kids by over 75%, increase high school graduation by 50% and increase post-secondary education by 250%.
- * It will show that these are the peak hours for juvenile car crashes (leading cause of death among juveniles), and may have other striking data about particular crimes, such as sexual assaults.
- * It will include polling data showing a) that police chiefs, (by a margin of 4 to one over alternatives such as trying more juveniles as adults, and 70-1 over more metal detectors) pick after-school programs as the most effective way to reduce youth violence; and b) that both law enforcement and the public agree that after-school programs can greatly reduce youth crime.

Sandy Newman, President
Fight Crime: Invest In Kids
2000 P Street, NW Suite 240, Washington, DC 20036
Phone: 202-776-0027 (ext 101). Fax: 202-776-0110

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Fight Crime: Invest in Kids is the anti-crime organization made up of people on the front lines battling crime: police chiefs, prosecutors, sheriffs, victims of violence, and leaders of police officer organizations.



Bethany Little
09/28/2000 05:05:38 PM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP
cc:
Subject: FW: Details for October 4 Lights On Afterschool event on Capitol Hill

I just noticed that you probably didn't get this...

----- Forwarded by Bethany Little/OPD/EOP on 09/28/2000 05:05 PM -----



"De Kanter, Adriana" <Adriana_De_Kanter@ed.gov>
09/27/2000 09:35:12 AM

Record Type: Record

To: Bethany Little/OPD/EOP
cc:
Subject: FW: Details for October 4 Lights On Afterschool event on Capitol Hill

Somehow I mixed your name with someone else's and made you a Pole so you never received this message...let me try this again!

-----Original Message-----

From: De Kanter, Adriana
Sent: Wednesday, September 27, 2000 9:22 AM
To: 'bethany_helminski@opd.eop.gov'; 'dlussier@opd.eop.gov'
Subject: FW: Details for October 4 Lights On Afterschool event on Capitol Hill

Just to let you know, as the potential WH event gets pushed back, that we're doing a pre_lights On Afterschool event on the Hill with kids from DC afterschool programs...see below.

Details for October 4 Lights On Afterschool event on Capitol Hill:

October 4, 2000
2:00 p.m.
House Administration Committee Room (1309 Longworth)

Event Sponsor:
The Honorable Steny Hoyer (MD-5)

with support from The Honorable Lynn Woolsey (CA-6)

Event Summary:

Temporary Assistance for Needy Families (TANF) oversees afterschool programs in more than 57 DC public schools and hopes to be operating in every school in within the next 3 years.

On October 4, TANF will showcase its 21st Century Community Learning Center grantees at an open house for afterschool in the U.S. House of Representatives. Afterschool participants will demonstrate their expertise in wireless web technology to Members, invite Members to join them in creating a recycled art sculpture, and deliver an artistic performance. Members and their staff will also have the opportunity to find out about Lights On events happening in their Districts.

Event elements:

--Welcoming remarks from Member sponsors to students, afterschool supporters in the DC and Federal government, and Members and staff. (DC TANF plans to send out invites to various folks, including the Mayor, Deputy Mayor, Mr. Vance, DC Superintendent., Barbara Kamara, DC Dept of Early Childhood Education, DC Agenda, etc.)We may also have a brief musical performance to kick things off. We can use the center of the room for remarks and performances. With about 40 to 50 kids and their adult chaperones, additional invited guests and Members and staff, we should have a nice size crowd.

After remarks, the event turns into an open house, with a variety of activities going on in the room, including:

--Wireless Web technology demonstration focusing on Youthline USA, which runs a stock market game--an excellent activity that combines advanced technology, fun, and reading and math skills. DC TANF will invite Youthline to be on hand to answer any specifics about the technology.

--Creation of Recyclable Art Sculpture. Artist Karen Brown will be on hand to help students, Members and guests create a real work of art. Mary Liniger Hickman, The Arts In Education Director for the Dc Commission on the Arts and Humanities, will also attend, as will the Arts Commissioners..

--Roving Afterschool Reporters--kids who will interview Members and staff. The Roving Reporter area can share space with invited media.

--Afterschool Snack. Traditional afterschool goodies--cookies and milk, fruit and juice.

--Lights On Afterschool kiosk where Members and staff can locate events in their Districts.

--DC TANF would also like to include a community service component. Many of their schools visit senior citizens. They may create a very large, six feet by three feet, card for a geriatrics ward in a local hospital. Then all of

the attending Members and VIP's could sign the card, which creates an interactive community service project between the dignitaries and the kids.

I've already scheduled a photographer and will be happy to get a videographer if budget allows it. (Judy, please let me know.) We will have the Lights On Afterschool banner and posters, as well as balloons (hopefully printed with Afterschool for All) as decorations. We'd like to be able to give out plenty of materials, so please let me know what you'd like to give away. I don't know yet if our flashlights will be ready by next week. Does anyone know if NCEA has any left that we could have just in case? Could I please get some buttons too?

Even if we don't use this venue to launch the PSA, it would be great to have it shown here and have the enlarged photos. Do you have a continuous loop tape that we could set up? If we do launch here, please give me heads up ASAP so that we can get appropriate equipment.

While Mr. Hoyer's office will be sending out invitations to Members, we also need to do our own outreach to ensure that we reach our intended audience. Are there Members the Alliance would especially like to target (in addition to ed approps and ed workforce committee members)? Who else needs to be invited? (Adriana, who should we invite from ED?)

Sorry this is all so fast and furious, but I think it will be a great event for all involved. Any suggestions on how to make it even better are welcome!

Thanks for your help.

Rachael
703-237-5455

The White House Office of Presidential Messages

Telephone: 202-456-7487

Fax: 202-456-2806

Bethany - I
couldn't get the
fax through
Thanks,
Eileen



Facsimile Transmittal Sheet

No. of pages (including cover): 4 Date: 10/5/00

Fax Number: 65581

To: Bethany Little

Comments: per our conversation ~ After school week
for your review. Please let me know by 11:00 am tomorrow
if you have any edits/suggestions. Thank!

From: Eileen McLaughery (x65494)

THE WHITE HOUSE

WASHINGTON

Betmany Little
Ann O'Leary

October 5, 2000

MEMORANDUM FOR:

FIRST LADY'S STAFF (MELANNE VERVEER)
LISEL LOY (ADAM ROSMAN)
BETH NOLAN
THURGOOD MARSHALL, JR.
CHUCK BRAIN
✓ BRUCE REED
MARY BETH CAHILL
MINYON MOORE
MARK LINDSAY
STEPHANIE STRETT - FYI

FROM:

Eileen McCaughey/Maureen Hudson
for DELIA COHEN

SUBJECT:

(Draft Proclamation)
Afterschool Week, 2000

Attached for your review is the above-mentioned proclamation designating October 8-14, 2000, as "Afterschool Week, 2000."

It was submitted by the Department of Education and edited/revised by the Presidential Letters and Messages Office.

IMMEDIATE ATTENTION REQUIRED. Written or oral response required by no later than 11:00 a.m., Friday, October 6, 2000. IF WE HAVE NOT HEARD FROM YOU BY 11:00 a.m., WE WILL ASSUME THAT THE DRAFT IS ACCEPTABLE TO YOU.

For questions, discussion, or routine clearance, contact Eileen McCaughey, extension 65494, or Maureen Hudson, extension 65902, via phone or interoffice mail, in room 91. Thank you.

cc: Tim Saunders

AFTERSCHOOL WEEK, 2000

- - - - -

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

Each weekday afternoon in America, the ringing of school bells signals not just the end of the school day, but also the beginning of a period when 8 to 15 million of our children are home alone. These so-called "latchkey" children can be found in every American community, whether urban, suburban, or rural; they are the children of working parents who, for a variety of reasons, are unable to arrange or afford a better alternative. Not surprisingly, most juvenile crimes are committed and most children are likely to become victims of crime during the 5 or 6 hours immediately after the school day ends.

Providing appropriate supervision for children after school is one of the more difficult challenges that working parents face. Recognizing this, my Administration has worked hard to provide parents with alternative afternoon activities for their children. Through our 21st Century Community Learning Centers program, under the leadership of Education Secretary Richard Riley, we are providing schools and community organizations with funding to create expanded learning opportunities for children in a drug-free, supervised environment. This program enables schools to stay open longer so that students have places in which to do their homework, receive mentoring in basic skills and counseling about the dangers of substance abuse, and participate in a wide array of academic and recreational activities that challenge their imagination and broaden their horizons.

In the four years since we created the 21st Century Community Learning Centers program, hundreds of thousands of children across our country have enrolled in safe and smart afterschool programs. My proposed budget for fiscal 2001 will

double the Federal commitment to this program, enabling us to reach as many as 2.5 million students next year. These community learning centers provide America's parents with the comforting assurance that, while they are out earning a living, their children are participating in engaging and constructive afterschool activities.

To highlight the growing need for afterschool programs, the Afterschool Alliance -- a partnership of public, private, and nonprofit organizations dedicated to raising awareness and expanding resources for afterschool programs -- has announced a nationwide project called "Lights On Afterschool!" On October 12 of this year, schools, community centers, museums, libraries, and parks across the country will host activities to inform families about the places currently open to children after school and the need to provide additional centers where children can participate in wholesome and stimulating activities until their parents get home from work.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim the week of October 8 to October 14, 2000, as Afterschool Week. I encourage parents, students, educators, community and business leaders, and concerned citizens to participate in "Lights On Afterschool!" activities on Thursday, October 12. I also urge all Americans to recognize the importance of providing afterschool programs in their communities to promote the safety and well-being of our Nation's children.

*Light on
the Activities*

IN WITNESS WHEREOF, I have hereunto set my hand this
 day of _____, in the year of our Lord
 two thousand, and of the Independence of the United States of
 America the two hundred and twenty-fifth.

Afterschool Week, 2000

By the President of the United States of America *A PROCLAMATION*

Each weekday afternoon in America, the ringing of school bells signals not just the end of the school day, but also the beginning of a five- or six-hour period when eight to 15 million of our children are unsupervised and home alone. These so-called “latch-key” youngsters can be found in our urban, suburban and rural communities, the children of working parents who for a variety of reasons are unable to arrange or afford a better alternative. Not surprisingly, the hours immediately after the end of the school day are the most dangerous period in the life of a child – a period of idle time when opportunities to be mentored and challenged academically are often squandered, when most juvenile crime is committed, and when our children are most likely to be the victims of crime. Providing or arranging for appropriate supervision of their children during the afternoon is one of their most difficult challenges that many working parents face.

Throughout our Administration, Vice President Gore and I have worked to advance a different vision for our children’s afternoons, one in which students soar beyond expectations because their afterschool hours are filled with academic challenges and enriching activities, supervised by responsible adults, and include a rich array of activities that challenge our young peoples’ imaginations and broaden their horizons. Across the country, this vision is being transformed into reality by school systems and community groups that have launched safe and smart afterschool programs that provide a broad range of academic, recreational, and cultural opportunities, in a safe and structured environment. For America’s parents, these programs provide something they value above almost everything else: the confidence that while they are out earning a living, their children are well cared for. For America’s children, these programs help them learn, thrive, and find the hero within.

Many afterschool programs have been made possible by our Administration’s 21st Century Community Learning Centers program, under the leadership of Secretary of Education Richard Riley. In the four short years since we created the 21st Century Community Learning Centers initiative, hundreds of thousands of children have enrolled in safe and smart afterschool programs. This year, if Congress agrees to my budget proposal, the federal commitment to 21st Century Community Learning Centers will double to one billion dollars, enabling us to reach 2.5 million children next year. These and other local afterschool programs are also supported by leaders of the business, nonprofit and philanthropic communities. Their efforts are helping to create a safe, engaging, and constructive afterschool environment for our children.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, do hereby proclaim the week of October 9, 2000, as "Afterschool Week" and encourage every educator, community leader, parent, student, business leader and concerned citizen to participate in the "Lights On Afterschool!" events on October 12. I urge the press, radio, television, and all other media to mark this observance with appropriate news coverage of local afterschool programs and encourage the American people to contemplate their own contributions to the safety and well-being of our children on this day. IN WITNESS WHEREOF, I have hereunto set my hand this *xxxtth* day of *xxxx*, in the year of our Lord two thousand, and of the Independence of the United States of America the two hundred and twenty-fifth.

A PROCLAMATION

Each weekday afternoon in America, the ringing of school bells signals not just the end of the school day, but also the beginning of a period when 8 to 15 million of our children are home alone. These so-called "latchkey" children can be found in every American community, whether urban, suburban, or rural; they are the children of working parents who, for a variety of reasons, are unable to arrange or afford a better alternative. Not surprisingly, most juvenile crimes are committed and most children are likely to become victims of crime during the 5 or 6 hours immediately after the school day ends.

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In the 4 years since we created the 21st Century Community Learning Centers program, hundreds of thousands of children across our country have enrolled in safe and smart afterschool programs. My proposed budget for fiscal 2001 will more than double the Federal commitment to this program, enabling us to reach as many as 2.5 million students next year. These community learning centers provide America's parents with the comforting assurance that, while they are out earning a living, their children are participating in engaging and constructive afterschool activities.

To highlight the growing need for afterschool programs, the Afterschool Alliance -- a partnership of public, private, and nonprofit organizations dedicated to raising awareness and expanding resources for afterschool programs -- has announced a nationwide project called "Lights On Afterschool!" On October 12 of this year, schools, community centers, museums, libraries, and parks across the country will host activities to inform families about the places currently open to children after school and the need to provide additional centers where children can participate

in engaging, stimulating activities until their parents return from work.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim the week of October 8 to October 14, 2000, as Afterschool Week. I encourage parents, students, educators, community and business leaders, and concerned citizens to participate in "Lights On Afterschool!" activities on Thursday, October 12. I also urge all Americans to recognize the importance of providing afterschool programs in their communities to promote the safety and well-being of our Nation's children.

IN WITNESS WHEREOF, I have hereunto set my hand this sixth day of October, in the year of our Lord two thousand, and of the Independence of the United States of America the two hundred and twenty-fifth.

WILLIAM J. CLINTON

#

Message Sent To: _____

Coming to
your neighborhood

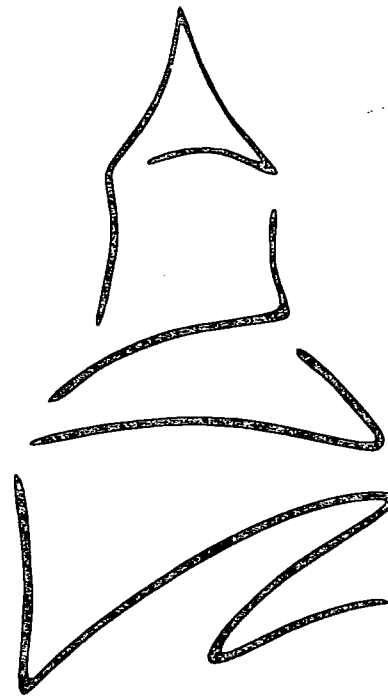
October 12, 2000

Lights On

A Celebration of Afterschool

Sponsored by JCPenney

Co-hosted by the National Community Education Association



Lights On
Afterschool



Lights On
Afterschool

Mark October 12, 2000 on your calendars – Lights On is coming to an afterschool program near you!

Afterschool programs across the country will be turning their lights on and hosting an “open house” for their communities. Parents, community leaders and organizations, local businesses, elected officials and media will be invited to attend.

Please let us know if you would like to be part of this effort to showcase the importance of afterschool programs and underscore the need for quality afterschool programs for all children.

To register as a Lights On event site or to learn more about how you can participate, please call (202) 296-9378 or visit our website, <http://www.afterschoolalliance.org>. Indicate your interest in Lights On in the comment field.

A Lights On! Action Kit will be distributed to all who express interest. Bookmark our website for periodic updates!



Afterschool Alliance

*The Afterschool Alliance is an emerging alliance of public, private and nonprofit groups committed to raising awareness and expanding resources for afterschool programs. Initiated and currently coordinated by the Charles Stewart Mott Foundation, the Alliance grew out of a partnership between the Foundation and the U.S. Department of Education. Original partners include: the Mott Foundation, U.S. Department of Education, IC Penney, Advertising Council, Entertainment Industry Foundation, Creative Artists Agency Foundation and People Magazine.

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Lights On Afterschool October 12 Event Ideas

In cities, suburbs, and rural areas, in parks and schools, in libraries and museums, afterschool programs across America will be hosting Lights On Afterschool events to build community awareness highlighting their successes and addressing their needs. Parents, educators, business leaders, policy makers, and others will be invited to see firsthand the support for families, the increased learning opportunities, and the building blocks for safe communities that afterschool programs provide.

Here are some ideas that you can use to make your afterschool program shine on October 12. We invite you to share your good ideas with us at www.afterschoolalliance.org or call 202-261-3566.

A is for Afterschool

Wish upon a star. Let the needs of your afterschool program be known throughout your community. Think about what resources, community commitment, etc., you need to take your afterschool program to the next level. Create a wish list to circulate to the media, community and government organizations. Make a giant version of your list and hang it prominently at your program site. Invite members of your community who can help you reach your goal to your program on October 12. Create a pledge card and encourage these visitors to make commitments to help you achieve your wishes.

The power of one. Be ready to capitalize on the enthusiasm of visitors to your program. What can individuals do to participate in afterschool? Spend time reading to a child. Educate students to prevent substance abuse. Recruit and organize tutors. Mentor a child in math. Help expand your afterschool program. Sponsor career days and internships at work sites. Plan an event that connects middle and high school students with colleges. Volunteer time to assist teachers. Make the most of individual talents and resources to get and keep people involved.

A is for Advocate

Town meeting. Host a community discussion to address afterschool needs in your community—explore partnerships to create innovative programming to meet the needs of local youth or co-host a “share fair” with the U. S. Department of Education. Resources are readily available at www.ed.gov.

Give thanks. Show your champions in Congress how much their support of your afterschool program means. Create a GIANT thank you card and collect signatures from your program participants, their parents, families, educators, and others. Invite your member of Congress to your program on October 12 to present the card to them, along with testimonials and other thanks from your students.

Afterschool Alumni. Teens who participated in your afterschool program as young children can offer broad support. Invite “graduates” of your program back on October 12 to be special guest readers, to prepare refreshments, or to lead song and dance activities. Your alumni could also write to or meet with members of Congress, the mayor, or town council members to discuss the important role afterschool has played in their lives.

Lights On Afterschool is a project of the Afterschool Alliance.

Sponsored by JCPenney. Co-hosted by the National Community Education Association.

Visit the Afterschool Alliance Web site at www.afterschoolalliance.org for Lights On Afterschool updates.

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Reaching Out to the Media

Lights On Afterschool! offers you a prime opportunity to get some positive press coverage of your afterschool program. Reporters are always looking for “feel-good” stories that involve members of the community that they serve. So, while you’re planning your Lights On activities, don’t overlook press outreach. Following are **Ten Easy Steps** to getting media coverage of your event, followed by sample press materials that you can quickly tailor to your event.

Step One: Save the Date

Send out a Save the Date (see sample below) note to all of your local media outlets. This can be done at the beginning of the school year and is intended to get Lights On Afterschool onto calendars of future events. If you don’t already have an existing list of reporters, editors and producers who cover education in your area, this is a good time to create one. Make a list of all the TV and radio stations (including college and university-affiliated stations), local newspapers (including weeklies) and magazines. Then call and ask for the name of the editor, reporter or producer who covers education. Also get telephone, fax and, if possible, e-mail addresses. If you do this at the beginning of the school year, your list should be fairly accurate in early October.

Step Two: Invite Them to Come

Once you have designed your event, you may want to use the media to encourage people to come. A sample announcement could be:

Celebrate all that afterschool programs do for our children and for our community, here in (name of community). On October 12, from 3:00 – 6:00 p.m., (name of program) invites everyone in the community to Lights On Afterschool! at (location). We’ll (give a 20 word description of event). Don’t miss out on this great opportunity to help our children discover the heroes within themselves. For more information, call (phone number).

This announcement can be sent to all local community calendar editors of media outlets the last week of September. You can attach a short note asking the editor to run the announcement as often as possible prior to October 12. Be sure to include your phone number in case there are any questions.

Step Three: Tell Them Why It’s Important

Develop key messages about your program. These messages will be integrated into all your press materials and will be the primary things said by all your spokespersons. If possible you should narrow your key messages to three. In

OFFICIAL PROCLAMATION
(Sample Local Governing Body Resolution/Proclamation)

WHEREAS, the citizens of _____ stand firmly committed to quality afterschool programs because they:

- ❖ Stimulate children's imaginations and enriches our students' lives;
- ❖ Provide a safe, friendly learning environment for our kids that boosts their academic achievement;
- ❖ Support working families by ensuring that their children are safe and productive after the regular school day ends;
- ❖ Encourage families to become more effective partners in their children's education;
- ❖ Build stronger communities by involving our students, parents, business leaders and adult volunteers in the lives of our young people; and

WHEREAS, _____ has provided significant leadership in the area of community involvement in the education and well-being of our youth, grounded in the principle that quality afterschool programs are a critical link to helping our children become successful adults; and

WHEREAS, "Lights On Afterschool," a national celebration of afterschool programs on October 12, promotes the critical importance of quality afterschool programs in the lives of children, their families and their communities;

THEREFORE BE IT RESOLVED that _____ calls on the citizens of _____ to assure that every child has access to a safe, friendly place where the lights are on afterschool on the day of October 12, 2000; AND BE IT FURTHER RESOLVED that this body enthusiastically endorses "Lights On Afterschool" and commits our community to engage in innovative afterschool programs and activities that ensure that children are safe and productive when the school day ends.



**National Partnership for
Reinventing Government**
750 Seventeenth Street, NW
Suite 200
Washington, D.C. 20006

Voice 202 632-0150
Fax 202 632-0390
Web www.npr.gov

FAX COVER SHEET

PLEASE DELIVER AS SOON AS POSSIBLE

TO: David Lussier

Telephone Number: _____ Fax Number: _____

From: Marion Connell

Direct Telephone Number: 202-694-0119

Date: 9/8/00 Number of Pages Including Cover: 3

Special Message or Comments:

HUD Charlotte Louisville Baltimore

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Opening up GIS borders

HUD taps ESRI to make federal geographic data open to local governments

BY HEATHER HARRELD
07/17/2000

The Department of Housing and Urban Development awarded a contract to Environmental Systems Research Institute Inc. (ESRI) last month to develop and deploy a geographic information system that consolidates the agency's GIS data and makes it available via the Internet to state and local governments to aid in their community development work.

As part of the \$10 million, five-year contract, ESRI will customize existing applications, integrate them into a consolidated GIS and design a software tool to give local governments data and mapping capabilities for sophisticated information analysis and data sharing. The contract is part of HUD's Community 2020 project, designed to improve the ability of communities to make local planning decisions.

The new Empowerment Information System will integrate HUD's business intelligence support software, its enterprise data warehouse existing GIS software to run on one enterprise hardware platform, said Nystrom, senior information technology adviser at HUD.

"There's a real move toward consolidating, integrating and eliminating way too many systems at HUD," Nystrom said. "What the GIS platform actually allow people to do analysis on HUD data so communities can get federal assets and do queries."

For example, Wayne County, Mich., has already taken its high-resolution — which the county has spent millions to gather and develop — and m

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HUD's data. "When somebody dials in to HUD and zooms down to Way the high- resolution data is county data, not HUD data," Nystrom said. federal assets are really not high enough resolution for the counties. It source of data that the communities really want."

In addition to consolidating HUD's systems on a single GIS platform, E design a community planning software tool for local governments to us GIS data from disparate servers via the World Wide Web. Although sta governments maintain geospatial data on their systems that is particu region, they currently have to build base maps or foundations to add g data generated from other sources, such as federal agencies, to genera comprehensive maps.

The new tool will allow local governments to access geospatial data fro agencies via the Internet. A local government could, for example, add estate data to its own maps and narrow those maps to show the exact HUD homes, in contrast to a map that now shows the block where a HU located.

ESRI will also be rolling out Internet applications to allow citizens to ac geospatial data via the Internet. "If you need census data, you could a out to that node [on the Internet] and actually bring in the latest cens information for your part of the county," said Todd Rogers, federal bus development manager for civilian agencies at ESRI.

"The intent is that the government is going to provide this type of info little or no cost to the consumer," he said. "We've already paid for it as

Rogers added, "Generally, data should be available at a very low cost t We're trying to create a situation where people share information freel

ESRI will use two of its highly scalable software programs for HUD's Em Information System. ArcIMS 3, the company's new Internet mapping s GIS, and ArcSDE, its spatial database engine, will address HUD's requi database management, analysis and dissemination.

ArcSDE is client/server software for storing, managing and quickly retr data from a database management system. ArcIMS is an end-user soft program capable of establishing a common platform for the exchange enabled GIS data and services. It is a framework for distributing GIS c via the Internet.

--Harreld is a freelance writer based in Cary, N.C.



Lights On
Afterschool

Lights On Afterschool Pledge to Participate

Lights On Afterschool is a nationwide event on October 12 to recognize the critical importance of quality afterschool programs in the lives of children, their families and their communities. On October 12, in a day of national activity, Lights On Afterschool will spotlight innovative, high quality afterschool programs available to communities across the country. Parents, community and business leaders, elected officials, and the media will have an opportunity to see firsthand how afterschool programs help our children discover the heroes within themselves.

On October 12th, our Lights On Afterschool event will:

Contact Name/Title _____

Address _____

City _____ State _____ Zip _____

E-mail _____ Phone _____

National Affiliation: 21st Century Community Learning Center
 4-H
 Boys & Girls Club of America
 YMCA/YWCA
 Other Please specify: _____

Do you have a community board or advisory group? YES NO

Please return this card to: Lights On Afterschool
2121 K Street NW, Suite 800
Washington, DC 20037
Phone: 202-261-3566
Fax: 202-261-3562
<http://www.afterschoolalliance.org>

Lights On Afterschool is a project of the Afterschool Alliance©. Sponsored by JCPenney.
Co-hosted by the National Community Education Association.

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Lights On
Afterschool

October 12, 2000

A project of the Afterschool Alliance

Sponsored by JCPenney

Co-hosted by the National Community Education Association

Lights On Afterschool!

Summaries of Events in 10 Target Cities

Atlanta, GA

"Afterschool Fashions at the Brookhaven Boys & Girls Club"

6:00 p.m. to 8:00 p.m.

Brookhaven Boys & Girls Club (1330 N. Druid Hills Road, Atlanta, GA 30319)

Contact **Stacie Hanna, 404-527-7487**

Boys & Girls Clubs of Metro Atlanta provides health, education and employability programs as well as a positive environment for youth ages 6 to 18. There are 20 year round Clubs in Atlanta's ten metro counties. The Brookhaven Boys & Girls Club has a large, diverse membership population serving some 700 children of 22 nationalities.

Clothes aren't the focus of the afterschool fashion show at Brookhaven Boys & Girls Club. On October 12, it's the style and substance Club members attribute to their afterschool program that will be modeled in high fashion. Brookhaven Club members will join staff, parents, and invited guests (including a local police officer, JCPenney store manager, and Boys & Girls Club executives) to walk down the runway and offer testimonials of personal success, stories of interest, and brief performances. A local radio deejay is invited to emcee the show, which will have all the trimmings of Paris runway--music, photographers, and of course, lights!

Chicago, IL

"Lights On Afterschool! with Fight Crime: Invest in Kids Illinois"

3:00 p.m. to 5:00 p.m. (formal program 3:30 - 4:00)

Agape Youth Development and Family Services (320 South Spaulding, Chicago, IL 60624)

Contact **Ann Potter, 312-986-9200** or **Tasha Ruth, 312-986-9200**

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization led by more than 800 police chiefs, sheriffs, police association presidents, prosecutors, and survivors of violent crime. In Illinois, Fight Crime works in conjunction with the Illinois Center for Violence Prevention (ICVP) to promote youth activism and leadership in violence prevention efforts.

On October 12, participants in the Agape Youth Development and Family Services Youth Peace program will join other students from Agape's youth development initiative to send a message about the key role afterschool programs play in violence prevention. (Agape is a church-based, non profit organization operated for the benefit of youth and families living in the Garfield Park community.) Weather permitting, the event will be held on Agape's basketball court with speakers from the Department of Human Services, the Chicago Police Departments and Fight Crime. Agape's Peace

Force will also give a performance.

Cleveland, OH

"Lights On Afterschool in Cleveland"

TBD

Downtown Branch YMCA (2200 Prospect Ave E Cleveland, OH 44115)

Contact **Linda Sadowsky, 216-263-6805**

Details to come.

Dallas, TX

"Six Flags Over Texas, Texas History"

3:30 p.m. to 6:30 p.m.

Thomas Tolbert Elementary (4000 Blue Ridge Blvd., Dallas, TX 75233)

Anticipated audience: 300 children (Invitations sent to 200 special guests.)

Contact **Ron Morris, 214-951-8669** or **Anna Anderson, 214-330-5238**.

The Dallas Independent School District (DISD) keeps the lights on afterschool in all 179 District elementary and middle schools. DISD also operates 17 learning centers through the U.S. Department of Education's 21st Century Community Learning Center grant program, offering tutoring by adults and college-work study students and Adult Basic Education, including family literacy programs.

To celebrate Lights On Afterschool! students at Thomas Tolbert Elementary will cumulate two weeks of ArtsPartners/Young Audiences afterschool programming with a performance under the theme "Six Flags Over Texas, Texas History." In addition to sampling foods from Texas' six eras on October 12, invited guests and students will enjoy Curtains Up on Reading: The Underground Railroad; Discover Theater: Texas History Play/Music; Hispana: Flamenco Dance; Anita Martinez: Ballet Folklorico; Native American Weaving; and Central/South American Folk Art. The Tolbert Elementary Band will also perform various Latin American, French and American selections.

Los Angeles, CA

"A Day in the Life of an LA's BEST Child"

4:00 p.m. to 6:00 p.m.

Logan Street Elementary School (1711 W. Montana Street, Los Angeles, CA 90026)

Contact **Kim Larson, 213-847-3681**.

LA's BEST - Better Educated Students for Tomorrow - is an afterschool education, enrichment and recreation program serving more than 13,000 children ages 5 to 12 in 76 elementary schools across LA. Established in 1988, LA's BEST is a partnership including the City of Los Angeles, the Los Angeles

Unified School District and the private sector.

At Logan Street Elementary School invited guests - including Los Angeles Mayor Richard Riordan, City Council members, parents, LA's BEST alumni, and community members - will experience "A Day in the Life of an LA's BEST Child" by actually participating in a variety of afterschool activities. A "Power of One" table, staffed by LA's BEST Volunteer Coordinator, will help interested individuals get involved in the afterschool program.

Miami, FL

"Miami Shows Its Colors for Afterschool"

TBD

TBD

Contact **Manny Gonzalez, 305-995-1242**

Miami-Dade County Public Schools School Age Child Care Programs and the Division of Community Education plan to celebrate Lights On Afterschool! throughout the Miami metro area. Schools and their afterschool programs have been invited to participate in an incentive program designed to inspire Miami schools to show their true colors for afterschool. Students are encouraged to wear black and yellow (the colors of the Coalition for Community Education), to decorate their school, to participate in essay and poster contests, and to open their schools to community leaders, parents, and neighbors. The ten schools which display the most enthusiasm and participation in Lights On Afterschool! will receive prizes.

New York, NY

"Lights On Afterschool! Dance Performance"

5:00 p.m.

PS 153M (1750 Amsterdam Avenue (Harlem) New York, NY 10031)

Anticipated attendance: Auditorium seats 400

Contact **Kathleen Gerard, 212-547-6928** or **David Mickenberg, 212-547-6949**

The After-School Corporation (TASC) is a non-profit organization dedicated to enhancing the quality and availability of in-school after-school programs in New York City and New York State, and eventually across the nation. TASC is supporting after-school programs operated by community-based and nonprofit organizations in collaboration with the school and run from 3:00 to 6:00 p.m., Monday through Friday every day during the school year, for children in kindergarten through 12th grade.

TASC's afterschool program with the Dance Theatre of Harlem at PS 153M will celebrate Lights On Afterschool! with the joys of dance. Elementary school students that participate in the Dance Theatre of Harlem's TASC-supported after-school program at PS 153M and dancers in the Dancing through Barriers Ensemble will perform for students, parents and other invited guests.

Seattle, WA

Denny Middle School's After School Activities Program

2:15 p.m. to 4:30 p.m.

Denny Middle School (8402 30th Ave., SW, Seattle, WA 98126)

Anticipated audience: 250 students

Contact **Pam Banks, 206-684-7123**

The Middle School After School Activities Program (ASAP) provides a valuable service to families of middle school students in Seattle schools. ASAP is administered by the Seattle Parks and Recreation Department, housed within and co-managed by the School District and implemented with the help of many of Seattle's community-based youth serving agencies. Over 50 % of the students enrolled in middle schools (nearly 5,000 students) participated in ASAP during the 1999-2000 school year. These students chose to compete in sports, perform in drama, band or dance clubs, and recreate with friends in a supervised setting. Students also have opportunities to catch up on homework and receive tutoring and other academic assistance.

At Denny Middle School, participation will be the key to their Lights On Afterschool! event. Invited guests - parents, school board members, community business leaders, Senator Patty Murray, Governor Gary Locke, Microsoft's Bill Gates, World Cup Soccer star Michelle Akers, Mayor Paul Schell, and others - will be asked to participate with the kids in activities ranging from theater games to ice hockey to a jazz band. The activities will run from 2:15 to 3:45, when everyone will join in a pizza party. Denny Middle School's After School Activities Program (ASAP) is run by Seattle Parks and Recreation.

St. Louis, MO

"Lights On Afterschool Mini-Conference"

8:30 a.m. to 12:30 p.m.

St. Louis University Health Sciences Center

Learning Resource Center (3545 Vista Avenue, St. Louis, MO 63104)

Contact **Marion Eisen, 314-454-1371** or **Jama Dodson, 314-241-7233**

St. Louis for Kids, an initiative of St. Louis 2004, is working to keep kids on track by ensuring that all children have access to enriching programs after-school and on weekends. The Regional Violence Prevention Initiative (RVPI), a non-profit organization of elected officials and other civic leaders, has made the St. Louis for Kids initiative its sole mission.

The "Lights On Afterschool Mini-Conference" on October 12 at the St. Louis University Health Sciences Center Learning Resource Center is a collaborate effort of St. Louis for Kids, the St. Louis Public Schools 21st Century Community Learning Centers, the St. Louis Community Planning Committee for Afterschool Programs, and the St. Louis Science Center. The free conference is an opportunity

for staff from non-school-hour program provider groups to learn more about the importance of quality afterschool programs and to share model programs and approaches.

St. Louis, MO

"Lights On Afterschool at the St. Louis Science Center"

4 p.m. - 7p.m.

St. Louis Science Center's Special Exhibits Hall (5050 Oakland Avenue, St. Louis, MO 63110)

Anticipated attendance: 300

Contact **Diane Miller, 314-533-8784**

The St. Louis Science Center serves as a bridge between scientist and layperson, encouraging an understanding of ecology and the environment, humanity, technology and the space sciences and how each interrelates. Their Community Science program works closely with a variety of community learning partners, creating programs that bring kids in afterschool programs to the museum and recruiting and training teens to teach science to younger children in afterschool programs.

On October 12, 2000 The St. Louis Science Center's Community Science department will host, "Lights On Afterschool at the St. Louis Science Center." The Science Center has invited 20 of its community partner organizations with afterschool programs to the museum to publicize their programs, as well as demonstrate educational and interactive activities that the youth participate in afterschool. Each organization will be asked to bring approximately 15 youth participants. All of the organizations will be gathered in the Science Center's Special Exhibits Hall where students will showcase what happens in the various programs. This will include fun math and science activities led by teens and games that involve kids, parents, educators, and special invited guests.

Washington, DC

"The House's Afterschool Open House"


TBD

TBD (Working with Rep. Steny Hoyer's office (Dayle Lewis) to secure Hill venue.)

Contact **Rachael Walker, 703-237-5455** or **Michael Herrmann, 202-442-5580**

Temporary Assistance for Needy Families (TANF) oversees afterschool programs in more than 57 DC public schools and hopes to be operating in every school in within the next 3 years.


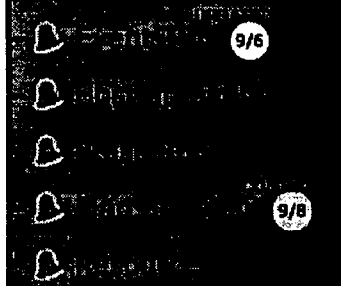
On October 12, TANF will showcase its 21st Century Community Learning Center grantees. Plans are underway to create an open house for afterschool in the U.S. House of Representatives where afterschool participants will demonstrate their expertise in wireless web technology to Members, invite Members to join them in creating a recycled art sculpture, and deliver an artistic performance.



On October 12, 2000

Lights On Afterschool

An event highlighting the need for afterschool programs.
Sponsored by JCPenney & co-hosted by the
National Community Education Association.

**549 communities have
already signed up.
Join Us!**

On October 12 afterschool programs across the country will be turning their lights on and hosting "open houses" for their communities. At the events, everyone from parents and grandparents to media and elected officials to community leaders and residents will learn firsthand what afterschool can offer children and youth.

Afterschool programs help working families, keep kids safe and improve academic achievement. Yet only a small percentage of our kids have access to them. Help us bring attention to the need for afterschool by participating in Lights On Afterschool!

Sign up to Host a Lights On Event. Find planning tips and Event Ideas for your event. Search for an event in your community. Media, visit the Press Room for information about local and national Lights On Afterschool events.

As of August 28th, the following have signed up as Supporting Organizations:

- American Association of Museums
- American Symphony Orchestra League
- America's Promise
- Boys & Girls Clubs of America
- Campfire Boys and Girls
- Center for Youth Development and Policy Research
- Coalition for Community Schools
- Fight Crime: Invest in Kids
- Illinois Fatherhood Initiative
- McDonalds of the NY/NJ Metropolitan area
- National Association of School Psychologists
- National School-Age Care Alliance
- National Catholic Education Association
- National PTA
- Partnership for Family Involvement in Education
- YMCA of the USA



Lights On Afterschool

October 12, 2000

Lights On Afterschool is a nationwide event to recognize the critical importance of quality afterschool programs in the lives of children, their families and their communities.

On October 12, in a day of national activity, Lights On Afterschool will spotlight innovative, high quality afterschool programs available to communities across the country. Parents, community and business leaders, elected officials, and the media will have an opportunity to see firsthand how afterschool programs help our children discover the heroes within themselves.

Lights On Afterschool is a project of the Afterschool Alliance, sponsored by JCPenney, and co-hosted by the National Community Education Association.

- Quality afterschool programs provide a safe, friendly learning environment for our kids, and boost their academic achievement.
- Quality afterschool programs build stronger communities by involving students, parents, business leaders and adult volunteers.
- Quality afterschool programs support working families by ensuring that their children are safe and productive after the regular school day ends.
- Quality afterschool programs stimulate children's imaginations and offer them an opportunity to shine.

Goals of Lights On Afterschool:

- To raise national and local awareness of the importance of afterschool programs;
- To increase funding for afterschool programs;
- To ensure that afterschool programs have the resources they need to provide the highest quality programs;
- To support existing afterschool programs in their efforts to expand or improve, and to help launch new afterschool programs in areas of the country where the Lights are off;
- To ensure all children have access to quality, affordable afterschool programs by 2010.

To register as a Lights On Afterschool event site, to learn more about how you can participate, or to request a Lights On Afterschool Action Kit, please call 202-296-9378 or visit our Website, <http://www.afterschoolalliance.org>.

AFTERSCHOOL RESOURCES

National Center for Community Education (NCCE)

810-238-0463

www.nccenet.org

The National Center for Community Education promotes community education by providing leadership training to people who are interested in community schools and to those who are implementing community education.

National Community Education Association (NCEA)

703-359-8973

www.ncea.com

National Community Education Association has developed a book of funding sources that support afterschool programs.

Children's Aid Society (CAS)

212-949-4800

www.childrensaidssociety.org

The Children's Aid Society creates programs for children that emphasize prevention and early intervention. The Society's Community Schools Technical Assistance Center helps communities across the country adopt their program models.

Communities In Schools (CIS)

1-800-CIS-4KIDS

www.cisnet.org

Communities in Schools champions the connection of needed community resources with schools to help young people learn, stay in school and prepare for life.

Fight Crime! Invest in Kids

202-638-0690

www.fightcrime.org

Fight Crime! Invest in Kids is a national anti-crime organization led by more than 500 police chiefs, sheriffs, police association presidents, prosecutors and survivors of violent crime.

Withdrawal/Redaction Marker

Clinton Library

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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
David Lussier (Subject Files)
OA/Box Number: 21656

FOLDER TITLE:

After School Programs [1]

2011-0581-S
rc263

RESTRICTION CODES

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- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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202/694-0119
marion.connell@npr.gov



U.S. Department of Housing
and Urban Development
Real Estate Assessment Center
1280 Maryland Avenue SW, Suite 800
Washington, DC 20024-2135
www.hud.gov

Marion Fitch Connell
Survey Manager

Fax 202.708.5092

202.708.4932, Ext. 3197

Marion.F.Connell@hud.gov

Rachael Worthington Walker
Consultant

P6/(b)(6)

0001

Phone: 202.232.5455
Fax: 202.232.1900

P6/(b)(6)

e-mail: rachael@peimindpms.com



GENERAL SERVICES ADMINISTRATION
OFFICE OF CHILD CARE

Vicky Moss, Ed.D
Child Care Program Analyst

Room 6119
1800 & F Streets, NW
Washington, DC 20405

Telephone: (202) 208-1303
Fax: (202) 208-5430
E-mail: vicky.moss@gsa.gov



Bethany Little
09/26/2000 09:16:08 AM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP
cc:
Subject: FW: Lights On major cities

----- Forwarded by Bethany Little/OPD/EOP on 09/26/2000 09:16 AM -----



"De Kanter, Adriana" <Adriana_De_Kanter@ed.gov>
09/26/2000 08:24:33 AM

Record Type: Record

To: Bethany Little/OPD/EOP
cc:
Subject: FW: Lights On major cities

Here are the events so far in the major media markets for Lights On Afterschool on and around October 12th. Thought you'd be interested in the list. We're still waiting on the Presidential proclamation.

-----Original Message-----

From: Judy Samelson [mailto:JSamelson@mott.org]
Sent: Monday, September 25, 2000 4:36 PM
To: pkedwards@earthlink.net; De Kanter, Adriana; An-Me Chung; Chris Sturgis; Marianne Kugler; Zoe Gillett
Subject: Lights On major cities

Folks:

Attached is a list of the major cities targeted for extra Lights On efforts.

I wanted you to see the list and the events planned. These folks are working hard to make this event very special and they have asked us in return to consider participating or sending others who might attend and attest to the importance of their efforts on behalf of afterschool.

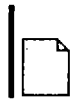
I would like to create a coordinated response to their request and do all we can to give them a fine representation and participation.

In addition to encouraging your own participation, I would like to know if

you have suggestions of others who should be invited to their events ? i.e. our grantees, foundation/community foundation friends, or other national organizations we might to ask to join in. We already are coordinating with the Ys, B&GCA and Fight Crime to involve their representatives.

These 10 sites are just the tip of the iceberg in terms of total involvement. More than 700 communities and many more sites are planning to participate in these activities. Some cities have surpassed our target sites in terms of total site involvement. It's quite amazing how our friends at the Ys and B&GCA have embraced this and told us how glad they are we are doing it. If you want to see a recent list of who is on board, go to www.afterschoolalliance.org.

In any event, I welcome your thoughts and we welcome your involvement.



- 92000event summaries.doc



reading@mindspring.com
09/11/2000 02:14:34 PM

Please respond to reading@mindspring.com

Record Type: Record

To: David F. Lussier/OPD/EOP

cc:

Subject: Information on Lights On Afterschool activities in 10 target cities

Here it is, without the table:

Lights On Afterschool! Events in Targeted Cities as of 09/10/00

Atlanta

Boys & Girls Clubs of Metro Atlanta

Boys & Girls Clubs of Metro Atlanta provides a positive environment for youth ages 6 to 18 and health, education and employability programs. There are 26 service sites in metro Atlanta.

Art Allen, Vice President Programs and Staff Development

404-527-7112

Stacie Hanna

404-527-7100

shanna@bgcma.org

Boys & Girls Clubs of Metro Atlanta

100 Edgewood Ave, Suite 700

Atlanta, GA 30303

fax: 404-527-7689

www.bgcma.org

All Metro Atlanta clubs will be encouraged to hold an open house on Oct. 12, with a major activity going on at one select Club. Art and Stacie are selecting an appropriate site. Plan to do demonstrations, have students give testimonials, and involve guests in games.

Chicago

Fight Crime-Invest in Kids

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization led by more than 800 police chiefs, sheriffs, police association presidents, prosecutors, and survivors of violent crime.

Tim Carpenter, Fight Crime

tcarpenter@icvp.org

Ann Potter

Apotter@icvp.org

Debbie Bretag, Director IL Center for Violence Prevention
312-986-9200
fax: 312-922-2277
220 S. State Street, Ste 1215
Chicago, IL 60604

IL Fight Crime and the Center for Violence Prevention are planning an event with the IL Dept. of Human Services and the IL Dept. of Education. They are in the process of identifying an event location. They plan to have the police chief, entertainment for kids, and testimonials by kids.

Cleveland

Urban League

The Urban League of Greater Cleveland. operates afterschool programs at 5 public housing sites in Cleveland focusing on helping kids do better on standardized tests. They do a lot of skill drills using computers. They also offer ABE and GED, so there are often parents working on skills right along side their own children--a family literacy program of sorts.

David Brown
Urban League
13951 Terrace Road
East Cleveland, OH 44112
216-451-5654 x104

The Urban League is planning to hold an Open House at each of its sites.
(NOTE: Focus in Cleveland will most likely be on the Cleveland YMCA--details to come.)

Dallas

Dallas Independent School District
"Lights and Action" afterschool program
DISD keeps the lights on in all 179 District elementary and middle schools. DISD also operates 17 learning centers with a 21st CLC grant with tutoring by adults and college-work study students and ABE, including family literacy programs.

Mary Taylor
Ron Morris
214-951-8669
fax: 214-951-9035
rmorris@peoplepc.com

Dallas Public Schools
1140 Empire Central, Ste. 106
Dallas, TX 75247

For media contact:
Ms. Weiss
972-925-3905

Plan to involve all DISD afterschool programs. (They are also willing to reach out to involve Fort Worth programs.) DISD plans to select a diverse elementary school program to host their "Six Flags of Texas" event on Oct. 12. With their partner Arts Partners/Young Audiences, event site will work on six different activities for the two weeks before October 12. Then on the 12, kids will present what they've learned and created. (Would like to have JCPenney volunteers involved during those 2 weeks.) Also at the event, the Mayor will read a Lights On proclamation. Members of the school board will also proclaim Lights On Day.

Have also asked for posters and kits for each of the DISD sites. The September DISD newsletter to 15,000 school employees will feature Lights On. The DISD November newsletter to students will highlight October 12 activities for 180,000 readers.

Los Angeles

LA's BEST

LA's BEST (Better Educated Students for Tomorrow), approaches inner-city children as resources to be developed rather than problems to be solved. From its original 10 sites, LA's BEST has grown to serve over 12,000 students in 69 elementary schools.

Carla Sanger
213-847-3681
Kim Larson (Public Information Officer)
213-847-3683
klarson@mayor.lacity.org
Ana Gonzalez Rosenberg
(LA's BEST Ambassador)
213-625-4024
LA's BEST
Office of the Mayor
200 N. Main Street Suite 700
Los Angeles, CA 90012

LA's Best has selected Logan Elementary (Echo Park area) for their October 12 event. Propose an open house style reception, tours of different program activities by LA's BEST students, opportunities for visitors to experience "A Day in the Life of an LA's BEST Child," themed Reading-for-Fun Room hosted by a celebrity reader, and a "Power of One" table for answering questions and recruiting volunteers.

Miami

Miami-Dade County Public Schools
School Age Child Care Programs
And Division of Community Education

The School Age Child Care Programs have four service providers:
Miami-Dade County Public Schools: principal-operated programs and community schools; FCAA (Family Christian Association of America); YMCA; and YWCA

Ms. Nancy Sapiro, Instructional Supervisor
1450 Northeast 2nd Avenue, Suite 737
Miami, Florida 33132
305-995-1899
fax: 305-995-1223
NSapiro@sbab.dade.k12.fl.us

Manny Gonzales
Division of Community Education
1500 Biscayne Blvd., Suite 216
Miami, FL 33132
305-995-1242
Lponce@sbab.dade.k12.fl.us

Marge Pearlman
305-665-3364

Nancy, Manny and Marge will discuss plans for involving all 202 Dade Schools afterschool programs in Lights On Afterschool activities and determine a location at a Miami community school afterschool program for a major event.

Manny has worked closely with the Miami Heat and their "Heat Academy" afterschool program. Manny has proposed to hold their event at the Miami arena and involve the Miami Heat.

New York

The Afterschool Corporation (TASC)
The After-School Corporation (TASC) is a non-profit organization dedicated to enhancing the quality and availability of in-school after-school programs in NYC, NY, and eventually across the nation. TASC supports after-school programs that operate from 3:00 to 6:00 p.m., Monday through Friday every day during the school year, for children in kindergarten through 12th grade. Currently 100 programs in NYC.

Lucy Friedman
212-547-6950
Kathleen Gerard (Dir. Development and Communications)
212-547-6928
kgerard@tascorp.org
www.tascorp.org

The After-School Corporation
925 Ninth Avenue
New York NY 10019

The Dance Theatre of Harlem will put on a performance with the students in their after-school program at PS. 153M and their Dancing through Barriers ensemble. The school is located at 1750 Amsterdam Avenue, NY 10031.

TASC will encourage all its programs to do something on Oct. 12.

Seattle

Seattle Parks and Recreation

The Middle School After School Program, funded through the Families and Education Levy, offers after school activities at 18 schools serving 6th - 8th graders. Program offerings include recreation and sports, visual and performing arts, leadership and service opportunities, and academic support activities.

Seattle Parks and Recreation
Parks and Recreation Admin Building
100 Dexter Avenue North
Seattle, WA 98109

Pam Banks
206-684-7123
pam.banks@ci.seattle.wa.us
www.cityofseattle.net/parks

Has got the date set on the Mayor's schedule and on the School Supt.'s schedule. Will be working with all middle schools to have a special give-away and/or recognition of the National Campaign for kids, parents and community.

Host a major special event at Denny Middle School. Will highlight the variety of activities that provide different outlets for middle school kids and want to demonstrate the commitment the entire Seattle community has made to support after school programs. Envisions the Denny Network News activity group interviewing the mayor and superintendent about how they support youth, a drama group performing a musical number perhaps with a local musician, kids playing roller hockey with some of our area athletes...etc.

St. Louis

St. Louis Science Center

The St. Louis Science Center serves as a bridge between scientist and layperson, encouraging an understanding of ecology and the environment, humanity, technology and the space sciences and how each interrelates. Their Community Science program works closely with 21st Century Community Learning Centers. "Science on the Go" brings kids in afterschool programs to the museum. Youth Exploring Science recruits and trains teens 14 and up to teach science to younger children in afterschool programs.

Diane Miller St. Louis Science Center
5050 Oakland Avenue
St. Louis, MO 63110
314-533-8784

dmiller@slsc.org.
for media contact:
Bev Pfeifer-Harms
314-289-4419

The St. Louis Science Center would invite 20 community afterschool providers to come to the Center and have students showcase what happens in the various programs. This would include fun math and science activities led by teens and games that would involve kids, parents, educators, and special invited guests.

Afterschool Planning Committee

The Afterschool Planning Committee, a community planning group, organized a Community and Federal Afterschool Resource Fair last November and has continued to build a youth development network and foster growth of afterschool programming.

Marion Eisen
Community Organizer
(recently left St. Louis HUD)
4616 Pershing Place
St. Louis, Missouri 63108

314-454-1371
314 361-2496 OR
314 454-1678 (computer fax) oracle1@compuserve.com

The Afterschool Planning Committee is working with St. Louis for Kids to host an October 12 morning conference at St. Louis University offering training and technical assistance for afterschool providers.

Wash., DC

DC Public Schools
TANF Aftercare

TANF (Temporary Assistance for Needy Families) oversees afterschool programs in more than 57 DC public schools and hopes to be operating in every school in within the next 3 years.

Mr. Howard Brown
Mr. Michael Herrmann
DCPS/TANF
825 N. Capitol St., NE
Room 8044
Washington, DC 20004
Michael.herrmann@k12.dc.us

Working with TANF's 21st Century Community Learning Center grantees, plans are underway for taking afterschool "live" to Capitol Hill. Students will demonstrate their expertise in wireless web technology to Members, as well as offer an artistic performance.



Bethany Little
10/10/2000 10:18:32 AM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP
cc:
Subject: A Proclamation by the President of the United States of America Afterschool Week, 2000

----- Forwarded by Bethany Little/OPD/EOP on 10/10/2000 10:18 AM -----



Karin Kullman

10/10/2000 09:37:42 AM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP
cc: Anna Richter/OPD/EOP@EOP
Subject: A Proclamation by the President of the United States of America Afterschool Week, 2000

fyi

----- Forwarded by Karin Kullman/OPD/EOP on 10/10/2000 09:37 AM -----

From: Valerie J. Owens on 10/08/2000 11:01:52 AM

Record Type: Record

To:
cc:
Subject: A Proclamation by the President of the United States of America Afterschool Week, 2000

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release
October 7, 2000

AFTERSCHOOL WEEK, 2000

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

America's After-School Choice:

The Prime Time for Juvenile Crime, Or Youth Enrichment and Achievement

A Report From

FIGHT CRIME: INVEST IN KIDS

By

James Alan Fox, Ph.D
FIX HIS TITLE College of Criminal Justice
Northeastern University

Unknown Author X.Y.Z.
Unknown Institutional Reference

Unknown Author X.Y.Z.
Unknown Institutional Reference

Sanford Newman, J.D.
President, Fight Crime: Invest in Kids

William Christeson, M.H.S.
Research Director, Fight Crime Invest in Kids

776-0027
Sanford Newman
ext. 101

Copyright, Acknowledgement, and Fight Crime Info Page

[See Child Care Report, and check with Rich/David for updates on donors]

America's After-School Choice:

Prime Time for Juvenile Crime, Or Youth Enrichment and Achievement

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Executive Summary

Prime Time for Juvenile Crime, Kids Becoming Victims of Violence, Other Dangers

In the hour after the school bell rings, turning millions of children and teens out on the streets with neither constructive activities nor adult supervision, violent juvenile crime suddenly triples and the prime time for juvenile crime begins.

On school days, the prime time for violent juvenile crime is from 3 PM to 6 PM. The crimes that occur then are serious and violent, including murders, sexual assaults, robberies, and aggravated assaults.

These are also the hours when kids are most likely to:

- Become victims of violent crime.
- Be in or cause a car crash (for 16- or 17- year-olds), the leading cause of death among juveniles.
- Being killed by household or other accidents.
- Get hooked on cigarettes.
- Experiment with other dangerous drugs.

The list goes on. Many experts believe, for example, that these are the hours when teens are:

- Most likely to engage in sexual intercourse and when girls are most likely to become pregnant.
- When kids of all ages are most likely to get hooked on semi-addictive video games that too often provide training for violent behavior.

~~A~~ After-School Programs are Proven to Cut Crime, Reduce Risky Behavior ~~X~~

The good news is that after-school programs are now proven to greatly reduce the terrible prospect that children and teens will be caught up in behaviors that can ruin their lives and devastate thousands of innocent families. Good after-school programs really work, keeping kids safe and out of trouble, and helping them learn to get along with others and succeed in school and in life.

Rigorous studies now show that after-school programs can:

- Reduce juvenile crime and violence.
- Reduce drug use and addiction.
- Cut other risky behavior like smoking and alcohol abuse.
- Reduce teen sex and teen pregnancies.
- Boost school success and high school graduation.

For example, a four-city randomized study of the Quantum Opportunities after-school program for high school students showed:

- Boys left out of the program were six times more likely to be convicted of a crime.
- Boys and girls in the program were 50% more likely to graduate and 250% more likely to go on to post-secondary education.

There is more good news too: If we can provide the quality after-school programs and other constructive supports that help youngsters make it through this period without becoming involved in crime, chances are good that they will stay out of serious trouble the rest of their lives. Thus after-school programs ultimately reduce not only juvenile crime but adult crime as well. Conversely, when a failure to provide after-school programs increases juvenile crime, it also increases adult crime.

Needs Unmet, Opportunities Squandered

Our nation's commitment to making good after-school programs available to its youth is falling far short of the need.

The principal federal program to fund after-school programs, the Department of Education's 21st Century Community Learning Centers grant program serves only 650,000 children and teens nationwide. That represents progress; the program is thirty-five times as large as it was just three years ago.

But it leaves a long way to go. In fact, in the competition for 21st Century Community Learning Center grant funds this year, the Department of Education received 2,252 requests for grants from communities. Only 310, one out of every seven, could be

↳ only mention of our efforts

→ no investment
to well over
4 million dollars

funded. Forty percent of federally-funded after-school programs report they have waiting lists of children wanting admittance to the programs.

Over four million children 6 to 12, including more than one in three 10 to 12 year olds, are home alone after school on a regular basis.. An additional 4 million 13 and 14 year olds and millions of older teens are home alone or hanging out unsupervised. In total, the number of children and teens in need of after-school programs likely exceeds eleven million.

Afterschool programs save lives and tax dollars.

While millions of kids go unserved because of lack of after-school program funding, studies show that government's failure to invest in these youngsters is actually squandering taxpayer dollars.

Investment in after-school programs returns dividends, not only in lives saved, but in money saved. For instance:

- For every dollar spent on the Quantum Opportunities after-school program, benefits to participants and the public amounted to \$3.04 without even accounting for a six-fold drop in crime by participating boys.
- For each high-risk youth prevented from adopting a life of crime, experts estimate the country saves between \$1.7 and \$2.3 million.

From the Front Lines of the Fight Against Crime: A Call for Action

Our nation faces a critical choice. Do we want the after-school hours to continue to be the hours of risk and danger for kids to be hurt, and for kids to slide down a slope of delinquency and crime that threatens the rest of us? Or do we want them to be golden hours of opportunity and positive development for the children who are our future?

Do we want kids who crave excitement to turn to gangs for companionship and to Jerry Springer and games of video violence to learn their conflict resolution skills? Or do we want them to have access to afterschool programs that help them develop relationships with caring adults, learn good skills and values and contribute to their communities?

America's police chiefs have answered that question. Asked in a poll which one of several strategies will be "most effective" in reducing youth violence. Chiefs chose

expanding access to after-school programs and good child care programs by a margin of four to one over alternatives such as trying more juveniles as adults and installing metal detectors in schools. By margins of nearly nine to one, they said “expanding after-school and child care programs . . . will greatly reduce youth crime and violence,” and that if we fail to expand these investments “we will pay far more later in crime, welfare and other costs.”

Public opinion polls show that eight out of ten Americans agree with law enforcement that after-school programs will “greatly reduce youth crime.”

The one thousand police chiefs, sheriffs, prosecutors and victims of violence who are members of Fight Crime: Invest in Kids have called on elected officials to lay out plans to make after-school programs available for all families who need them.

This call have been endorsed by leading national and state law enforcement organizations and the National Organization of Victims Assistance.

Law enforcement, crime victims and the public all agree that we need to make sure all families have access to after-school programs. They know that failing to provide these programs means:

- Millions of youngsters will fall short of their potential to contribute to our nation.
- Every American family shoulders a needlessly high risk of becoming a victim of crime.

When our nation faced a budget deficit, the President and Congress laid out a five-year plan to eliminate it. Now, our federal budget and the budgets of most states are in surplus. Today, the deficit that most threatens American’s safety is a crime-prevention deficit — the tragic shortfall in our investment in programs that help youngsters get the right start.

Now is the time for our federal, state and local policy-makers to commit themselves to making sure every community has the resources it needs to offer all its families quality after-school programs.

Anything less is a dereliction of government’s most fundamental duty, protecting the public safety.

1: Prime Time for Juvenile Crime, Kids Becoming Victims, and Other Dangers

In the hour after the school bell rings, turning millions of children and teens out on the streets with neither constructive activities nor adult supervision, violent juvenile crime suddenly triples and the prime time for juvenile crime begins. On school days, the prime time for violent juvenile crime is from 3 PM to 6 PM.¹ The single most likely hour of the school day for a juvenile to commit an assault inflicting serious bodily injury, or an assault with a weapon is between 3 and 4 PM. (if need be, we can cite to jo&v, pp. 64-65, but I'm hoping we can cite to Jamie's more recent data.)

Research shows that, "youngsters generally begin hanging out with gangs at 12 or 13 years of age, join the gang at 13 or 14...and are first arrested at 14."² The prime time for gang violence now is in the hours just after school lets out. (May not be true, Jena checking with BC, then Huff

Prime Time for Kids to Become Victims of Violence

The hours after school also are the prime time for youngsters to become victims of violent crime.³ When school lets out, violent victimization of children more than triples. The National Crime Victimization Survey indicates that even that sharp jump as reported to law enforcement agencies probably underestimates the true peak by as much as 44%. According to a Justice Department report: "because crimes in and around school are likely to be reported initially to school officials who may not report them to police, ... law enforcement data may actually underestimate the proportion of crime that occurs in the after-school hours."⁴

Teens are twice as likely as adults to become victims of serious violent crime, and three times as likely to become victims of simple assault. (Jamie, should we cite to JO&V p. 26, or to other data?)

¹ CITE TO JAMIE

² Huff, C.R., Comparing the Criminal Behavior of Youth Gangs and At-Risk Youths, *National Institute of Justice Research Brief*, U.S. Department of Justice, October, 1998.

³ Ibid.

⁴ Ibid,

Prime Time for Car Crashes, Teen Sex and Drugs

As more children go unsupervised after school and researchers probe more deeply into the effects, it's clear that the risks to kids are manifold.

CAN WE FIND OUT WHETHER THIS IS THE SECOND-LEADING CAUSE OF DEATH. IF SO, WE COULD INTRODUCE THIS SECTION BY SAYING: (Jena checking

XX OF THE XXX leading cause of death among teens are automobile accidents and other unintentional injuries (often in the home.) The peak hours for both are the hours immediately after school.

The prime time for 16-17 year olds to be in or cause a car crash on school days is also from 3 to 6 PM.⁵ Motor vehicle accidents are the leading cause of death for youths.⁶ At some point in their careers most law enforcement members of Fight Crime: Invest In Kids have faced the grim task of calling parents to tell them that their child was injured or killed in a crash.

Nearly 4.5 million children 14 and younger are injured in their homes every year, and most unintentional injury-related deaths occur when children are out of school and unsupervised. (*Footnoted in CATO response*) (GRAPH, IF POSSIBLE)

The after-school hours also are the most common time for teens to become pregnant⁷, and being unsupervised after school puts kids at greater risk of truancy, receiving poor grades, mental depression, and substance abuse.⁸ In fact, being unsupervised after school doubles the risk that an 8th grader will smoke, drink, or abuse drugs.(Do we need a separate footnote?) *WE NOW HAVE DATAPOINTS FOR GRAPH. WE SHOULD EITHER REPEAT THIS LAST STATEMENT IN A BOX IN THE MARGIN OR, IF WE HAVE TIME TO MAKE ONE, INCLUDE A GRAPH.*

⁵ Rice, T., Southern California Injury Prevention Research Center, School of Public Health, University of California, Los Angeles, personal correspondence, July 2000.

⁶ 1997 Mortality data from the Centers for Disease Control web site.

⁷ Carnegie Council on Youth Development, Task Force on Youth Development and Community Programs, *A Matter of Time: Risk and Opportunity in the Non-School Hours*, Carnegie Corporation of New York, New York, 1992.

⁸ Richardson, J.L., Relationship Between After-School Care of Adolescents and Substance Use, Risk taking, Depressed Mood, and Academic Achievement, *Pediatrics*, v. 92, No. 1, July 1993.

WHICHEVER WE DO, WE SHOULD CHOOSE BETWEEN DOING IT HERE AND DOING IT IN THE NEXT CHAPTER. (WE STATE THE FLIP SIDE OF THIS (THAT BEING SUPERVISED CUTS THE RISK IN HALF IN CHAPTER 2 AND CALL FOR A GRAPH THERE.)

The more hours youngsters spend on their own, and the earlier the age at which they begin doing so, the greater the risk.⁹ For example, sixth graders who had been unsupervised after-school frequently during the first through third grades were socially less competent, and had lower grades than a comparison group.¹⁰

⁹ Richardson, J.L., Relationship Between After-School Care of Adolescents and Substance Use, Risk taking, Depressed Mood, and Academic Achievement, *Pediatrics*, v. 92, No. 1, July 1993. Vandell, D.I., Posner, J., Shumow, L., Kang, K., Concurrent, Short-term and Long-term Effects of Self Care. Poster session presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN, March 1995.

¹⁰ Pettit, G.S., Laird, R.D., Bates, J.E., Dodge, K.A., Patterns of After-school care in middle childhood: Risk Factors and Developmental Outcomes, *Merrill-Palmer Quarterly*, v. 43, 515-538.

¹¹ See for example: Hawkins, J.D., et al., Predictors of Youth Violence, *Juvenile Justice Bulletin*, Justice Department, OJJDP, Washington D.C., April 2000; Ensminger, M.E., Kellam, S.G., and Rubin, B.R., School and Family Origins of Delinquency: Comparisons by Sex, in K.T., Van Dusen, Mednick, S.A., eds. *Prospective Studies of Crime and Delinquency*, Kluwer-Nijhoff, Boston, MA, 1983; and Tremblay, et al., A Bimodal Intervention for Disruptive Kindergarten Boys: Its Impact Through Mid-adolescence, unpublished manuscript, Montreal: University of Montreal, Research Unit on Children's Psycho-Social Maladjustment; and Elliott, D.S., Hamburg, B.A., Williams, K.R., *Violence in American Schools*, Cambridge University Press, New York, 1998.

2: After-School Programs Prevent Crime, Teach Skills and Values

The good news is that we now know that making after-school programs available from grade school through high school can greatly reduce the terrible prospect that children and teens will be caught up in behaviors that can ruin both their lives and the lives of others.

Quality after-school programs can cut crime and violence immediately and transform the prime time for juvenile crime into golden hours of academic enrichment, wholesome fun and community service. They also protect kids and adults from becoming victims of crime, and cut teen pregnancy, smoking and drug use. After-school programs help youngsters learn to get along with others, and develop the values and skills they need to become good neighbors and contributing citizens.

Offering kids an alternative to being alone at home or hanging out unsupervised, provides a world of benefits for youngsters and for their communities.

Research Shows:

After-school Programs Cut Crime and Violence

◆ The Quantum Opportunities Program randomly selected high school freshmen from welfare families in four cities to participate in an intensive after-school enrichment program. The program combined academics, personal development, community service, and monetary incentives to keep at-risk youngsters on a path to high school graduation and adult productivity.

Boys randomly assigned to participate in the Quantum Opportunities program were only one sixth as likely to be convicted of a crime during their high school years as the boys left out of the program.¹²

¹² Taggart, R., *Quantum Opportunities Program*, Opportunities Industrialization Centers of America, Philadelphia, 1995. See also: Lattimore, C.B., Mihalic, S.F., Grotpeter J.K., Taggart R., The Quantum Opportunities Program, in Elliott, D.S., eds. *Blueprints for*

◆ In Highland Park, Michigan, a 40% drop in juvenile crime was recorded after the launch of an after-school program funded by the 21st Century Community Learning Centers program. (Chris, Jena doing cite; SN has e-mailed B. Stonehill for further info.)

◆ Researchers compared five housing projects in which new Boys and Girls Clubs were set up to five housing projects without clubs, and five others with previously established clubs.

Levels of drug use and vandalism were initially equal in the projects without clubs and those in which the new clubs were being established. The projects with existing clubs were in much better shape. By the time the study ended, the projects with new clubs achieved results almost as good as the projects with existing clubs. The projects without clubs had 50% more vandalized housing units and 30% more drug activity than those with new clubs¹³

This Boys and Girls Clubs study replicated the findings of a similar 1956 study of the Red Shield Boys Club in Louisville. Data from before the club was founded in 1944 up until June of 1955 showed that juvenile delinquency dropped 52% in the neighborhood, while delinquency almost tripled in a one comparison neighborhood, and went up 33% in another similar neighborhood. FOOTNOTE

◆ A study of a 32-month after-school and summer skill-development program in a Canadian public housing project showed that compared to the two years prior to the program, the number of juvenile arrests declined by 75% during the course of the program.¹⁴

◆ In the three years after Baltimore's Police Department opened a Police Activities League (PAL) after-school program in one high-crime neighborhood, juvenile crime in the neighborhood dropped nearly 10% and the risk of children and teens

Violence Prevention Series, Center for the Study and Prevention of Violence, University of Colorado, Boulder, 1998. www.Colorado.edu/cspv/

¹³ Schinke, S.P., Orlandi, M.A., Cole, K.C., Boys & Girls Clubs in Public Housing Developments: Prevention Services for Youth at Risk, *Journal of Community Psychology*, OSAP Special Issue, 1992.

¹⁴ Jones, M.A., and Offord, D.R., "Reduction of Antisocial Behavior in Poor Children by Nonschool Skill-Development," *Journal of Child Psychology and Psychiatry and Allied Disciplines* 30:737-750 (1989).

becoming crime victims was cut nearly in half. While juvenile victimization rates were coming down for all Baltimore juveniles, the rate in the area served by the PAL program came down nearly three times as fast as it did for the city as a whole.¹⁵

◆ The Big Brothers/Big Sisters program shows what a difference a well-designed, well-implemented mentoring program can make. A Public/Private Ventures study of that program showed that young applicants randomly assigned to receive a well-trained, well-supervised mentor were 46% less likely to initiate drug use and 32% less likely to commit an assault than those randomly assigned to the control group.¹⁶

◆ A University of Wisconsin study of 64 after-school programs supported by the Cooperative Extension Service found that teachers reported the programs had helped children become more cooperative and better at handling conflicts. These children also developed greater interest in recreational reading and received better grades. A third of the school principals at these sites reported that vandalism at their schools had decreased as a result of the programs.¹⁷

After-School Programs Cut Smoking, Drug Use, Sex

◆ Being supervised after school cuts in half the risk that middle school students will smoke, drink, or abuse drugs.¹⁸ (*Change cite to Richardson per SN*)

INSERT GRAPH FOR 8TH GRADERS; WE NOW HAVE THE NECESSARY ARTICLE WITH DATAPOINTS, BUT SEE MY NOTE ABOUT THE OBVERSE OF THIS STATEMENT IN CHAPTER ONE. ADDITIONAL QUESTION: WHICH GRAPHS SHOULD GO IN THE EXEC SUMM?

¹⁵ Baltimore Police Department Office of Planning and Research, *Police Athletic League*, Baltimore Police Department, March 9, 1998.

¹⁶ Tierney, J., Grossman, J., Resch, N., *Making a Difference: An Impact Study of Big Brothers/Big Sisters*, Public/Private Ventures, November 1995.

¹⁷ Riley, D., et al., *Preventing Problem Behavior and Raising Academic Performance and Raising Academic Performance in the Nation's Youth: The Impacts of 64 School-Age Child Care Programs in 15 States Supported by the Cooperative Extension Service youth-at-Risk Initiative*, University of Wisconsin, Madison, 1994.

¹⁸ Richardson, et al., Substance Use Among Eighth-Grade Students Who Take Care of Themselves After-School, *Pediatrics*, v. 84, no. 3, September 1989.

With schools clamping down on smoking by students in and around school buildings, focus groups show kids who smoke usually do so on their way to school and in the after-school hours.¹⁹ Most adults who smoke regularly started during adolescence and most student smokers begin smoking by age 13.²⁰ This means that, when after-school programs cut in half the risk that a middle school student will smoke, they are likely cutting by a similar margin the chance that those children will grow up to be smokers.

Quality Programs Enhance Academic and Social Development

Out-of-school-time programs can provide important opportunities. Formal after-school programs have helped low-income children develop social skills and learn to get along with their peers,²¹ attributes which are strongly associated with school achievement, adult success, and reduced risk of delinquency and crime.²² Out-of-school academic enrichment activities can directly improve educational achievement. For example:

- ◆ The boys and girls randomly assigned to participate in the Quantum Opportunities program were 50% more likely to graduate on time and half as likely to be teen parents as boys and girls not in the program PHIL – CAN YOU PLEASE SHOW ME THIS DATA ON TEEN PARENTS? IS IT FOR BOTH BOYS AND GIRLS.

- ◆ With schools having a hard time balancing their desire to focus classroom hours on academics with their desire to teach values, it is also clear that the after-school hours provide opportunities to implement academic or youth development programs initially developed for in-school or summer use.

¹⁹ Personal communication with Tim McGloin, Assistant Director of the Tobacco Prevention Program at the University of North Carolina's Center for Health Promotion and Disease Prevention, 2000.

²⁰ Schwartz, D.A., O'Donnell R., A Survey of Adolescent Smoking Patterns, *Journal of the American Board of Family Practitioners*, January-February 1996, vol. 9 no. 1, pp 7-13.

²¹ Posner, J. K., and Vandell, D. L. , "Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs," *Child Development*, 65, pp. 440-456 (Society for Research in Child Development, 1994), p. 454.

²² Miller, B.M., O'Connor, S., Sirignano, S.W., Joshi, P., *I Wish the Kids Didn't Watch So Much TV: Out of School Time in Three Low Income Communities* (School-Age Child Care Project [now called the National Institute on Out of School Time], Center for Research on Women, Wellesley College, 1996), p. 33.

The Coca Cola Valued Youth Development Program increases the self-esteem and school success of at-risk middle and high school students by placing them in positions of responsibility as tutors of younger students. Only 1% of the kids in the program dropped out of school, compared to 12% of kids in a control group. The Voyager summer reading program, developed in collaboration with the Smithsonian Institution, the Discovery Channel, NASA, and Polaroid, showed gains of 84% for reading comprehension and 35% for word recognition for children in kindergarten through ninth grade.²³

Both the Coca-Cola and Voyager programs are now being adapted for use in after-school programs.

Why After-School Programs Have Such a Dramatic Impact:

The Safe Haven and Control, Values and Skills Effects

Quality after-school programs reduce juvenile crime immediately and continue to reduce it for many years to come. They do this in two ways:

The Safe Haven and Control Effect. The day an after-school program welcomes its first kid, after-school programs provide responsible adult supervision, constructive activities and insulation from deleterious pressure from peers and older children during the high-risk hours. On the day they open, they also provide a “safe haven” where children are protected from becoming victims of crime.

Children, especially adolescents, crave excitement and activities with their peers. If they cannot find it in programs organized by responsible adults, they become far more likely to find it in gangs. In many neighborhoods, children without after-school safe havens are easy prey; gangs may appear to offer protection, status, a sense of power, and the security of belonging to a group.²⁴

In Chicago, a leader of one of America’s biggest gangs — a criminal who is currently serving a 150-year sentence for murder — was secretly taped explained his strategy for recruiting kids. The strategy included picnics and parties and money to pay the family bills. Then, he said, “the kids look up,” and they find they’ve “got more now than they ever had

²³ Voyager Expanded Learning, *National Study: 1998 Voyager Summer Reading Program, Time Warp*, Voyager Expanded Learning, 2000.

²⁴Hamburg, B., *ibid.*, p. 20.

before, and they know they wouldn't have anything without" the gang. Is his strategy working? That gang now has ten thousand members.

Former Chicago Police Superintendent Matt Rodriguez wrote that "Every day, police officers in Chicago and across the country see gangs and drug dealers competing with parents and with law-abiding citizens for the allegiance of America's youth —bidding to recruit our children for their army, investing in our kids to lead them down a path to disaster.

"The gangs aren't just recruiting in high schools, either. They are recruiting in the junior high and grade schools too. And they are winning new recruits every day — mostly kids who can see little other possibility to win the respect or success that nearly all young people want and need.

"If we are going to win the fight for the souls of America's children, if we are going to make America safe for our families, then we are going to have to invest in the services that help kids get the right start they need in life,"Rodriquez concluded.

For most youngsters, the adolescent years are marked by emotional volatility, and strong needs for peer approval and respect. The parts of the brain responsible for good judgment and looking ahead to project consequences are still developing. Conflicts are often seen through a lens of starkly one-sided subjectivity, and impulse-restraint is often fragile.

For too many teens, but especially for those in low-income, high crime neighborhoods, this mixture may be stoked by the widespread availability of drugs and alcohol to further cloud immature judgment, and of guns to make bad judgments lethal.²⁵ In one study, 23% of inner-city male high school students said they carried guns occasionally, and 12% said they carried them most of the time.²⁶

If the juvenile violent crime rate for the period from 3 to 8 PM were reduced to school-hour crime levels, one-quarter of all juvenile violent crime committed on school days would be eliminated. (Obviously, investments in weekend and summer programs could also be expected to have a major impact on crime committed on days when school is not in session.)

²⁵Hamburg, B., *ibid.*, p. 22.

²⁶Hamburg, B., *ibid.*, p. 26.

But this is only the first chapter of a story that lasts a lifetime. Recent research makes clear that the impact of after-school and other quality programs for children and youth far exceeds the Safe Haven and Control Effect.

The **Values and Skills Effect.** Quality after-school programs provide not only immediate reductions in crime, but also positive experiences which have an enormous and lasting impact on the attitudes, values and skills of participating children.

Quality programs not only help children and teens learn the skills they need to succeed academically, but also teach concern and respect for others, honesty and the importance of working hard and being responsible.

Such programs can also help children develop significant relationships with caring adults, which is one of the strongest protections against becoming involved in crime. And programs that include a community service component can help children learn the satisfaction of helping others. These are important “protective factors,” making children less likely to engage in crime in the future.

Only 20% of children’s’ waking hours are spent in school.²⁷ How they spend the other hours, not surprisingly, plays a major role in their development.

In this respect, as in others, after-school programs may have the biggest impact on kids in low-income households and high crime neighborhoods. For example:

- Children of highly-educated parents are five times more likely to be reading in the time after they leave school than the children of the least educated parents.²⁸
- Children of poorly educated parents watch 60% more television than the children of well-educated parents.²⁹ Much of this television viewing depicts murder and other violence—as well as sexual promiscuity—without any realistic portrayal of the agony crime leaves in its wake.

²⁷ School-Age Child Care Project, *Fact Sheet on School-Age Children*, Center for Research on Women, Wellesley College, September 1996.

²⁸ Ibid

²⁹ Ibid.

Children's television viewing has been associated with lower reading achievement, behavioral problems, and increased aggression. When children watch more than three hours a day of television or watch violent programs, the incidence of these behavioral and learning risks increase.³⁰

- Being unsupervised after school is substantially more likely to result in behavior problems for low income children than for those from middle income families.³²

³⁰ Miller, B., M. *Out-of-School Time: Effects on Learning in the Primary Grades* (School-Age Child Care Project [now called the National Institute on Out of School Time], Center for Research on Women, Wellesley College, 1995), p. 19.

This year, the American Medical Association, and other members of the public health community issued a consensus statement saying "At this time, well over 1,000 studies – including reports from the surgeon general's office, the National Institute of Mental Health and numerous studies conducted by leading figures within our medical and public health organizations – point overwhelmingly to a causal connection between media violence and aggressive behavior in some children." Stapleton, S., Media Violence is Harmful to Kids – and to Public Health, *American Medical News*, August 14, 2000.

³¹ Pettit, G.S., Laird, R.D., Bates, J.E., Dodge, K.A., Patterns of After-school Care in Middle Childhood: Risk Factors and Developmental Outcomes, *Merril-Palmer Quarterly*, v.43, pp. 515-38, summarized by Vandell, D.L., Su, H. Child Care and School-Age Children, *Young Children*, November 1999, pp. 62-71

³² Marshall, N.W., et al., After-school Time and Children's Behavioral Adjustment, *Merril-Palmer Quarterly*, v.43, pp. 497-514, summarized in Vandell, D.L., Su, H. Child Care and School-Age Children, *Young Children*, November 1999, pp. 62-71

³³ Pierce, K.M., Hamm, J.V., Vandell D.L., Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms, *Child Development*, v. 70, no. 3, May/June 1999.

³⁴ Schinke, S.P., Cole, K.C., Poulin, S.R., *Research Report; Thirty Month Data and Process Findings*, Boys and Girls Club of America, December 31st, 1998.

³⁵ *NSACA Standards for Quality School-Age Care*, National School Age Care Alliance, Boston MA, 1999, available at www.nsaca.org.

³⁶For a discussion of characteristics of effective out-of-school programs, see Quinn, J., "Positive effects of participation in youth organizations," in Michael Rutter, *Psychosocial Disturbances in Young People: Challenges for Prevention*, Cambridge University Press (1995), pp.289-298.

³⁷ Ibid

3: Unmet Needs and Wasted Opportunities

Federal help for after-school programs comes primarily through the 21st Century Community Learning Centers program, which makes grants to schools. It has grown considerably over the last three years, from \$13 million in 1997 to \$40 million in 1998, \$250 million in 1999, and \$450 million this year. But despite this growth, it remains so under-funded that it can serve only 650,00 kids nationwide.

Last year, 2,252 communities sought assistance to establish or expand 21st Century Community Learning Centers after-school programs, even though the Department of Education had enough funding to provide only 310 grants.⁴⁴ Even among grantees, 40% report they still have waiting lists for children to get into the programs.⁴⁵

While states like California and Illinois have created significant new after-school programs since 1997, their investment in these programs continues to be modest. The Illinois Department of Human Services Teen REACH program provided \$17.8 million to fund 112 after-school programs serving 33,902 children age 6 to 17. California's After

³⁸ Ibid.

³⁹ Stapleton, S., Media Violence is Harmful to Kids – and to Public Health, *American Medical News*, August 14, 2000.

⁴⁰ Pettit, G.S., Laird, R.D., Bates, J.E., Dodge, K.A., Patterns of After-school Care in Middle Childhood: Risk Factors and Developmental Outcomes, *Merril-Palmer Quarterly*, v.43, pp. 515-38, summarized by Vandell, D.L., Su, H. Child Care and School-Age Children, *Young Children*, November 1999, pp. 62-71

⁴¹ Marshall, N.W., et al., After-school Time and Children's Behavioral Adjustment, *Merril-Palmer Quarterly*, v.43, pp. 497-514, summarized in Vandell, D.L., Su, H. Child Care and School-Age Children, *Young Children*, November 1999, pp. 62-71

⁴² Hamburg, B., "The Epidemic of Youth Violence: Effective Solutions Require New Perspectives," *William T. Grant Foundation Annual Report, 1995*, William T. Grant Foundation, New York, 1995.

⁴³ Charles M. Puzanchera, *Self-Reported Delinquency by 12-Year-Olds*, Justice Department, Washington, D.C., OJJDP Fact Sheet #03, February 2000.

⁴⁴ Adriana de Kanter, U.S. Department of Education, correspondence, 2000.

⁴⁵ Data Trends, *Sustainability of 21st CCLC-First Cohort: National Center for Community Education*, Data Trends, survey completed February 2000.

School Learning and Safe Neighborhoods Partnership program is funded at \$87 million this year and serves an estimated 97,500 children.

Home Alone: Eleven Million Kids

More than seven school-age children in every ten are in households where both parents or the only parent are in the workforce. In 69% of all married-couple families with children 6 to 17, both parents work outside the home. In 71 of single-mother families and 85 percent of single-father families with children 6 to 17, the custodial parent is working. (*from CATO Response, need better citation*)

Those working families are faced with filling the gap between the parents' work schedules and the children's school schedules. That gap can amount to 20 to 25 hours per week. (*from CATO Response, need better citation*) (*I believe SN suggests UI*)

A September, 2000 study from the Urban Institute estimates that 4 million children between six and twelve years old are home alone in the after-school hours. FOOTNOTE UI While only 10% (1.2 million) 6 to 9 year olds are home alone, fully 35% (nearly 2.9 million) 10 to 12 year olds are home alone. That is only the tip of the iceberg. An additional 4 million 13 and 14 year olds are home alone or hanging out unsupervised⁴⁶, bringing the total to 8 million. And while solid data is not available for teens over 14, it is clear that millions of high school youth also need constructive after-school activities.

The number of youngsters unsupervised for at least some portion of each week likely exceeds eleven million. Many more are in programs so starved for funding that they can't begin to provide the quality services that kids need.

Do teens over 14 really need after-school programs? The Quantum Opportunities program began when students were in high school. Leaving youths out of this program multiplied by six times the risk that they'd be convicted of a crime, and slashed their chances of finishing high school or going on to college.

⁴⁶ Beth Miller, "Estimates of Thirteen and Fourteen Year-Olds Unsupervised After School," (unpublished) National Institute on Out-of-School Time Wellesley College, August, 2000.

High-school students don't need baby-sitting, but they do need constructive activities that put them in touch with caring adults, and help them gain valuable job skills, learn to get along with others, and experience the satisfaction of serving their communities.

Is the shortage of afterschool programs restricted to urban areas? Not by a long shot. In rural areas, experts estimate that the availability of school-age care can cover only about one-third of the population of children with employed parents.⁴⁷

Moreover the estimates above for kids who are unsupervised in the after-school hours are only the most obvious part of the picture of the unmet need for after-school programs. Even parents who are home at the end of the school day may want the benefits of after-school programs for their children on one or more days each week.

Once children reach early adolescence, even the best parents may find that their influence wanes as their children seek autonomy and independence, and strive for the approval of peers.⁴⁸ Ordering a teen to stay in the house after school may be a recipe for confrontation. One study of adolescents found that they spend an average of five minutes a day exclusively with their fathers, and about twenty minutes a day with their mothers.⁴⁹ Meanwhile, insecurity and the need for peer approval and respect increase the likelihood that adolescents will take risks, or respond with violence to insults or affronts.⁵⁰

Adults who work with kids in the after-school hours can't take the place of parents, but they can serve as valuable adult role models who bring special talents and energy to their work with children and teens.

Least Available Where Most Needed

After-school programs are least available where they would do most to prevent crime and help kids get a solid start.

⁴⁷ The David and Lucile Packard Foundation (1999). When school is out. *The Future of Children*, 9(2). Los Altos, CA: Author.

⁴⁸Hamburg, B., "The Epidemic of Youth Violence: Effective Solutions Require New Perspectives," *William T. Grant Foundation Annual Report, 1995* (New York: William T. Grant Foundation, 1996), p. 20.

⁴⁹Carnegie Council on Youth Development, *supra*, n.47, p.32.

⁵⁰Hamburg, B., *supra*, n. 48, p.22.

With government support still so modest, research shows “the vast majority of after-school programs are funded through parent fees. As a consequence, the programs primarily serve children from middle income families and are located in middle-class communities.”⁵¹

Families of all incomes are challenged by the after-school hours. Many middle income families scrape together funds to pay for after-school activities for their children and somehow manage to cobble together the necessary transportation arrangements to get children to and from these activities while the parents are working. Others are unable to do so.

But the families least likely to be able to access after-school programs are low- and moderate-income working families, especially those living in low-income neighborhoods. These are often the neighborhoods where crime is highest.

Afterschool programs are least available to the kids who would benefit most from them academically, emotionally and socially, and who without them are most at risk of physical harm, exposure to drugs and other negative influences, and ultimately of becoming involved in delinquency.

For low-income parents “hoping for the best” may mean, regrettably, hoping that kids come home and watch television rather than hanging out with the drug dealers or gang members working hard to recruit them.

Even when these youngsters and their families manage to get into an after-school program, it is too often one which is under-funded, poorly-housed, and must make do with staff who are poorly-paid, poorly-trained, and too few in number to develop the close relationships between adults and youngsters which are at the heart of successful programs.

Robert Halpern, studying after-school programs in Chicago observed: “Supervisors and group workers who have been at [these programs] for at least a few years have well-established relationships with some children, especially the ‘regulars.’

⁵¹ Vandell, D.L., Su, H. Child Care and School-Age Children, *Young Children*, November 1999, pp. 62-71

⁵² The David and Lucile Packard Foundation (1999). When school is out. *The Future of Children*, 9(2). Los Altos, CA: Author.

⁵³ Vandell, D.L., Su, H. Child Care and School-Age Children, *Young Children*, November 1999, pp. 62-71

They know these children's families and school situations...They notice and intervene when a child's behavior seems different than usual...More commonly though, even when there is "institutional" knowledge of a child, experienced staff members fail to communicate that knowledge to a new staff member currently responsible for that child. In part because group workers have so many children to attend to, children are most likely to get individual attention when they misbehave."

Because of low pay, turnover is frequently very high. In the programs Halpern was reviewing, 40% of the staff had been there less than one year.⁵⁴ Since it often takes children several months to develop a trusting relationship with an adult, this kind of turnover can be devastating to program success. No child should learn that adults disappear just as trusting, caring relationships have solidified.

In short, the nation has a critical shortage of after-school programs. Moreover, especially in low-income areas, the programs that are available are often too starved for funds to provide quality services that can be expected to produce quality results.

⁵⁴ Halpern, R., The Role of After-School Programs in the Lives of Inner-City Children: A Study of the "Urban Youth Network", *Child Welfare*, Child Welfare League of America, v. LXXI no. 3 May-June 1992.

⁵⁵ Posner, J.K., Vandell, D.L., Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?, *Child Development*, 1994, v. 65, pp 440-456.

4: Quality Matters

Will every after-school program achieve the dramatic reductions in crime and other positive results reported in some of the research? Of course not. Program design, implementation and staffing matters, and matters a lot. Some programs work far better than others.

Programs must be small enough to maintain a strong sense of community and intimacy. The ratio of adults to children and teens must be high enough that each youngster can develop a close bond with one of the program's adults. The adults must have the time to develop a personal relationship with each youngster.

A study of 37 participating after-school programs for first graders found that boys in programs with staff members with positive attitudes had significantly better behavior, according to their first grade teachers, than those boys who attended programs with staff who displayed greater negativity. In other words, good, caring, trained staff matters.⁵⁶

Program elements matter, too. For example, youths in a Boys and Girls Club program that emphasized academic achievement, consistently out-performed their counterparts in other Boys and Girls Club programs that did not receive the enhanced educational assistance. Possibly even more important for their success in school and life, they also had far fewer behavior problems. Thirty months after they started the educational enhancement program at the club, the kids in the clubs had almost three times fewer incidents of problem behavior at their schools as those kids not in the clubs.⁵⁷
 ???ASK SN.

This research clearly argues against trying to do after-school programs on the cheap, stretching numbers served at the expense of quality.

⁵⁶ Pierce, K.M., Hamm, J.V., Vandell D.L., Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms, *Child Development*, v. 70, no. 3, May/June 1999.

⁵⁷ Schinke, S.P., Cole, K.C., Poulin, S.R., *Research Report; Thirty Month Data and Process Findings*, Boys and Girls Club of America, December 31st, 1998.

It argues for evaluating program design, and providing adequate funds to attract, train, and retain good, caring program staff.

As after-school programs receive more funding, there will also be a need to provide financial support for training, accreditation and evaluation. We don't leave parents on their own to independently and individually evaluate the sanitary controls at the supermarket as they buy food for their families, and we shouldn't expect them individually to be able to fully inspect and evaluate each after-school program. The National School Age Care Alliance Standards for Quality School Age Care⁵⁸ provide a useful guide for programs serving youngsters fourteen and younger.

Though some after-school programs should be more specialized than others, and children of different ages need different kinds of programs, every community needs a variety of programming. Programs won't produce the benefits we describe if they don't hold youngsters' interest. They can't begin to produce benefits unless they are sufficiently attractive so that families and young people choose to participate.

In general, young people should have out-of-school options that give them opportunities for active play, academic enrichment to develop both basic skills and higher-level thinking, exposure to arts, drama and music, and, especially for youngsters who are in middle school or high school, opportunities to begin serving their communities. For high school students, after-school options specifically aimed at career development and job skills training should also be available.⁵⁹

The dramatic success of the Quantum Opportunities program provides a standard against which to measure other programs. It also argues for offering scholarship incentives and possibly other modest financial incentives, at least in high-crime neighborhoods, to encourage program participation, and to provide a realistic hope that hard work in school will lead to success in life.

As is the case with virtually every area of human service, from policing to education, investing in more research will help us learn to build on what we already

⁵⁸ *NSACA Standards for Quality School-Age Care*, National School Age Care Alliance, Boston MA, 1999, available at www.nsaca.org.

⁵⁹For a discussion of characteristics of effective out-of-school programs, see Quinn, J., "Positive effects of participation in youth organizations," in Michael Rutter, *Psychosocial Disturbances in Young People: Challenges for Prevention*, Cambridge University Press (1995), pp.289-298.

know, and to make the most cost-effective use of each dollar in program expenditures. But we do now have models that work, and there is little excuse for failing to bring them to scale so they are available for all the children and families who need them.

5: Investing in After-School Saves Money and Lives

Protecting the public safety is the fundamental obligation of government. It is not expected to be a financially self-supporting operation. No one would suggest that we should have police preventing murders only if that activity produced enough savings to pay for itself. But even if that were the test, after-school programs would pass with flying colors.

Investments in after-school programs, especially for the children most at risk of sliding into delinquency or becoming victims of crime, do pay for themselves many times over, not only in lives but even in tax dollars. For example:

- The Quantum Opportunities after-school program produced benefits to recipients and the public of \$3.04 for every dollar spent without even accounting for the savings from a six-fold drop in crime by boys participating in the program. (citation?)
- In the Canadian public housing project in which juvenile crime in the project dropped 75% over the 32 months the after-school program operated, the resulting savings to government agencies came to twice the program's cost.⁶⁰
- RAND Corporation researcher Peter Greenwood and his colleagues compared the cost-effectiveness of the Quantum Opportunities after-school program with that of California's Three Strikes law, which required mandatory prison sentences

⁶⁰ Jones, M.A., and Offord, D.R., "Reduction of Antisocial Behavior in Poor Children by Nonschool Skill-Development," *Journal of Child Psychology and Psychiatry and Allied Disciplines* 30:737-750 (1989).

⁶¹ Jones, M.A., and Offord, D.R., "Reduction of Antisocial Behavior in Poor Children by Nonschool Skill-Development," *Journal of Child Psychology and Psychiatry and Allied Disciplines* 30:737-750 (1989).

⁶² Cohen, M.A., *The Monetary Value of Saving a high Risk Youth*, July 1997 (Unpublished, permission for use granted by Professor Cohen).

⁶³ Greenwood, P.W., et al., *Diverting Children from a Life of Crime: Measuring Costs and Benefits*, RAND, Santa Monica, CA, 1996.

for persons convicted of three serious crimes. They concluded that, per dollar spent, Quantum Opportunities was over 5 times more effective at preventing serious crimes than the Three Strikes law.⁶⁴ The extra income earned and taxes paid by youths who become responsible citizens instead of criminals, and the contributions they make to their communities, would produce enormous additional benefits not even counted in RAND's analysis.

THERE MAY BE A GRAPH IN THE RAND STUDY WE CAN USE. ASK SN TO CHECK.

- A 1997 study by Professor Mark A. Cohen of Vanderbilt University estimated that each high-risk youth prevented from adopting a life of crime could save the country between \$1.7 million and \$2.3 million.⁶⁵

No wonder polls conducted for Fight Crime: Invest in Kids show that 68% of Americans say expanding child care and after-school programs is a higher priority than a tax cut.

The fact of the matter is that federal and state treasuries will actually have more money in just a few years, whether for schools or tax cuts, highways or social security, if government invests now in expanding after-school programs.

The most important savings, of course, are priceless: thousands of families will be spared the agony that crime and violence leave in their wake.

⁶⁴ Greenwood, P.W., et al., *Diverting Children from a Life of Crime: Measuring Costs and Benefits*, RAND, Santa Monica, CA, 1996.

⁶⁵ Cohen, M.A., *The Monetary Value of Saving a high Risk Youth*, July 1997 (Unpublished, permission for use granted by Professor Cohen).

6: From the Front Lines of the Battle Against Crime: A Call for Action

The people on the front lines fighting crime are less concerned with political ideology than with hard-nosed practical solutions. They insist on doing what really works to fight crime.

Everyone agrees, of course, that dangerous criminals need to be locked up. But the people who work day-in and day-out to track down, arrest, and prosecute criminals know that the battle against crime can't be won solely with these back-end measures. It will be won when America is equally as ready to invest in front-end solutions that prevent crimes from ever happening in the first place.

Or, as Sheriff Patrick J. Sullivan Jr (R-Arapahoe County, Colorado) put it, "We'll win the war against crime when we're as ready to guarantee a kid a place in an after-school program as we are to guarantee a felon room and board in a prison cell."

The one thousand police chiefs, sheriffs, prosecutors and crime victims who comprise Fight Crime: Invest in Kids have called on all public officials to protect the public safety by providing all at-risk children and teens access to quality after-school programs. So have the 13,000 members of the National Sheriffs Association, the 290,000 members of the Fraternal Order of Police, the Major Cities (Police) Chiefs organization, the Police Executive Research Forum, the National District Attorneys Association, and law enforcement associations in Illinois, Iowa, Maine, New York, North Carolina, Rhode Island, Texas, Arizona and California.

The nation's largest organization of crime victims, the National Organization for Victim's Assistance, has joined as well in the call for quality after-school programs.

Law Enforcement and the Public United

The depth of law enforcement commitment to front-end solutions to crime was shown in a national poll of police chiefs conducted by Professors Scott Keeter and Stephen Mastrofski of George Mason University.

Eighty-six percent of the chiefs agreed that “expanding after-school and child care programs like Head Start will greatly reduce youth crime and violence.” Nine out of ten of the chiefs agreed with the statement: “If America does not make greater investments in after-school and educational child care programs to help children and youth now, we will pay far more later in crime, welfare and other costs.”

The chiefs were asked to “guide elected officials” by picking “the most effective” strategy to reduce youth violence. They picked “providing more after-school programs and educational child care” by a four-to-one margin over such alternatives as prosecuting more juveniles as adults and hiring more police officers, and by a seventy-to-one margin installing metal detectors and cameras in schools.

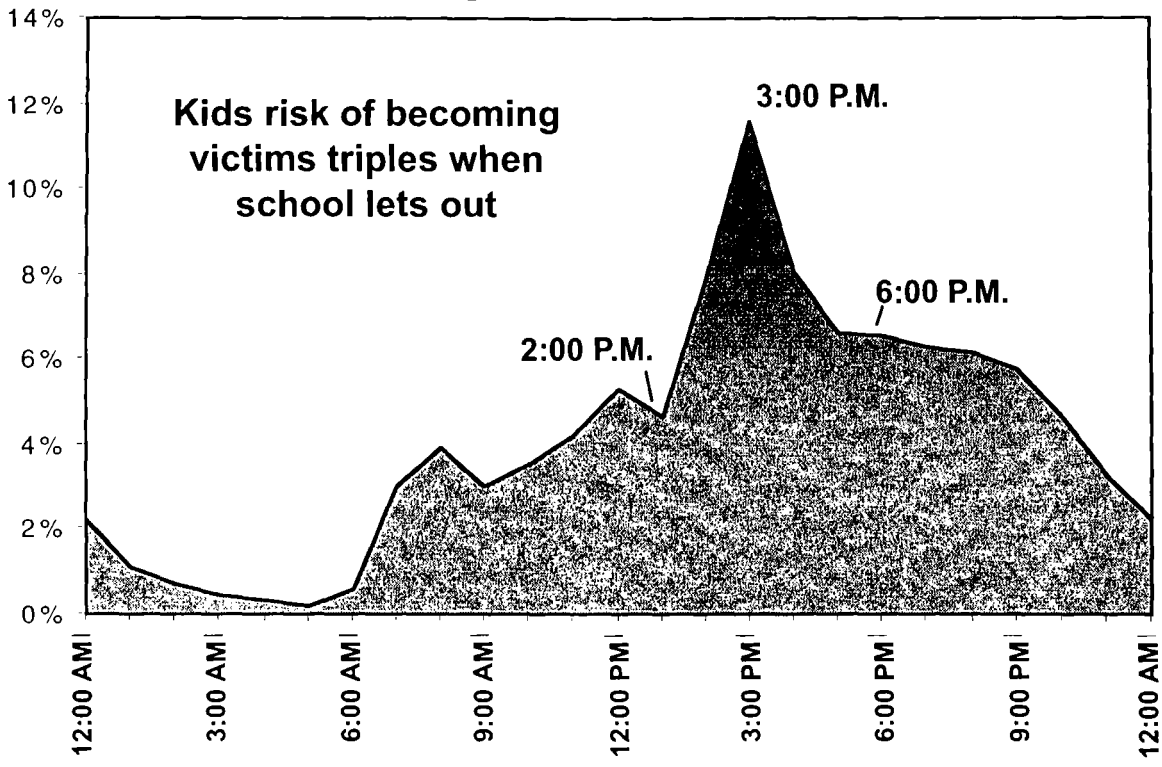
National public opinion polls conducted by Opinion Research Corporation International show the public agrees with the police. In an August, 2000 poll, 86 percent of the public agreed that “America could greatly reduce violent crime by expanding preventive measures like after-school programs for school-age children and teens, Head Start and other early childhood development programs, and interventions for troubled kids.”

Our federal and state governments are falling far short of the investments in after-school programs needed to meet their responsibilities to protect the public safety. That shortfall is part of a gaping crime-prevention deficit that jeopardizes the safety of every American.

It is time the leaders at the state and federal levels lay out a plan to eliminate that deficit. No responsibility of federal and state governments is more fundamental than protecting the public safety.

That responsibility simply cannot be met without providing communities with the resources to assure that all families, especially those whose children are most at risk of going astray, have access to quality after-school programs.

Percent of Crimes Against Juveniles Occurring Each Hour



25 September 2000

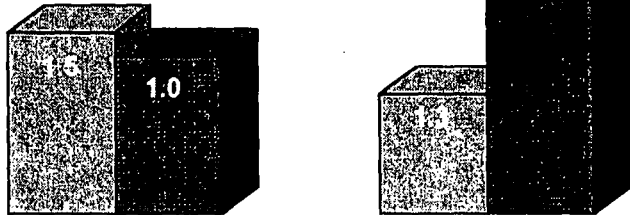
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Boys and Girls Club Educational Enhancement Program

Problem behavior incidents

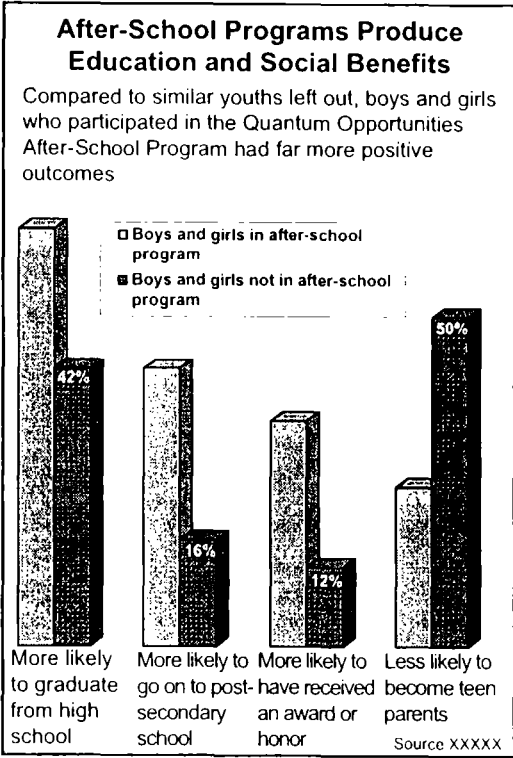
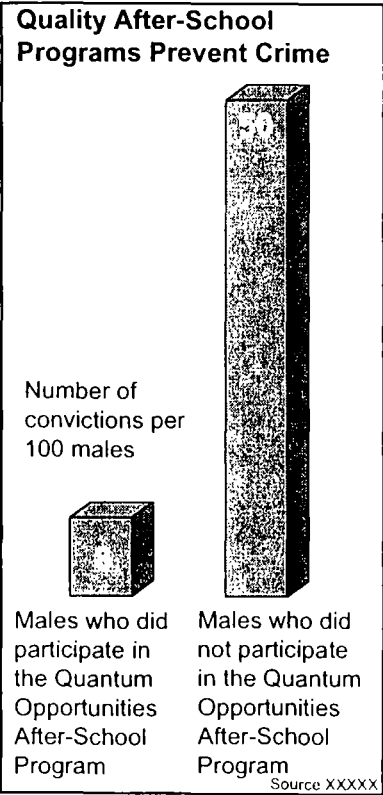
- Problem Behavior Incidents Before the start of the program
- Problem Behavior Incidents 30 months after the start of the program



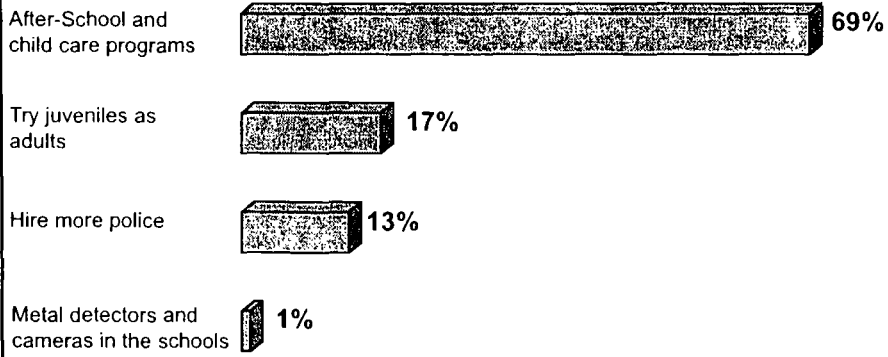
Before the start of the program

30 months after the start of the program

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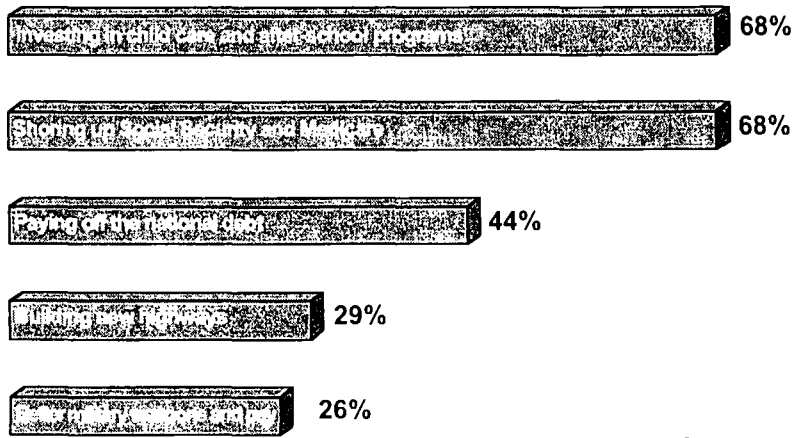


Which of these strategies did Police Chiefs choose as the most effective for reducing youth violence?



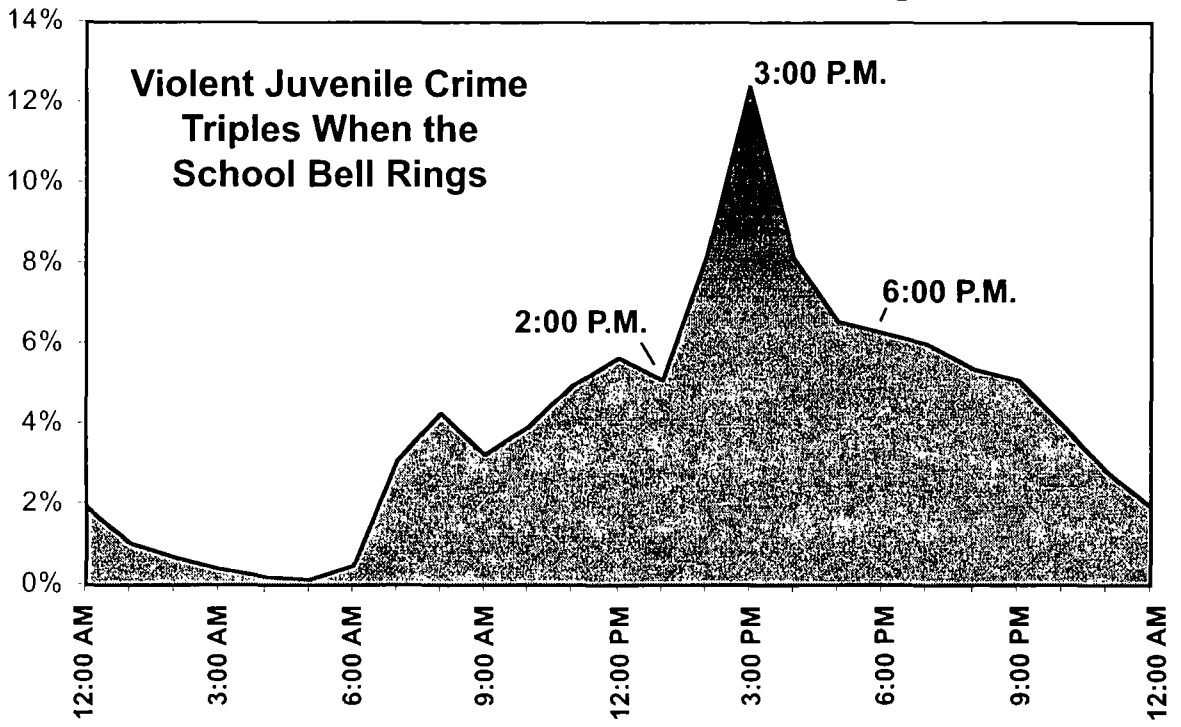
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What's more important to Americans than a tax cut?



Source XXXXX

Percent of Violent Juvenile Crime Occurring Each Hour



Source XXXXX



21st Century Community Learning Centers

Providing Quality Afterschool Learning
Opportunities for America's Families

U.S. Department of Education
September 2000



Dr. Bruce Reed
10/20/00

Richard W. Riley
U.S. Secretary of Education

Michael Cohen
Assistant Secretary for Elementary and Secondary Education

Terry K. Peterson
Counselor to the Secretary

Adriana de Kanter
Special Advisor on Afterschool Issues

Joseph Conaty
Director, New Projects Unit

Robert Stonehill
Director, 21st Century Community Learning Centers Program

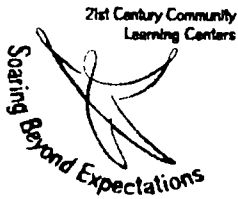
September 2000

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Adriana de Kanter, Rebecca Williams, Gillian Cohen and Robert Stonehill at the U.S. Department of Education wrote this report. Data and tables were prepared by Mathematica Policy Research for the national evaluation of the 21st Century Community Learning Centers program.



21st Century Community Learning Centers

Providing Quality Afterschool Learning Opportunities for America's Families

Each of you, at your 21st Century Community Learning Centers, is bringing the magic of enriched learning opportunities to children and families in your community. You have demonstrated that you are "the best of the best."

*- Statement by Richard W. Riley, U.S. Secretary of Education
to the grantees at the 21st Century Community Learning Centers Summer Institute 2000*

Each weekday afternoon in America, the ringing of the bell signals not just the end of the school day, but the beginning of a time when at least 8 million of our children are left alone and unsupervised. For working parents, ensuring appropriate supervision for their children during the afternoon can be an extremely difficult challenge. As a result, so-called "latch-key" youngsters can be found in our urban, suburban and rural communities where working parents, for a variety of reasons, are unable to arrange or afford a better alternative. Instead of being a time for growth and opportunity for these children, the hours immediately following the school day are their most dangerous, for these are the hours when children are most likely to commit or be the victim of crime. For many others, the afternoon hours are simply a period of idle and wasted time, when opportunities to be mentored and academically challenged are squandered.

The 21st Century Community Learning Center program, authorized under Title X, Part I, of the Elementary and Secondary Education Act, is a key component of the Clinton-Gore administration's commitment to help families and communities keep their children safe and smart. The 21st Century Community Learning Centers, supported by grants from the U.S. Department of Education, enable school districts to fund public schools as community education centers keeping children safe in the after-school hours. They also provide students with access to homework centers and tutors and to cultural enrichment, recreational, and nutritional opportunities. In addition, life-long learning activities are available for community members in a local school setting. Moreover, these programs provide America's parents and grandparents with something they value above almost everything else: confidence that while they are out earning a living, their children are well cared for and learning. For America's children, these programs help broaden their horizons, challenge their imaginations, and find the hero within.

Throughout the Clinton-Gore administration, the U.S. Department of Education has worked to make our children's afternoons a time when they can soar beyond expectations. The department has funded over 3,600 schools in more than 900 communities to become community learning centers. The hours that children spend at these centers are filled with academic challenges and enriching activities, supervised by responsible adults. This vision of the 21st Century Community Learning Centers program has been reaffirmed by numerous evaluations of

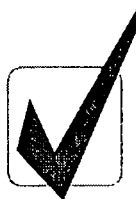
high-quality afterschool programs, and now by the results of the current grantees' annual performance reports.¹ The grantees' experiences confirm that investing in afterschool activities makes a significant difference in the lives of America's children, families and communities.

Addressing the Needs of Children and Families

According to the report *Working for Children and Families: Safe and Smart Afterschool Programs*, published in April 2000 by the Departments of Education and Justice, 69 percent of all married-couple families with children ages 6-17 have both parents working outside the home. In 71 percent of single-mother families and 85 percent of single-father families with children ages 6-17, the custodial parent is working. The gap between parents' work schedules and their children's school schedules can amount to 20 to 25 hours per week.

Statistics provided by the General Accounting Office (GAO), the National Institute on Out-of-School Time, and other surveys show that the lack of affordable, accessible afterschool opportunities for school-age children means that an estimated 8 million -- and up to as many as 15 million -- "latchkey children" on any given day go home to an empty house after school.² Forty-four percent of third graders spend at least a portion of their out-of-school time unsupervised, and about 35 percent of 12-year-olds are regularly left alone while their parents are at work.

Finally, studies by the FBI and youth-advocacy groups have found that the peak hours for juvenile crime and victimization are from 2 p.m. to 8 p.m. -- hours when youth are most often without supervision. Yet we know that students who spend one to four hours per week in extracurricular activities are half as likely to use drugs and one-third less likely to become teen parents.



In over 900 communities across the nation, children now have a positive alternative to unsupervised, unstructured and uninspiring afternoons – 21st Century Community Learning Centers.

Working to Provide More Afterschool Programs

According to 1999 and 2000 public polling data from the Mott/JCPenney afterschool survey, more than 8 out of 10 voters have agreed that access to afterschool programming in the community is important, and that this access must be available to all children. Yet, over the last three years, nearly two-thirds of voters have reported that it is difficult to find programs in the nation and in the community. Less than 4 out of 10 voters say their community actually provides afterschool programs. This number has remained consistent over the last three years.

¹ Submitted in April 2000

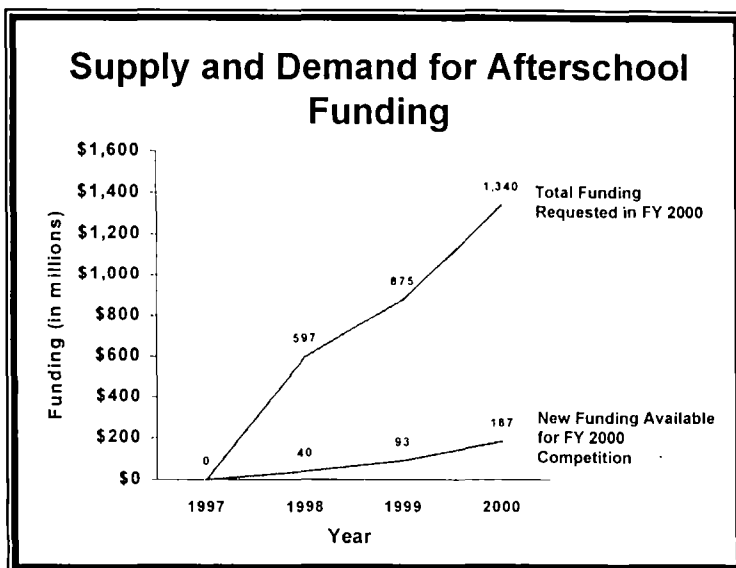
² Miller, Beth (June 2000). *Update of the National Child Care Survey of 1990*. National Institute on Out-Of-School Time; Seppanen, P., Kaplan de Vries, D., & Seligson, M. (1993). *National Study of Before- and After-School Programs*. Washington, DC: Office of Policy and Planning, U.S. Department of Education.

In some urban areas, the current supply of afterschool programs for school-age children will meet *as little as 20 percent* of the demand.³ In rural areas, experts assert that the availability of school-age care could cover only about one-third of the population of children with employed parents.⁴ As a result, millions of parents worry each day about where the children will go, and what they will be doing.

The Clinton-Gore Administration, through the 21st Century Community Learning Centers, is working to meet some of this demand. Nevertheless, in the last grant competition administered by the U.S. Department of Education, there was sufficient funding for only 310 of the 2,253 applications. More than 1,000 high-quality applications were unfunded. With more fiscal support, more afterschool programs could be awarded 21st Century Community Learning Center grants.

Of the \$1.34 billion in funding requested by schools across the nation to start afterschool programming this year, only \$185.7 million was available for this fiscal year, with an additional \$267 million committed to continue programs in communities which had previously received grants.

A total of \$1 billion has been requested by the Clinton-Gore Administration from Congress for this initiative in fiscal year 2001. If Congress passes this appropriation level, 2.5 million children will be served through the 21st Century Community Learning Centers. *This increase in funding could potentially eliminate as much as a quarter of the nation's "latch-key" problem for American families.*



To ensure that all school districts can prepare high-quality applications, the U.S. Department of Education has worked for the past three years with the Charles Stewart Mott Foundation, the National Center for Community Education, the National Community Education Association, the National Association for Bilingual Education and other regional and local organizations to provide numerous technical assistance opportunities for communities interested in applying. Workshop attendance over the past two years has been remarkable. Some 13,000 representatives from families, schools, community and civic organizations, local governments, foundations, faith-based organizations, and businesses came together to find out what quality, extended learning is, how to collaborate, and what are some models of best practice. For this year's competition, at least one workshop was provided in every state.

³ United States General Accounting Office (1997, May). *Welfare Reform: Implications of Increased Work Participation for Child Care*, GAO/HEHS-97-75. Washington, DC: Author.

⁴ The David and Lucile Packard Foundation (1999). *When school is out. The Future of Children*, 9(2). Los Altos, CA: Author.

The investment in assisting local communities to plan afterschool and community education programs seems to be working. Because of the extensive training provided to potential applicants, the quality of 21st Century Community Learning Centers applications has significantly improved over the past three years. The average standardized score has gone from 72 (in 1998) to 75 (in 1999) to almost 80 (in 2000). This year, over 1,300 applications (of the 2,253 received) earned an average rating of 75 or above.

Serving Children Where They Are

By locating 21st Century Community Learning Centers within public schools, we can see that students receive educational enrichment and academic assistance directly linked to their classroom needs. Principals have long seen a need for extended learning programs. In a 1989 Harris poll, 84 percent of school principals agreed that there is a need for before- and afterschool programs. In December 1999, the National Association of Elementary School Principals updated an earlier publication for their membership on quality standards for afterschool programs entitled *After-School Programs & The K-8 Principal*. In it, they recognize that “an extraordinary opportunity exists for principals to bring their schools and communities together to plan and support after-school programs.”⁵

The 21st Century Community Learning Centers are located in public elementary schools, middle schools, and high schools. In addition, host schools can serve a range of student grades. The table below provides information on the grade levels served in 21st Century Community Learning Centers host schools.

Grade Levels Served in 21 st Century Host Schools	Percent Reporting
	Overall
Elementary	44%
Elementary and Middle	9%
Middle	31%
Middle and High School	4%
High School	7%
All grades	7%

These 21st Century Community Learning Centers will serve about 615,000 children and youth and 215,000 adults during the 2000-2001 school year. All programs serve children, but over 40 percent have reported about how they also serve adults.

⁵ National Association of Elementary School Principals (1999). *Afterschool Programs and the K-8 Principal*. Alexandria, VA: Author.

Rural St. Mary's County, Maryland's 21st Century program serves about 100 at-risk students daily, as well adults. The program's strong adult literacy component focuses on GED preparation, computer training, counseling and career development. The St. Mary's program has been locally showcased for its development of community partnerships and use of volunteers to manage the centers. The program publishes a quarterly newsletter that features community collaborations and program success stories.

During the 2000-2001 school year, there are 903 grants operating in local school districts, with community partners, to implement public school-based 21st Century Community Learning Centers. These grants are in every state, the District of Columbia, Puerto Rico, the Virgin Islands, and the Federated States of Micronesia. The 21st Century Community Learning Centers grants provide high-quality academic enrichment and expanded youth services in 3,610 inner-city and rural schools. School district grantees operating the programs often manage three to four school-based centers. The typical overall number of students served by a school district's grant is 696, and an average of 248 adults is served by each grantee as well.

A typical school-based 21st Century Community Learning Center serves some 156 children. As recently as 10 years ago, evaluations of afterschool programs showed as few as 50 children participating in public school programs, and even fewer in non-school-based programs⁶. This contrasts sharply with the large number of children participating in most 21st Century Community Learning Centers, and strongly suggests that the high-quality range of services that are offered, combined with the school-based setting, is effective in encouraging program participation.

Participants in 21 st Century Community Learning Centers Programs by District Grant and Individual Center	Average Number Served
Number of Students Served in a Local School District	696
Average Number of Students Served at a Local School	156
Number of Adults Served in a Local School District	248

The Central Maine 21st Century Community Learning Centers project had a very successful second year. Over 1,000 of the four participating schools' 2,700 students regularly engaged in the wide variety of programs and services offered.

In a Mott Foundation/JCPenney survey of registered voters conducted in June 2000, the public indicated that afterschool programs should be housed in schools and that schools and community organizations should share, rather than compete for, resources. That philosophy guides the way the 21st Century Community Learning Centers program is operated today.

⁶ Seppanen, et. al, 1993.

Public schools, working with community partners, are the best place for afterschool programs. Not only are they convenient and reach the most children, but they are at the center of the community and in a great position to offer high-quality learning opportunities in a safe place.

--U.S. Secretary of Education, Richard W. Riley

Serving Those Most in Need

The 21st Century Community Learning Centers serve populations in rural and inner-city locales, as about 55 percent of the 21st Century projects can be considered rural and 45 percent are inner city. As recently as the 1993-1994 school year, 70 percent of all public elementary and combined (e.g., K-12) schools did not have a before- or afterschool program. This picture was even bleaker in rural areas, where 82 percent of public schools did not have such programs.⁷

Schools with 21st Century Community Learning Centers grants also serve more minority students and are far more likely to serve high-poverty students than the average school.

Race, Ethnicity, and Poverty Level of Students in 21 st Century Community Learning Centers	White	African American	Hispanic or Latino	Asian, Hawaiian, Pacific Islander or Native America	High Poverty
21st Century Community Learning Centers (schools)	43%	26%	24%	6%	66%

Esmeralda, a student in the low-income school district of La Quinta, California, improved her reading level from 2.75 to 5.80 through the Computer Curriculum Corporation program that provides reading software. She spent two hours a day, four days a week, in her school's computer lab, which was funded by a 21st Century Community Learning Centers grant.

In Huntsville, Alabama, 98 percent of students at Lincoln Elementary School receive free lunch. The Camp Success program provides low-income students opportunities to participate in activities they may be unable to access such as the Kiwanis Club, 4-H, art classes, chemistry camp, the Chess Club, sports teams, and Boy and Girl Scouts.

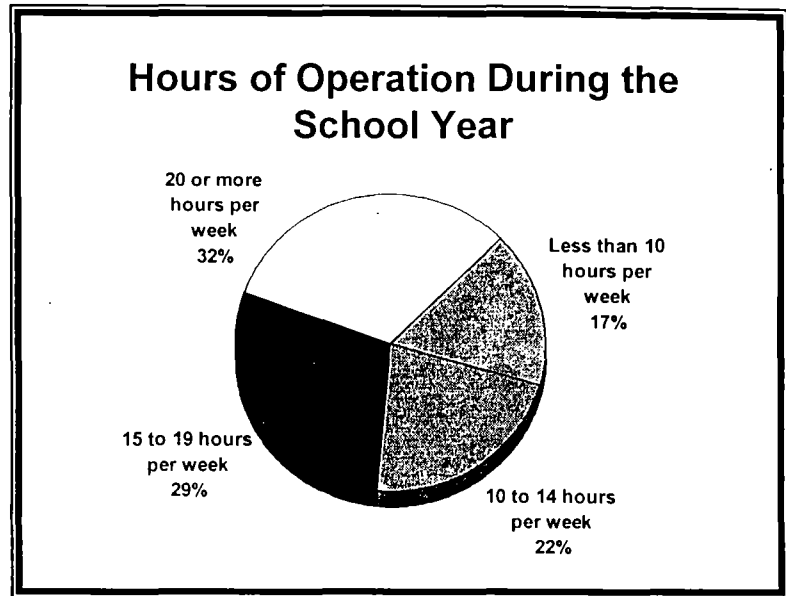
⁷ National Center for Education Statistics (1996, September). *Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools*. Washington, DC: Author.

Extending Time to Be Safe and Smart

There is strong support for afterschool from the public safety community. For example, nearly 9 in 10 police chiefs said expanding afterschool programs will “greatly reduce youth crime and violence.” Nine out of 10 chiefs also agreed that “if America does not make greater investments in after-school and educational child care programs to help children and youth now, we will pay far more later in crime, welfare, and other costs.”⁸

Centers provide a safe place for students to go after regular school hours end. These figures describe how much additional time is provided:

- ❖ A total of 78 percent of centers operate on a daily or semi-daily basis, and another 22 percent of centers provide only “special events” or operate on a non-daily system.
- ❖ One-third of 21st Century Community Learning Centers are open 20 or more hours per week, and 61 percent of centers are open at least 15 or more hours each week.
- ❖ More than one-quarter of grantees keep their learning centers open on school holidays and in-service days during the school year.



Providing Quality Afterschool Learning Opportunities

For students who enrolled in the Jefferson County School District After School program in Fayette, Missouri, 50 percent of those who were once below average are now average students, 10 percent are honor roll students, and 8 percent have become principal scholars.

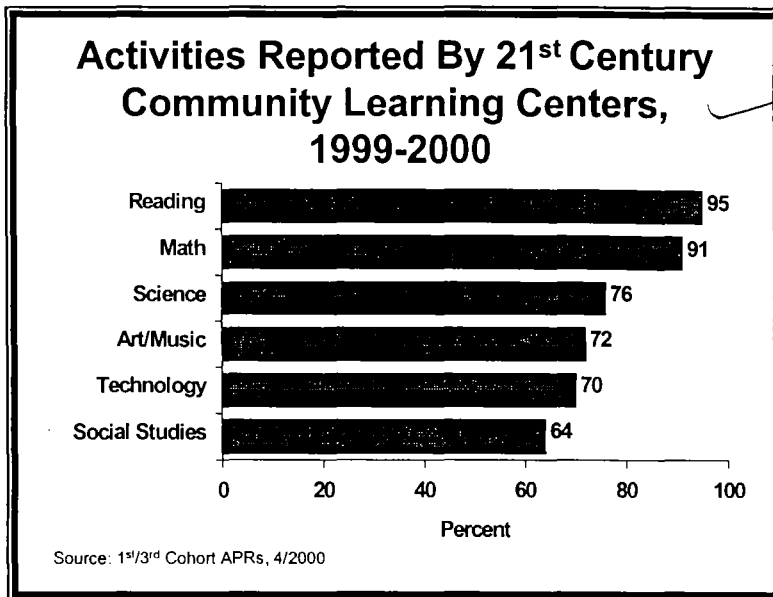
A June 2000 Mott Foundation/JCPenney afterschool survey asked voters what they wanted in an afterschool program. Americans said that in addition to helping working families, the most important outcomes of an afterschool program are to provide opportunities to learn and master new skills, and improve academic achievement. In addition, they identified afterschool programs as a place to build social skills and where homework can be done.

Afterschool programming sponsored by 21st Century Community Learning Centers grants gives students more time to learn, improve their academics, and engage in other educational

⁸ Fight Crime: Invest in Kids (November 1999). *Poll of Police Chiefs*, conducted by George Mason University professors Stephen D. Mastrofski and Scott Keeter. Washington, D.C.: Author.

activities outside of the structured school day. The vast majority of centers provide activities focused on boosting achievement in core subject areas, as well as offering enrichment activities.

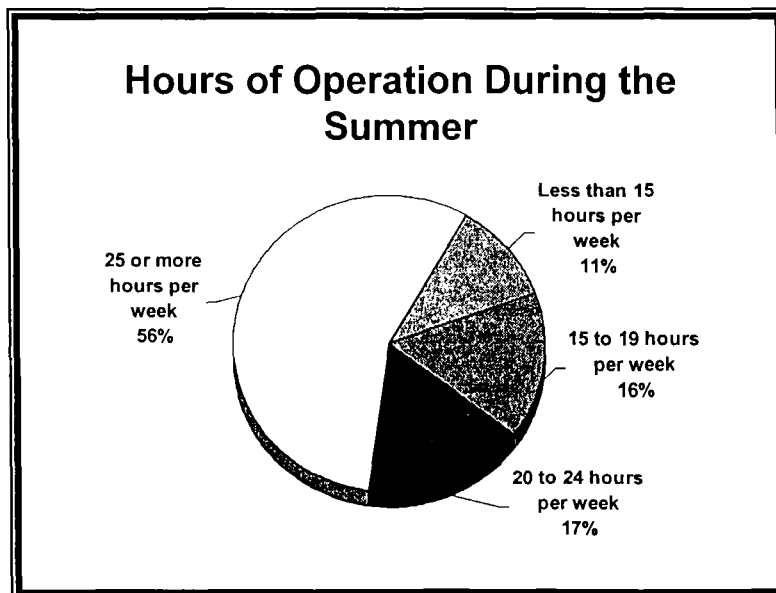
And to make sure that activities offered are of the highest possible quality, all 21st Century Community Learning Centers grantees are trained on quality elements of an afterschool program, including how best to provide academic enrichment, every fall and spring. The National Center for Community Education, funded by a grant from the Charles Stewart Mott Foundation, has been providing this training.



Overall, almost all of the centers provide activities meant to bolster students' grasps of reading, math and science. Additionally, 72 percent of centers offer students access to art and music enrichment, 64 percent offer social studies support activities, 70 percent engage in technology-related activities, and 76 percent offer other types of enrichment activities.

Keeping Learning Alive in the Summer

Today, 25 percent of all school districts and 55 percent of those in high-poverty urban areas require summer school for struggling students. Not only does summer school help prevent loss of academic ground over vacation months, but it also helps close the achievement gap between disadvantaged students and those with more privileged educational opportunities at home. A study done by the University of Missouri showed that in more than 85 percent of summer-school evaluations of students who attended summer classes, attendees outperformed those students who did not have this opportunity.⁹



⁹ Cooper, Harris; Charlton, Kelly; Valentine, Jeff C. (1998). *Making the Most of Summer School: A Meta-Analytic and Narrative Review*. University of Missouri-Columbia.

Summer schools serve a variety of purposes for students, teachers, families, and communities. They provide chances for remediation for students with learning deficits, repetition of failed courses for secondary school students, services for students with disabilities, supplemental help for disadvantaged students, enrichment opportunities for students with special talents, and a way for teachers to further their career development and increase their income.

In rural Monongalia County Public Schools, West Virginia, parents say the center helps their children get their homework done and conveniently offers enrichment opportunities right in their own community. Classroom teachers have commented on the amount of discussion and excitement that carries over into their classes during the day. Title I teachers were surprised at how little ground was lost for their students last summer as they were able to pick up where they had left off the previous year after participating in the summer program.

Funding from the 21st Century Community Learning Centers program allows more urban and rural schools to start summer school programs. Two-thirds of grantees operated a summer program of 25 or more hours per week, in addition to their school-year program last year.

Communicating with Teachers and Principals

Research clearly shows that quality afterschool programs coordinate their activities with those offered during the regular school day. Communicating with the principal and the teachers in the regular school program regarding subjects like recruitment strategies, program goals and student progress is essential to establishing a successful afterschool program. The 21st Century Community Learning Centers grantees understand the importance of these day-to-day linkages with the regular school day program, as shown in the collaborative activities they are undertaking.

Types of Linkages to School Day Program	Percent Reporting
	Overall
Recruit/Refer Students	95%
Works at Program	93%
Provide Feedback on Students	93%
Set Goals and Objectives	92%
Share Instructional Practices	90%
Communicate School-Day Curricula to Center Staff	89%

Creating Collaborating Communities

In Kenosha, Wisconsin, the 21st Century Community Learning Centers became involved with the Lincoln Neighborhood Community Center and collaborated with many other community organizations to provide families with a full-range of services.

- ❖ The University of Wisconsin Extension Service offered a teen pregnancy prevention program.*
- ❖ The Spanish Center and the United Migrant Opportunities Services offered a cultural awareness class.*
- ❖ The Kenosha Library stopped their bookmobile in front of the centers each week.*
- ❖ The American Red Cross certified the students in babysitting.*
- ❖ The University of Wisconsin-Parkside offered weekly swimming lessons in their pool, leadership classes, student interns, admissions to college plays, peer mediation, and neighborhood assistance, specifically safety and improvement.*
- ❖ The Girl Scout Council wrote a grant so they could start troops in both 21st Century schools.*
- ❖ A family drug and alcohol program was offered in cooperation with about 10 community agencies.*

Collaboration helps build a common sense of community with mutual goals and vision. Collaboration is a cornerstone of the 21st Century Community Learning Centers program. Rural and inner-city public schools — in collaboration with other public and non-profit agencies, faith-based organizations, local businesses, postsecondary institutions, scientific and cultural organizations, and other community entities — benefit from the U.S. Department of Education funding for afterschool programs. All centers must work with community partners and faculty of the regular school program to achieve a variety of goals.

Some 90 percent of 21st Century Community Learning Centers grantees report partnering with community-based organizations. Roughly one-third of grantees report partnering with faith-based organizations. Grantees say that they involve partners in service delivery. A total of 62 percent of grantees have entered into contracts with community-based organizations to provide program services, averaging about 40 percent of grant funding.

On average, 21st Century Community Learning Centers work with six community partners to provide services; share techniques for conducting activities, set goals and objectives, provide volunteer staffing, give feedback on students, make paid staff available, and raise funds (in order of most common to least common shared activity). Activities undertaken by community partners in 21st Century Community Learning Centers can be found in the table below:

Types of Activities Undertaken by Community Collaborators	Percent Reporting
	Overall
Provide Services/Goods	80%
Share Techniques	77%
Set Goals and Objectives	73%
Provide Volunteer Staffing	72%
Provide Feedback on Students	70%
Provide Paid Staffing	68%
Raise Funds	39%

Making a Difference for America's Communities

Principals, parents, community members, and state and local decision-makers want afterschool programs because they know they keep children safe and assist them academically. Children who regularly attend high-quality programs have better peer relations and emotional adjustment, better grades and conduct in school, more academic and enrichment opportunities, spend less time watching TV, and have lower incidences of drug-use, violence, and pregnancy.¹⁰ Achievement data from the 21st Century Community Learning Centers programs are not due until October 2000. However, in April 2000, grantees – through their annual progress reports and other sources – shared the following examples of how their programs are benefiting the children in their communities:

- ★ The behavior of students who regularly participate in Montgomery, Alabama's three Star Search afterschool programs is improving, even though discipline problems have increased among other students. Overall, there has been a 25 percent reduction in violence.
- ★ At Huock Middle School in the Salem-Keizer School District in Oregon, the 21st Century Community Learning Centers grant has allowed for a great expansion of programs that has led to a substantial drop in the use of drugs, alcohol, and tobacco among students in the past year.
- ★ Highland Park, Michigan reported a 40 percent drop in juvenile crime in the neighborhood surrounding the 21st Century Community Learning Centers afterschool program.
- ★ In Plainview, Arkansas, the 21st Century Community Learning Centers program implemented an abstinence program that resulted in no pregnancies in their high school graduating class for the first time in years. In 1998, there were six teen pregnancies, in 1999 there were only three, and in 2000, there were *no pregnancies* at the high school.

¹⁰ *Working for Children and Families: Safe and Smart Afterschool Programs (2000)*. Washington, DC: U.S. Departments of Education and Justice.

- ★ In rural McCormick, South Carolina, 120 students would have been retained in grade without the afterschool program.
- ★ Brooklyn, New York's Cypress Hills center reported that 72 percent of program participants improved their grades by 5 points on a 100-point scale in one or more of their classes.
- ★ Participants in Chattanooga, Tennessee, showed improved school attendance. At one school, absentee days dropped from 568 days to 135; at another the drop was from 148 to 23.
- ★ In Bayfield, Wisconsin, 7th through 10th graders no longer hang out near the grocery and liquor store in the Viking Mini-Mall – instead they hang out at school after school. They finish their homework, have a snack, work on a special project or play organized games with an adult learning assistant.

Recent evaluations of other afterschool programs all found improved school attendance, and documented improved reading and/or math scores or re-designation from the status of “limited English proficient.”¹¹

Creating a Unique Partnership to Support Afterschool Programs

In large part, the unprecedented growth and quality of the 21st Century Community Learning Centers program can be traced to a philosophy of collaboration. The program is implemented nationally through a unique public-private partnership between the U.S. Department of Education and the Charles Stewart Mott Foundation of Flint, Michigan. Conceived following the 1997 White House Child Care Conference, the partnership today accounts for more than \$550 million in direct services, training, technical assistance, best practices identification, evaluation, and access/equity and public will activities. This is far above what would have been available by relying exclusively on federal funds.

The U.S. Department of Education administers the program and supplies funds to local communities through a competitive proposal process. The Charles Stewart Mott Foundation underwrites training and technical assistance, and provides training on how to create high-quality applications and implement community learning centers. In addition, the C.S. Mott Foundation funds program evaluations, access and equity analyses, and public awareness and outreach initiatives. Mott funding leverages federal funds and works toward the long-term sustainability of local projects.

Frankly, this historic partnership between the U.S. Department of Education and the Mott Foundation is a symbol of the full spectrum of public and private partnerships that we can expect to spring to life as this initiative is embraced by communities all over the United States.

*-- William S. White, President,
C.S. Mott Foundation*

¹¹ This includes evaluations by RAND of the Foundations, Inc. afterschool program in the Philadelphia area, a Columbia University evaluation of the Boys and Girls' Clubs Project Learn operated around the country, the University of Cincinnati evaluation of the Ohio Hunger Task Force's urban afterschool initiative, and the UCLA evaluation of LA'S Best afterschool program.

The collaboration concept is mirrored at the local level. Every school district is required to work with community organizations like law enforcement agencies, local businesses, post-secondary institutions, and scientific, cultural or youth-serving groups. This collaboration encourages the community to unite in helping children develop into healthy, successful adults. It also allows communities the freedom to design school-based programs around their needs and interests as long as they contain a strong learning component.

The Charles Stewart Mott Foundation—U.S. Department of Education partnership has led to the creation of the *Afterschool Alliance*. The Afterschool Alliance is a coalition devoted to raising awareness and expanding resources for afterschool programs. It includes the U.S. Department of Education and the C.S. Mott Foundation, as well as JCPenney, the Advertising Council, Entertainment Industry Foundation, and Creative Artists Agency Foundation. The Afterschool Alliance's vision is to see that every child in America has access to quality afterschool programs by 2010. Toward this end, the Afterschool Alliance has secured millions of dollars in direct and in-kind contributions for programs such as:

- ★ a national public service advertising campaign (“Finding the Hero Within”),
- ★ a national day of recognition on October 12 (“Lights on Afterschool!”), and
- ★ the identification and deployment of a cadre of practitioner “Afterschool Ambassadors” in every state to provide technical assistance and influence public will.

In Conclusion—

Afterschool programs are popular, effective in keeping kids safe and providing children with constructive opportunities to learn and grow, and are in great demand across the country. The 21st Century Community Learning Centers program has become a powerful model that demonstrates how schools can provide expanded support for children and their families. Nevertheless, the current supply of afterschool programs is not able to serve all of the children who want or need a safe and smart place to be after their schools have closed for the day. A total of 2,253 communities, representing 10,000 of our nation’s schools, participated in this year’s competition for 21st Century Community Learning Centers grants. They did so despite the fact that only one in seven applications could be funded.

The president and vice-president have requested that funding for 21st Century Community Learning Centers be dramatically increased, from its current FY 2000 level of \$453 million to \$1 billion in FY 2001. At that amount, the program will be able to assist 2,000 communities establish 8,000 schools as 21st Century Community Learning Centers. Partnering with local organizations and businesses, these centers would be able to serve up to 2.5 million children, or up to one-quarter of all the country’s latchkey children. No single program can meet the needs of our children -- attaining that goal will take the combined efforts of families, schools, youth-development organizations, faith-based groups, foundations, businesses, and federal, state, and local agencies. Increasing our investment in the 21st Century Community Learning Center program would be a step in the right direction.

Contact Us!

For more information on the 21st Century Community Learning Centers Program, contact the U.S. Department of Education at:

- Internet: www.ed.gov/21stcclc
- E-mail: 21stCCLC@ed.gov
- Fax: (202) 260-3420

Why are afterschool programs so important?

Because children's minds don't close down at 3 p.m., and neither should their schools.

U.S. Secretary of Education, Richard W. Riley
