

**Office of Domestic Policy Initiatives
Corporation for National Service
Fax Transmittal Sheet**

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From: Julie Demeo
phone: 202-606-5000, ext. 132
fax: 202-565-2781

TO: Diana Fortuna
Joan Lombardi
Virginia Cox
Jon Schnur
Jim Kohlmoos
Adriana de Kanter
Pam Van Wie
Katrina Weinig
Nancy Miller
Nancy Hatamiya
Liz Burdock
Joel Berg
Ron De Munbrun
Liz Hyman
Herb Jones

COMMENTS:

Attached is the latest version of the after school federal Summit commitment we have all been working on. This version only contains changes in the first section (NELCO was renamed the To Learn and Grow initiative) and some HUD additions on the last page.

It is unlikely this initiative will become part of our federal Summit commitment. Nevertheless, I wanted everyone to have the latest version since it will eventually be useful in another capacity.

Please remember it is a working draft for internal use only.

Thank you!

*CC Mike Cohen
Bill Kincaid*

America's After School Summit Commitment

DOUBLE THE NUMBER OF CHILDREN IN QUALITY BEFORE & AFTER SCHOOL PROGRAMS OVER THE NEXT FIVE YEARS

(Working Draft - 04/17/97 7:48 PM)

CHALLENGE

Approximately 24 million school-age children are in need of out of school-time care. Right now, millions of children go unsupervised during the before and after school hours and summer months. It is estimated that only 2 million are in structured daily after school programs. Furthermore, studies show that the rate of juvenile crime and other risk behaviors rise markedly during out of school time hours.

COMMITMENT

Recognizing that all children and youth need safe places to learn and grow, a number of federal agencies, in partnership with local schools, school districts, communities, youth serving organizations and the private sector, is committed to doubling the number of children served in formal before and after school programs from 2 million to 4 million over the next five years.

NATIONWIDE ACTION STEPS

In order to double the number of children served in safe and constructive out-of school time environments, the President has called for the following action steps:

1. The President has asked all federal agencies to report to him in 30 days on how they can support expanding safe and constructive out of school time activities for children and youth.
2. The President is challenging every community to develop an action plan to make the most of out of school time in their communities by encouraging schools to keep their doors open past regular school hours and leveraging resources to offer children a safe and constructive place to go. Schools and communities can create their own quality after school opportunities for children and youth or become a host site for the thousands of already existing after school program providers.
3. The President will convene representatives of community groups, schools, national non-profits, faith-based organizations, federal agencies, the private sector, the Partnership for Family Involvement in Education, and working parents to develop a joint action plan by September of 1997.

NEW INITIATIVES

The following new or proposed initiatives will help federal agencies support public and private sector efforts to provide quality before and after school programs to 2 million additional children over the next five years:

To Learn & Grow

A National Partnership for Service and School-Age Care

- Through a large expansion of the To Learn & Grow (TLG) public/private partnership initiative, the Corporation for National Service will leverage additional resources, promote youth service and foster new collaborations to expand, enhance and improve the quality of programs for children and youth during the non-school hours.
- Specific activities of the TLG partnership include engaging 250,000 children in school-age care programs in a minimum of 100 hours of service each year, providing a toll-free number and technical assistance materials to every K-12 school, enlisting the help of 10,000 high school and college students to serve as volunteer tutors in programs operating during the non-school hours, and expanding 250 existing national service programs to keep their doors open every weekday after school.
- The Corporation's TLG partners are the Dept. of Education, Dept. of Health & Human Services Child Care Bureau, National Association of Child Care Resource & Referral Agencies, National School-Age Care Alliance, Save the Children, School-Age Child Care Project (Wellesley College) and the YMCA of the USA.

1,000 New After School Programs (DoED & HHS)

- For communities most in need of resources, President Clinton requested in his FY '98 Budget, \$62.8 million for 1,000 new after school programs. This includes:
 - \$50 million for school-based after school programs (funded by DoED under the 21st Century Community Learning Centers authorization), with a priority on young adolescents and middle school children; and
 - \$12.8 million for community center based after school programs (funded by HHS under the Community Schools authorization).

America Reads (DoED & CNS)

- To help catalyze efforts to ensure that all children are reading independently by the end of third grade, and to help community leaders, parents and educators across the country achieve this goal, the President has proposed the \$2.75 billion America Reads Challenge.
- One major part of this effort will be America's Reading Corps: individualized after school and summer tutoring by 1 million volunteer tutors. The President's proposal provides \$2.45 billion over the next five years to support these tutoring efforts, including \$1 billion to fund AmeriCorps members as volunteer recruiters and coordinators; and \$1.45 billion for reading specialists through the Department of Education to help train the tutors and provide specialized help to children with more severe reading difficulties.

Keeping School Open (DoED)

- DoEd will make a new guide book available to schools and communities entitled, *Keeping Schools Open: Extending Learning in a Safe, Drug-Free Environment*. This book walks interested citizens through the steps on how to keep a local school building open after school and on weekends.

School Construction Initiative (DoED)

- Schools that receive the \$5 billion in proposed school construction funds requested by the President will be required to keep their doors open past regular school hours.

Federal Employee Volunteer Network

- Building on an existing network of 29,000 federal law enforcement employees that are donating their time to after school programs, we will expand this network to include all federal employees willing to donate time to talk about their mission area with children in after school programs nationwide (i.e., Dept of Transportation employee may talk about how planes fly, or the importance of wearing seat belts, etc).

Service-Learning

- USDA will provide service-learning opportunities across the nation for students in after school programs. USDA's service-learning opportunities include: food recovery and gleaning efforts, as well as environmental clean-up and protection efforts.
- President Clinton requested a \$10 million increase in his FY 97 Budget for service-learning related to literacy tutoring through the Learn and Serve America program.

Local Crime Intervention Program

- To support local juvenile crime intervention programs, such as anti-truancy, school violence, and curfew initiatives, President Clinton requested \$75 million in his FY '98 Budget for a crime intervention program for youth.

After School Programs on Military Bases (DOD)

- In partnership with the Boys and Girls Clubs nationwide, DOD is adding after school programs on Navy, Army and AirForce military bases. Many of these programs will be open to the children of civilians in the military base communities.

Child Care and Welfare Reform (HHS)

- The Child Care Bureau just launched the first of a series of 10 regional meetings that will include participants from every state in the country and will focus on developing state wide plans for expanding access to child care in anticipation of welfare reform. More than 2,000 people have been invited to attend these meetings including state officials from child care, education, national service, community-based organization and outside experts.

EXISTING PROGRAMS AND INITIATIVES

Building on what works, the federal government in partnership with local communities and national non-profits, will continue to support safe, constructive out of school time programs for children and youth. Highlights include:

Technical Assistance to States and Communities (HHS)

- The Child Care Bureau at HHS will continue to provide technical assistance to states interested in expanding their school age child care programs by disseminating promising practices linked to school age care emerging from states and communities. CCB has developed an initial resource guide on school age programming.

Building Partnerships (DoED)

- DoEd will continue to build partnerships among schools, community groups, businesses & religious groups through their Partnership for Family Involvement in Education which includes 2800 organizations. The Partnership for Family Involvement will make one of its priorities providing after school and some educational programs for children.

Capacity Building to Serve More Children (CNS)

- The Corporation for National Service's National Senior Service Corps (Retired Senior Volunteer and Foster Grandparent programs) will continue to provide tutors and mentors to after school programs. AmeriCorps members will continue to help communities and programs capacity build by acting as volunteer recruiters and supervisors, organizing literacy or after school programs, or many other tasks.

Service-Learning (CNS)

- Learn and Serve America will continue to fund schools (K-12 and higher education) and after school programs to engage in service-learning. Service-learning may range from college students tutoring grade school students in after school programs for college credit, to grade school students doing community service work during non-school hours as part of a structured and supervised after school program.

Safe Havens (DOJ)

- The Safe Havens program is part of a broad anti-crime strategy funded by DOJ in 120 communities. Safe havens provides a safe place for children after school, on weekends and during school vacations. Safe Havens offer mentoring, tutoring, homework assistance, computer and job training, arts activities, skills workshops and, in some cases, meals and basic health care.

Teens, Crime and Communities (DOJ)

- This program, which is co-sponsored by the DOJ and the National Crime Prevention Council, helps teens understand how crime affects them and their families, friends and communities. TCC uses a combination of educational materials and service activities to show teens how they can help make their communities safe from crime

and its consequences. TCC may be held during school hours or after school, and emphasizes youth service to their community, including to children, the homeless, the elderly, neighborhood clean-ups, or crime prevention and victim assistance activities.

Drug Education for Youth (DOJ)

- DEFY is a youth outreach program in which DOJ has partnered with the Department of the Navy to use military role models in promoting positive life choices and to reduce the demand for illegal drugs. DEFY consists of a summer camp program for children ages 9 to 12, and combines drug education, discipline, self-esteem building and physical fitness. In the following ten months, children are mentored by volunteers from the local U.S. Attorneys Office, Police Department, local university and others, taken to special events, and taught the value of education, health and citizenship. DEFY thus offers young people out of school time activities during the summer and throughout the school year.

Juvenile Mentoring Program (DOJ)

- Through JUMP, DOJ funds over 50 sites nationwide with awards totaling approximately \$7 million. Each site provides numerous youth with an ongoing, one-on-one relationship with a caring adult.

Public Housing (HUD)

- Promoted the establishment and continuation of Boys and Girls Clubs in public housing and other at-risk communities. There are currently 320 Boys and Girls Clubs in Public Housing, serving more than 100,000 youth. HUD will work in partnership with communities to increase the number of Clubs by 25 per year for the rest of the century.
- Working with communities and public housing authorities to support child care and after school care youth safe haven programs for public housing families impacted by welfare reform through the Economic Development Support Service program and the Public Housing Drug Elimination program.

S - After school

***Expanding Opportunities in Out-of-School Time:
A National Forum on Service and School-Age Care***

Follow-up Briefing Paper

DRAFT

**Expanding Opportunities
in Out-of-School Time:
A National Forum on
Service & School-Age Care**

**December 4-6, 1996
Washington, D.C.**

Co-Sponsored By

**The Corporation for
National Service**

**The Department of
Education**

**The Department of
Health and Human
Services Child Care
Bureau**

**The National
Association of Child
Care Resource and
Referral Agencies**

**The School Age Child
Care Project at
Wellesley College**

***Expanding Opportunities in Out-of-School Time:
A National Forum on Service and School-Age Care
Follow-up Briefing Paper***

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Executive Summary

On December 4-6, 1996, *Expanding Opportunities in Out-of-School Time: A National Forum on Service and School-Age Care* launched a new partnership to expand resources and improve the quality of programs for children and youth operating before school, after school, on weekends, and during school breaks. The December event grew out of early discussions among co-sponsoring organizations who wanted to develop more formal mechanisms for working together. The forum brought together expert practitioners in the education and school-age child care fields along with national service experts to discuss using service as a tool to expand and enrich out-of-school time programs. One national team and three state teams* engaged in group discussions about the implementation of collaborative activities at the national, state and local levels. The forum was successful in accomplishing several of its desired outcomes, including:

- Shared understanding of national service and out-of-school time care;
- Articulated benefits and barriers to increasing service programs and activities in the out-of-school time hours; and
- Developed visions, goals and strategies for furthering team collaborations at the national, state and local levels.

Two primary ways national service can expand and enhance out-of-school time programs were identified:

- Integrating national service as a part of the infrastructure to deliver out-of-school time programming (e.g. college students as after-school tutors, Senior Corps volunteers as mentors, AmeriCorps*VISTA members mobilizing community volunteers, etc.)
- Engaging children and youth in community service and service-learning activities in the out-of-school time hours (e.g. children helping create a community garden in the after-school hours, etc.)

Since the convening of the December forum, each of the participating teams have continued to expound upon their shared visions for out-of-school time and develop plans for

* The three state teams -- Illinois, Massachusetts and Washington -- were invited to discuss expansion of statewide initiatives supporting out-of-school time activities for children and youth. State teams were comprised of representatives from each of the co-sponsoring organizations.

collaborative action. Forum teams from Washington and Illinois have reconvened their first meetings with full participation and brought new partners in to discuss implementation of state-level initiatives. Massachusetts has developed a statewide national service America Reads program linked to colleges and universities. The national partnership group met on January 31, 1997, to reconfirm their commitment to working together and fulfilling forum goals. Since that time, national partners have been instrumental in helping to organize collaborative workshops at various national conferences throughout the country, including the National School-Age Care Alliance conference in April 1997 and regional meetings of the Child Care Bureau at the Department of Health and Human Services. To facilitate an on-going discussion on service in out-of-school time activities, a "School's Out!" listserv has been created (to subscribe, send an e-mail message to nspitale@cns.gov).

Additional forum outcomes include the publication of a how-to manual integrating service as a strategy in the development and implementation of out-of-school time programs. The manual will integrate quality indicators for national service and school-age care programs, present models of effective practices, include a list of resources, and offer recommendations to national service project directors, school administrators, leaders of community-based organizations, child care providers, and policy makers for building effective collaborations to better address the needs of children and youth. The Corporation for National Service with the School-Age Child Care Project at Wellesley College have begun drafting the manual which will be available in Summer 1997.

To help coordinate forum follow-up activities, the Corporation has organized the National Service Network for Enriching Children's Learning Opportunities (NECLO) which aims at becoming a center for research, discussion, and information dissemination about current national service models in out-of-school time programming. Through outreach and networking, the National Service NECLO continues to foster collaborations with school-age care and other education organizations creating new linkages to leverage resources and improve the quality of out-of-school time programs for children and youth. Activities of the project also include the development and distribution of training and technical assistance information for child care providers, educators, America Reads project directors and other national service participants. For more information, please contact the Corporation at 202-606-5000, Ext 484, or e-mail: nspitale@cns.gov.

Introduction

On December 4-6, 1996, *Expanding Opportunities in Out-of-School Time: A National Forum on Service and School-Age Care* launched a new partnership to expand resources and improve the quality of programs for children and youth operating before school, after school, on weekends, and during school breaks. The Corporation for National Service (CNS), the Department of Education (ED), the Child Care Bureau at the Department of Health and Human Services (HHS), the National Association of Child Care Resource and Referral Agencies (NACCRRA), and the School-Age Child Care Project at Wellesley College (SACCP) joined together to begin planning for the development of new community-based collaborations that will expand and enhance out-of-school time programs for children and youth. Three pilot state teams -- Massachusetts, Washington, Illinois* -- and a national partnership team met to discuss way of integrating service as a strategy for out-of-school time programs at the community, state, and national level (see Appendix A. Forum Participants and Appendix B. Organization Information).

Desired outcomes for the forum included:

- Shared understanding of national service and out-of-school time care: a definition of terms, the different forms of service and out-of-school experiences, the types of activities that are appropriate for volunteers and service participants, including opportunities for youth to serve; delivery and funding infrastructure; and key principles and indicators of quality.
- Shared understanding of the benefits and barriers to incorporating national service into out-of-school time programs and the ability to articulate alternatives for overcoming the barriers and achieving integration.
- The development of a vision, goals, and next steps for integrating national service into out-of-school time programs at the state and community, as well as the national level.

The forum was successful in accomplishing several of its desired outcomes. Participants reached a shared understanding of national service and out-of-school time care, articulated the benefits and barriers in incorporating national service into out-of-school time programs, and developed visions, goals, strategies, and next steps for integrating service into programs at the state, community, and national level.

* The three state teams -- Illinois, Massachusetts and Washington -- were invited to discuss expansion of statewide initiatives supporting out-of-school time activities for children and youth. State teams were comprised of representatives from each of the co-sponsoring organizations.

A discussion of terminology remained prevalent throughout the forum. What is the appropriate terminology to capture the myriad of options that out-of-school activities and experiences include? Do we say “out-of-school time?” “non-school time?” “before and after-school programs?” “school-age care?” “extended learning and care?” etc. For the purposes of the forum, the term “out-of-school time” was used with a recognition that more extensive efforts are needed to search for a common language that will capture all the different types of out-of-school experiences.

The purpose of this follow-up briefing paper is to provide a record of forum events and a report of current activities. This will be followed by a how-to-manual integrating service as a strategy in the development and implementation of out-of-school time programs, and will be written in collaboration with SACCP. The manual will integrate quality indicators for national service and school-age programs, present models of effective practices, include a list of resources, and offer recommendations to national service project directors, school administrators, leaders of community-based organizations, child care providers, and policy makers for building effective collaborations to better address the needs of children and youth. The how-to-manual will be designed as a work in progress updated periodically as new lessons emerge from the field.

If you have any questions about the materials covered in this briefing paper, please contact the Corporation for National Service, phone: 202-606-5000, Ext 484, or e-mail: nspitale@cns.gov.

I. Integrating Service as a Strategy In Out-of-School Time

Around the country, parents, teachers, community members, and students are engaging in service as an important tool to meet the needs of children and youth in the out-of-school time hours. Service is people taking responsibility for meeting community needs by giving their time and talents to help solve problems. Examples of service include a wide range of activities -- from the occasional community volunteer who participates in a neighborhood clean-up, to a part-time retiree caring for a homebound elderly person, to a full-time stipended corps member who organizes others in volunteer activities.

The Corporation for National Service is a federal corporation created with bipartisan support from Congress, the President, and community groups nationwide in 1993 to provide administrative support for a network of service programs — the **national service network** — which includes **AmeriCorps**, the **National Senior Service Corps**, and **Learn and Serve America** programs (see pages 17-19). The national service network engages over one million Americans of all ages and backgrounds in service to their communities, providing a broad range of opportunities for Americans to serve. The efforts supported by the Corporation address the nation's challenges in the areas of education, public safety, the environment, and other human needs with a strong emphasis on achieving direct and demonstrable results.

The Corporation estimates that over two-thirds of national service programs work to address the needs of children and youth. Thousands of AmeriCorps members, Learn and Serve participants, and Senior Corps volunteers are currently serving as tutors and mentors for students in during the non-school hours. These national service programs have developed several effective and replicable models for using service as a strategy to expand and enhance school-age care and extended day programs. For example, national service programs operating during out-of-school time work to:

- **Spread the benefits of service by engaging children and youth in service activities and developing a new generation of service leaders.**

In Atlanta, Georgia, the Hands on Atlanta AmeriCorps program places 110 AmeriCorps members to work full-time in eight of the Atlanta public schools as teaching assistants, mentors and tutors. Hands On Atlanta AmeriCorps Members provide diverse educational, recreational and enrichment opportunities for

children, parents, and community members after school, in the evenings and on weekends, including opportunities for youth and children to perform various community service projects. In addition, AmeriCorps members recruit volunteer tutors and mentors from the community as an integral part of their out-of-school time programs. In only a few short months, AmeriCorps members leveraged 165 volunteers with a total of 990 additional hours of tutoring and mentoring for school-age youth. The Hands on Atlanta AmeriCorps program is structured so that each school component feeds into another, which results in middle and high schools who are served by AmeriCorps members becoming peer leaders for younger students.

- **Tap the skills and talents of retired and senior volunteers, fostering intergenerational relationships rich in diversity and positive role modeling.**

In Cleveland, Ohio, volunteers in the Retired and Senior Volunteer Program (RSVP) of Greater Cleveland serve after-school a minimum of one day per week in several neighborhood centers throughout the Cleveland area. Activities include tutoring, mentoring, and arts and crafts. RSVP of Greater Cleveland also operates a "Grandma Please" project, which matches seniors by telephone to children who need after school assurances and contacts. Unless an emergency occurs, both parties are anonymous to each other. Grandma Please volunteers provide a friendly and caring voice to latchkey kids, as well as give mentoring and tutoring support over the telephone. RSVP of Greater Cleveland works in collaboration with the Intergenerational Resource Center (IRC), an agency which gives technical assistance to volunteer organizations and helps place RSVP volunteers. Today, the Grandma Please program is operating in 26 schools, receiving about 130 calls per week.

- **Integrate service within academic curricula enabling college and university students to serve as tutors and mentors in neighboring K-12 schools.**

In Austin, Texas, the Community Mentor Program at St. Edward's University, a Learn & Serve America: Higher Education grantee, engages 80 university students as part-time AmeriCorps members in tutoring and mentoring more than 500 at-risk elementary school children. Many of the members work 15-20 hours per week during the after-school hours. The Community Mentor Program has developed unique and creative ways to interweave the academic curriculum of the members with after-school programming. For example, one journalism student at St. Edward's University serving as an AmeriCorps member started an afterschool journalism club which engaged school-age youth in publishing their own school newspaper. The Community Mentor Program partners with several community groups, such as the Austin Community Education Programs, the Austin Nature Center, Communities in Schools, and the Girl Scouts.

- **Provide the tools and skills necessary to build the capacity and sustainability of volunteer organizations serving children and youth.**

Serving over 2,200 children (mostly ages 6-9) in Sante Fe county, the Sante Fe Boys and Girls Club, an AmeriCorps*VISTA program sponsor, has developed four after-school centers that combine recreation, tutoring, life skills courses, and career planning. Two AmeriCorps*VISTAs are working in the project's second VISTA grant year developing evaluation tools, fundraising activities, assessing training needs, and building collaborations with community partners such as local community colleges. The program prides itself on statistics which show a 50% reduction in crime rate in the centers' surrounding communities since the beginning of the project 3 years ago. Project Director Chris Cavazos attributes much of the center's recent success to the work of the VISTAs, saying that the Boys and Girls Club would not be able to afford to hire staff with such skills and expertise as the VISTAs have contributed.

- **Involve parents and community volunteers in out-of-school time activities.**

The Regional Family Resource Network AmeriCorps Program enlists the support of 18 full-time AmeriCorps members to assist in the development of and provide direct service for students and parents in five urban and rural elementary schools throughout the state of West Virginia. Members serve in Family Resource Centers (FRCs), located within the schools, which combine social services for families in need with tutoring and mentoring for students. Currently, AmeriCorps members are serving 100 children a day, and the program has seen a 25% increase in CTBS (basic skills) test scores for the students being served. In addition, AmeriCorps members help recruit, train and manage over 150 community volunteers involved in the FRC activities.

II. Developing a Vision for Working Together

Forum co-sponsors came together through a common recognition that *service*, when combined with the efforts of expert practitioners in education and school-age care, can be an important and viable tool for addressing the needs of children and youth in the out-of-school time hours. To help build these collaborations among service participants and practitioners in the field, several hours of the forum's agenda was devoted to team planning sessions in which participants developed visions and strategies for working together.

"Service and child care coming together, the new neighborhood" Joan Lombardi

"The ceiling needs to be high for this collaboration" Harris Wofford

**Forum Opening Dinner
Latin American Youth Center
December 4, 1996**

Several opportunities for collaborative activities at the national level were identified by forum co-sponsors, including:

- NACCRRA - AmeriCorps members help in many ways to improve child care resources in communities. The collaboration between NACCRRA and CNS is a natural marriage that can support local innovations and address welfare reform and family needs issues. Currently, 55 AmeriCorps members are serving with NACCRRA in 23 communities throughout the country. Activities of the AmeriCorps members include outreach and recruitment for child care in rural and underserved areas, training of child care providers and parents, and the management of more than 5,000 newly recruited community volunteers.
- Department of Education - President Clinton's proposed America's Reads Challenge contains:
 - \$1.5 billion for new investments in after-school reading specialists who will train and supervise tutors, and another \$1 billion will support and expand existing efforts by the Corporation. Together these funds will provide 30,000 reading specialists and coordinators to mobilize 1 million tutors nationwide.
 - Half of all new college-work study funds will be dedicated to community services, including 10,000 slots for reading tutors. To encourage greater participation in America Reads by college students, 25% wage-match typically required for employers will be waived for work study students involved in literacy tutoring.

- Parents as First Teachers Challenge Grants: \$300 million in grants to national, regional, or local groups to develop programs which will help parents ensure their children's success in reading.
 - Additional investments in Head Start and Title 1/Even Start.
 - Challenge to private sector to work with schools and libraries.
- SACCP - Raising awareness and impact of quality school-age care on children and youth and their communities by collaborating with the Corporation to:
 - produce a how-to-manual highlighting effective practices, list of resources, and concrete recommendations, with potential for creating a series of such documents.
 - potentially train and/or produce materials for service members working in the field of school-age care on the 6 elements of quality (see Figure x).
 - provide leadership in the field through presentations at national and state conferences and by means of other technical assistance.
 - HHS - Welfare reform has created a larger pot of money for child care by pooling funding streams, but has also lowered eligibility requirements and doubled the number of people required to enter the workforce. Thus fewer resources will be available to meet the demand for the increasing need for child care. To address the increasing demands for child care, the Administration for Children and Families (ACF) aims to mobilize resources with other organizations such as the Corporation. Activities with the Corporation include encouraging state administrators to use national service as a resource and systematically planning the use of AmeriCorps members in the field.

Forum participants had several opportunities to discuss the strengths, benefits, and challenges of integrating national service with school-age programs. Participants outlined the benefits of working together which included:

- increasing visibility, availability, and access to programs;
- improving quality of programs;
- expanding pool of qualified staff from all generations;
- improving community outlook and involvement;
- creating citizenship among children and youth through community service and service-learning activities;
- fostering the continuum between in-school and out-of-school time; and
- increasing positive outcomes for children and families.

Challenges identified focused on changing attitudes (i.e. learning only occurs during school time, lack of consensus among stakeholders), reconciling the burden of potential power (i.e. easy to talk and easy to lose sight of purpose because of turf issues and politics), encouraging people to explore untapped resources, teaching people how to adopt service into their programs, and instilling diversity and culture into programs and service.

By discussing benefits and challenges, participants acknowledged the importance of integrating service with out-of-school time programs:

- Recognition and appreciation for the vast amount of time children spend out of school;
- A child is a child all day long;
- Out-of-school time is an opportunity for citizenship;
- Young people are resources;
- Service and out-of-school time is done in the context of family and community;
- Service and out-of-school time provides educational enrichment opportunities; and
- Integrating service with out-of-school time programs builds bridges between in-school and out-of-school activities/programs.

The action steps which evolved coalesced the desired outcomes for children and youth in school-age programs (developing caring relationships with adults and other children, developing skills and interests, and having access to an environment supporting positive relationships and enriching experiences) and the three elements of service (getting things done, building and strengthening communities, and impact on the volunteer), and focused on two ways national service can expand or enhance existing out-of-school time programs:

1. Integrating national service as part of the infrastructure to deliver out-of-school time programming.
2. Engaging children and youth in the programs in community service and service-learning activities.

Three state teams – Massachusetts, Washington, and Illinois – met and discussed implementation of service integration with out-of-school time at the state/community level. A national team comprised of the co-sponsors and joined by Save the Children, YMCA of the USA, and the National School-Age Care Alliance (NSACA) also convened to suggest ways of supporting states in their efforts. Below are summaries from each of the teams.

Illinois State Team (contact: Tim Kreiger, Director, Corporation for National Service, Illinois State Office, 312-353-3622)

- A. Vision - Ensure all school-age children have access to high quality experiences that use service as a key strategy in supporting, enhancing, and creating programs that enrich their lives and foster good citizenship, life-long learning, and career readiness.
- B. Strategies for action
 1. Create awareness about the importance of the issue, the need for more family friendly facilities, the need for service in school-age programs, the availability of existing resources by targeting national service, child care, SACCP -(Making the Most of Out-of-School Time) MOST networks, professional organizations, retirees, school organizations and superintendents, and the United Way through an overall letter, presence at relevant conferences (e.g. Illinois school-age) distribution of fact sheets via newsletters, bulletins, agency mailings, and RFPs to school-age community.
 2. Expand tutoring programs for children using work-study - identify target communities and places with after school programs interested in integrating service.

3. Find ways to leverage state dollars and combine Education Awards to train people with children leaving welfare to work - hold meetings with relevant stakeholders to discuss how to organize this effort.
 4. Use AmeriCorps members to upgrade housing and other facilities to expand sites for school-age programs, including family day care homes - talk to service organizations such as Habitat and approach potential funding sources such HUD or CCDGB.
- C. Requirements for success (support from the national level)
1. Public relations packet (sensitive to local needs) which contains information on school-age programs and service as a strategy.
 2. Media campaign
 3. Ensure service presence at conferences such as NSACA.

Massachusetts State Team (contact: Mal Coles, Director, Corporation for National Service Office of Field Operations, 202-606-5000, Ext 220)

- A. Vision - To create universal quality school-age child care for all families in Massachusetts by increasing the number and accessibility of high quality, affordable after-school programs, including non-traditional hours for after-school and weekends.
- B. Goals
1. Public relations/awareness campaign
 2. Create more linkages between organizations in the state (e.g. higher ed - research, work study volunteers, education initiative through Massachusetts Education Reform Act, community-based organizations, Learn and Serve America network)
 3. Pool resources for training.
 4. Increase capacity through national service, particularly senior volunteers. Form a pool of service corp members to serve as support or back-up substitutes for teachers who time-off for training.
 5. Connect with healthy families.
 6. Integrate welfare to work with service and non-school programs.
- C. Strategies for action
1. Identify programs through Massachusetts Corporation for National Service Office that are already working in out-of-school time programs through a forum on out-of-school programs. Identify programs through Department of Education - public schools operating after-school care. Target 25 communities where service corp members will be assigned as coordinators with emphasis on America Reads Challenge.
 2. Combine training curriculum/resources to create best practices for training volunteers to work with kids in out-of-school time programs (e.g. technical assistance through Ed, SACCP-MOST, Literacy Advisory Council (LAC), MA CNS Office to provide specific training to volunteers and work study students on reading and tutoring skills).
 3. Expand MOST public awareness campaign from the city of Boston to the whole state.
 4. ACT AmeriCorps members work together with City Year on out-of-school time programs.
 5. Pursue state and federal dollars for additional resources with goal of enhancing quality of non-school programs in Massachusetts (e.g. joint effort to write grant to

HHS for training/preparation/curriculum development for training of volunteers/national service in working with out-of-school time programs.

D. Immediate steps

1. Identify resources to fund a planning process.
2. Hold forums in specific communities to begin a planning process. Initiate immediate contacts/collaborations on "low-hanging fruit."
3. Create a planning process to identify and expand existing programs through partnerships.

Washington State Team (contact: Bill Basl, Executive Director, Washington Commission on National and Community Service, 360-902-0656)

A. Vision - To expand, enhance, and enrich programs and activities for children and youth with the benefit of improving the lives of families and the community.

B. Goals

Promote programs/activities for children and youth which:

1. extends/complements the school day - apply learning experience that compliments schools/teachers
2. increase supply - transfer what the city of Seattle has learned to rural/underserved communities
3. increase quality of programs
4. make out-of-school time a statewide value
5. pursue/incorporate community education
6. ask youth to serve - elevate activities of children and youth
7. share expertise through peer consulting
8. integrate service into school-age programs
 - a. members help create quality benchmarks
 - b. members mobilize the community to understand the importance of quality school-age programs
 - c. members perform needs assessment to help inform accessibility issues
9. develop a new generation of leaders
10. develop schools as community centers
11. utilize global indicators of out-of-school time (e.g. vandalism, school attendance etc.)
12. raise consciousness through public education of standards, research, issues of quality, supply, and service
13. promote cultural diversity as a strength of these programs
14. address year-round schooling
15. develop accreditation process

C. Forum goal - Create an infrastructure for our team with a common mission to help spread the word about the importance of out-of-school time and service-learning in out-of-school time for children and youth ages 5-14.

D. Strategies for action

1. Explore the development of a resource guide/directory.
2. Develop a e-mail group.

3. Create a blueprint for how to access or develop program for school.
4. Share expertise through peer consulting.
5. Bring in additional stakeholders.
6. Develop group identity to fit within national identity.
7. Tap public relation sources - how to sell?

E. Next steps

1. Attend Washington School-age Alliance Care Association (WASACA) conference
2. Convene meeting of key players to build network and increase public awareness
3. Identify ways to support team members.

National Partnership Team (Contact: Nicole Spitale, Program Specialist, Corporation for National Service, 202-606-5000, Ext 484)

A. Purpose - to support strategic alliances that utilize service as a strategy to enrich environments for school-age children.

B. Tasks

1. Advocacy
2. Technical assistance/information sharing/create networks
3. Policy
4. Public awareness
5. Modeling - partnership through cross-fertilization
6. Develop a monthly update

B. Who are the players (other than the co-sponsors and forum participants)?

1. School-age child care providers with a national affiliation
2. national membership organizations (community based)
3. national education organizations (e.g. school boards, teachers unions)
4. business community (e.g. national focused business organizations, Chamber of Commerce)
5. religious organizations (e.g. National Council of Churches)
6. Government (e.g. Departments of Education, Public Health, Criminal Justice, Agriculture, Labor, HHS, Juvenile Justice, Transportation, HUD)
7. health organizations
8. funders/foundations

D. Strategies for action

1. CNS and SACCP will followup with a how-to-manual for integrating service as a strategy in out-of-school time. In addition, SACCP will conduct outreach/dissemination activities that link National service priorities with out-of-school time programs such as presentations at professional meetings such as NSACA and National Association for the Education of Youth and Children (NAEYC).
2. CNS is hiring an individual to fill the need of coordinating and supporting the integration of school-age care and service.
3. Create e-mail network from this forum and listserv.
4. Reconvene in 6-9 months.

III. Translating Team Visions into New Resources for Children & Youth

As outlined in Chapter II, each of the forum's participating teams brainstormed action steps for translating their visions into plans for continuing to work together. Below are brief updates of team activities since the forum's closing on December 6, 1996. For more complete information, please contact the Corporation for National Service (phone: 202-606-5000, x484).

National Partnership Team

Since the convening of the Dec 4-6, 1996 forum, the National Partnership Team via CNS has met briefly to reaffirm their commitment to a national working group and develop plans for future meetings. A "School's Out!" listserv has been created to help facilitate some of the on-going discussions. In addition, various national service representatives will present at upcoming national and regional meetings on out-of-school time, including the ACF School-Age Child Care conferences, the NSACA conference in April 1997, and the NAEYC conference in Summer 1997.

Washington State Team

The Washington State Team met on February 11, 1997 at the Bailey Gatzert Elementary School. The meeting, organized by Bill Basl from the Washington Commission on National and Community Service and Randy Riley of Bailey Gatzert Elementary School included all Washington state participants from the forum (see Appendix A.), YWCA School's Out Consortium staff, Seattle Public School staff and board members, Treehouse (non-profit tutoring organization) representatives and school staff from Bailey Gatzert.

After a recap of forum activities, the team participated in a visioning exercise which enhanced the team's vision created at the forum. The Washington State Team decided that a statewide awareness campaign on out-of-school time will be the team's number one goal. Next steps include gathering names/organizations to expand the team, drafting a set of guiding principles based on their visioning exercises, and planning for the next meeting set for March 25, 1997.

Illinois State Team

The Illinois State Team met on February 24, 1997 in Chicago. Tim Krieger, Director of the Corporation for National Service Illinois State Office, and Michele Piel, Manager of the Child Care Bureau in the IL Department of Public Aid Child Care and Development, convened the meeting to follow up on last December's forum. All Illinois team members were present (see Appendix A.), and they were joined by Case Wolfe, statewide coordinator, Office of Child Development, IL Department of Children and Family Services; Bill Garcia, IL State Board of Education; David Piel, Chicago MOST and Day Care Council of Illinois; and Don Mathis, Corporation for National Service, Washington DC.

The group reviewed the materials from the forum and identified some short-term activities for action. These included accessing the new work study funds and student placement for out-of-school child care, discussing ways that the Corporation's out-of-school time initiative can best assist Illinois school and community-based programs, and planning for potential linkages with "America Reads." The team also began plans to expand the group to include other agencies and providers.

Massachusetts State Team

Sharon Bassett, Executive Director of the Massachusetts Campus Compact, has joined together with individuals from the Massachusetts State Team to develop a proposal for a cross-stream, statewide America Reads Challenge program. This national service program, which provides literacy tutoring for children in the out-of-school time hours, utilizes 12 AmeriCorps*VISTA members as campus coordinators, community liaisons and trainers for college work study students. This cross-stream collaboration focuses on two primary objectives: help children read well and independently by the end of the third grade and increase opportunities for "service-related" activities for college students. In addition, the Massachusetts State Team is in the planning process of their first forum follow-up meeting this summer.

Figure 1. The Six Elements of Quality in School-Age Child Care¹

Human Relationships

- Are the staff warm and compassionate? Do they work with the children every day to build positive relationships and model communication? Do staff have realistic expectations of children?
- Do staff-child ratios and group sizes allow staff to meet children's need?
- Do the staff and families work together to make the transition between home and child care go smoothly? Are the diverse needs of families recognized and viewed as strengths rather than burdens? Are families welcome at the program and do they feel well informed?

Indoor Environment

- Are the space, furniture, and equipment organized to support a wide range of program activities? Can several activities go on at the same time without disrupting each other?

Outdoor Environment

- Is the space clean and comfortable? Is it suitable for a wide variety of activities? Does the equipment allow children to be independent and creative? Does the space provide safe challenges for children of all ages including those with special needs?

Activities

- Is the daily schedule flexible? Does it meet children's needs for security, independence and stimulation? Can they pursue hobbies and learn new skills?
- Are there many different activities for children to choose from? Do the activities give kids the opportunities to learn in different ways and test out new ideas?
- Are the children involved in planning their own activities?

Safety, Health and Nutrition

- Are the safety and security of the children protected? Do staff know the people the children are released to? Are entrances and exits supervised? When accidents do happen, are staff trained to handle emergencies and equipped with first-aid materials? Do staff know how to spot signs of child abuse and know how to report it? Are steps taken to protect and improve the health of children? Is the facility clean?
- Does the program serve healthy foods? Is there enough food to meet the needs of children of all ages and sizes? Is the food available at times when children are hungry? Do the kids seem to like the food?

Administration

- Are the staff-child ratios low enough?
- Are staff given an orientation to the job before working with children? Are staff asked about their training needs? Do they receive at least ten hours of training per year provided to meet these needs?
- Does the financial management of the program support the program goals?

¹Excerpted from "ASQ Team Leader's Resource Manual," published by the Center for Research on Women at Wellesley College, Wellesley, Mass., 1996.

THE NATIONAL SERVICE NETWORK



**AMERICORPS*STATE/NATIONAL,
TRIBES AND TERRITORIES**

**AMERICORPS*NATIONAL
CIVILIAN COMMUNITY CORPS**

AMERICORPS*VISTA



**LEARN & SERVE AMERICA:
HIGHER EDUCATION**

**LEARN & SERVE AMERICA: SCHOOL-
AND COMMUNITY-BASED (K-12)**



**RETIRED AND SENIOR
VOLUNTEERS**

SENIOR COMPANIONS

FOSTER GRANDPARENTS



All AmeriCorps* programs have a common mission-- "getting things done" to help communities address challenges in the areas of education, public safety, human needs, and the environment; encouraging responsibility through service and civic education; and expanding opportunity by helping to make education more affordable.

AmeriCorps*
***STATE/NATIONAL**
***TRIBES & TERRITORIES**

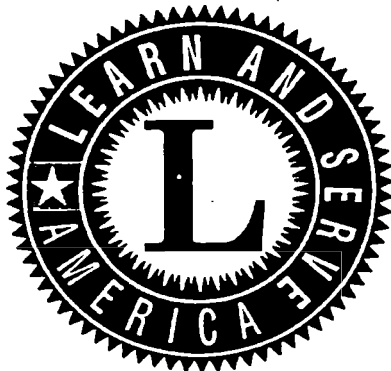
AmeriCorps sponsors include national, state, and local non-profit organizations all across the nation. In order to meet the specific needs of their communities, programs recruit and train individuals who are willing to devote at least a year to serve as AmeriCorps members. Members learn new skills, take on challenging responsibilities and join a network of people committed to service.

AmeriCorps* NATIONAL
CIVILIAN COMMUNITY
CORPS

AmeriCorps*NCCC is a ten-month, full-time residential service program for men and women age 18 to 24. While members address education, public safety, and other issues, their first priority is improving the environment. AmeriCorps* NCCC members restore and preserve the environment, providing intensive disaster relief, fighting forest fires, and restoring homes and habitats after natural disasters.

AmeriCorps* VISTA

AmeriCorps*VISTA members have served in economically challenged communities for more than thirty years. Through employment training, literacy programs, housing assistance, health education, and neighborhood revitalization. Members of AmeriCorps*VISTA work full-time and live in the communities they serve, creating programs that can continue after they complete their service.



**Learn and Serve America:
School & Community Based (K-12)**

**Learn and Serve America:
Higher Education**

Learn and Serve America provides service-learning curricula to schools to involve students in service to communities as part of their academic experience. Through its two components-- school and community-based programs for elementary and high school students and higher education programs for college-age students-- Learn and Serve America is building an ethic of service among more than 500,000 young people.



Retired and Senior Volunteers

Senior Companions

Foster Grandparents

The National Senior Service Corps is a network of programs that help older Americans find service opportunities in their communities. Together, these programs involve more than 500,000 seniors serving in thousands of local projects. The Senior Corps is made up of three programs: Retired and Senior Volunteer Program (RSVP), Senior Companions and Foster Grandparents. RSVP volunteers apply their skills and experience in their neighborhoods, demonstrating a willingness to do what's necessary to improve their communities. Foster Grandparents serve one-on-one with young people who have special needs. Senior Companions are friends to other seniors who need assistance.

Appendix A. Forum Participants

Illinois Team

Ms. Jane Angelis, Director
Illinois Intergenerational Initiative
Southern Illinois University
Mail Code 4341
Carbondale, IL 62901
Phone: 618-549-1813 Fax: 618-453-4295
E-Mail: u64176@uicvm.uic.edu
Co-sponsor: CNS Senior Corps Rep

Ms. Jeanne Bradner, Executive Director
Illinois Commission on Community
Service
Dept of Commerce and Community Affairs
100 West Randolph, Suite 3 - 400
Chicago, IL 60601
Phone: 312-814-5940 Fax: 312-814-7236
Co-sponsor: CNS State Commissions

Mr. Timothy Krieger, Director
Corporation for National Service
Illinois State Office
77 West Jackson Blvd, Suite 442
Chicago, IL 60604-3511
Phone: 312-353-3622 Fax: 312-353-6496
E-Mail: tkrieger@cns.gov
Co-sponsor: CNS State Field Office

Mr. David Piel, Co-Chairman, Staff
Development Sub-Committee
Chicago MOST
Day Care Council of Illinois
4753 North Broadway, Suite 1200
Chicago, Illinois 60640
Phone: 312-564-8872 Fax:
Co-sponsor: Wellesley SACC Project

Ms. Michele Piel, Manager
Illinois Department of Public Aid
ChildCare & Development
Child Care Bureau
310 South Michigan Avenue, 17th Floor
Chicago, IL 60605
Phone: 312-793-2156 Fax: 312-793-4881
E-Mail: PIELMC@AOL.COM
Co-sponsor: HHS Child Care Bureau

Ms. Josephine Robinson, Program Director
Chicago Commons AmeriCorps
Mary McDowell Settlement House
1335 W. 51st Street
Chicago, IL 60609
Phone: 773-376-5242 Fax: 773-376-6870
E-Mail: cgo-commons@luc.edu
Co-sponsor: CNS AmeriCorps*State

Massachusetts Team

Mr. Frank Barnes, CBO Program Officer
Massachusetts National and Community
Service Commission
87 Summer Street, 4th Floor
Boston, MA 02110
Phone: 617-542-2544 x15
Fax: 617-542-0240
E-Mail: PASA.123@aol.com
Co-sponsor: CNS

Ms. Sharon Bassett, Executive Director
Massachusetts Campus Compact
Tufts University
Lincoln Filene Center
Medford, MA 02155
Phone: 617-627-3889 Fax: 617-627-3837
E-Mail: sbassett@infonet.tufts.edu
Co-sponsor: CNS -- L&SA Higher Ed

Mr. Mal Coles, Director
Office of Field Operations
Corporation for National Service
1201 New York Ave, N.W.
Washington, DC 20525
Phone: 202-606-5000, x220
E-Mail: mcoles@cns.gov
Co-sponsor: CNS State Field Office

Ms. Jodi Crowley, CBO Program Officer
Massachusetts National and Community
Service Commission
87 Summer Street, 4th Floor
Boston, MA 02110
Phone: 617-542-2544 x28 Fax: 617-
542-0204
Co-sponsor: CNS

Ms. Maria Dominquez, Service Director
City Year
285 Columbus Ave.
Boston, MA 02116
Phone: 617-927-2439 Fax: 617-927-2510
Co-sponsor: CNS

Ms Elaine Ferish, Administrative Director
Boston MOST
Parents United for Child Care
30 Winter St. 7th fl.
Boston, MA 02108
Phone: 617-426-8288 Fax: 617-542-1515
Co-sponsor: Wellesley SACC Project

Ms. Kate Kuvalanka, AmeriCorps Member
Parents United for Children
30 Winter Street, 7th Floor
Boston, MA 02180
Phone: 617-426-8288 Fax: 617-542-1515
Co-sponsor: NACCRRA

Ms. Joanne Pretti, Education Specialist
Massachusetts Department of Education
and Early Learning Services
350 Main Street
Malden, MA 02148
Phone: 617-388-3300 x379
Fax: 617-388-3394
Co-sponsor: Dept of ED

Ms. Nancy Schwachter, Administrator
MA Department of Health and Human
Services
Child Care Bureau
1 Ashburton Place, Suite 1109
Boston, MA 02108
Phone: 617-727-7600, x206
Fax: 617-727-1396
Co-sponsor: HHS Child Care Bureau

Ms. Margaret Williams, Director
READ Boston
43 Hawkins Street
Boston, MA 02114
Phone: 617-635-READ
Fax: 617-635-4559
Co-sponsor: DOE

Washington Team

Mr. Bill Basl, Executive Director
Washington Commission on National and
Community Service
Insurance Building, Room 100 #43113
Olympia, WA 98504
Phone: 360-902-0656 Fax: 360-586-5281
E-Mail: bill.basl@ofm.wa.gov
Co-sponsor: CNS State Commission

Mr. Xavi Benavides, AmeriCorps Leader
Ecumenical Program for Urban Service
(EPRUS)
4759 15th Avenue, NW
Seattle, WA 98105
Phone: 206-525-1213 Fax: 206-525-1218
E-Mail: XavinNW@aol.com
Co-sponsor: CNS AmeriCorps*Leaders

Ms. Adrienne Bloom, Coordinator
Seattle MOST
School's Out Consortium
YWCA 1118 5th Avenue
Seattle, WA 98101
Phone: 206-461-3602 Fax: 206-461-4860
E-Mail: 103155.3335@compuserve.com
Co-sponsor: Wellesley SACC Project

Washington Team, cont.

Ms. Debra Cox
Program Director
Neutral Zone AmeriCorps
PO Box 195
Mountlake Terrace, WA 98043
Phone: 206-744-0203
E-Mail: 103711.200@compuserve.com
Co-sponsor: CNS AmeriCorps*State

Ms. Kim Johnson Bogart, Director
The Edward E. Carlson Leadership &
Public Service Office
University of Washington
Box 353760, 34B Communications
Seattle, WA 98195
Phone: 206-543-2618 Fax: 206-685-8299
E-Mail: kbogart@u.washington.edu
Co-sponsor: CNS L&SA Higher Ed

Ms. Karri Livingston, Regional Manager
Yakima Office of Child Care Policy
P.O. Box 12500
Yakima, WA 98909
Phone: 509-454-7680 Fax: 509-454-4126
Co-sponsor: HHS Child Care Bureau
E-mail: lika300@dshs.wa.gov

Mr. John A. Miller, Director
Corporation for National Service
Washington State Office
915 Second Avenue, Suite 3190
Seattle, WA 98174
Phone: 206-553-4975 Fax: 206-553-4415
E-Mail: jmiller@cns.gov
Co-sponsor: CNS State Field Office

Mr. Randy Riley
Parent Assistance, Specialist
Bailey Gatzert Elementary School
1301 East Yesler Way
Seattle, WA 98122
Phone: 206-281-6410 Fax: 206-281-6700
E-Mail: rcriley@cks.ssd.k12.wa.us
Co-sponsor: DOE

Ms. Lynne Shanafelt, Director
CCR&R and Family Services
Coastal Community Action
P.O. Box 1827
Aberdeen, WA 98520
Phone: 360-533-5100 x124 Fax: 360-532-4623
E-Mail: shana@techline.com
Co-sponsor: CNS

Ms. Brenetta Ward
Community Schools Coordinator
Powerful Schools
758 Thirty-first Ave.
Seattle, WA 98122
Phone: 206-722-5543 Fax: 206-281-6750
E-Mail: bward@cks.ssd.k12.wa.us
Co-sponsor: Wellesley

National Team

Ms. Diana Algra, Director
AmeriCorps State/National Programs
Corporation for National Service
1201 New York Ave., N.W.
Washington, D.C. 20525
Phone: 202-606-5000
E-Mail: dalgra@cns.gov
Co-sponsor: CNS

Mr. John Brooks
YMCA of the USA
1701 K St., NW
Washington, DC 20006
Phone: 202-835-9043
Co-sponsor: CNS

Ms Jennifer Chang
Special Assistant to the Associate
Commissioner of the Child Care Bureau
Administration on Children, Youth and
families Child Care Bureau
200 Independence Ave., SW
3rd Floor, Room 320F
Washington, DC 20201
Phone: 202-690-6241 Fax: 202-690-5600
E-Mail: jchang@acf.dhhs.gov
Co-sponsor: HHS Child Care Bureau

Ms. An Me Chung
School Age Child Care Project
Center for Research on Women at
Wellesley College
106 Central Street
Wellesley, MA 02181-8259
Phone: 617-283-3497 Fax: 617-283-3657
E-Mail: achung@wellesley.edu
Co-sponsor: Wellesley SACC Project

Mr. Ray Collins, Ph.D.
Subcontract Manager
Child Care Technical Assistance Project
Early Childhood Technical Assistance
Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Phone: 1-800-616-2242
Fax: 1-800-716-2242
E-Mail: rcollins@acf.dhhs.gov
Co-sponsor: ECTAC

Ms. Adriana DeKanter
Deputy Director of Planning and
Evaluation Services
Department of Education
600 Independence Ave., SW
Bldg. FB10, Rm 4168
Washington, DC 20202
Phone: 202-401-3132 Fax: 202-401-3036
E-Mail: Adriana_De_Kanter@ed.gov
Co-sponsor: DOE

Ms. Joyce Dudley
President
Dudley Hamilton Associates, Inc.
225 West 34th Street
Suite 1011
New York City, NY 10122
Phone: 212-629-9896 Fax: 212-629-0012
Co-sponsor: CNS

Ms. Eden Fisher Durbin
Assistant Director of Public Policy
YMCA of the USA
1701 K St., NW Suite 903
Washington, DC 20006
Phone: 202-835-9043
E-Mail: edurbin@erols.com
Co-sponsor: CNS

Ms. Nancy Hoyt
Advisor to the Vice President
1175 Main Street
Hingham, MA 02043
Phone: 617-749-5563 Fax: 617-749-5638
E-Mail: nancy_hoyt@apr.gsa.gov
Co-sponsor: Department of Education

Ms. Sue Lehmann
101 Central Park West
New York City, NY 10023
Phone: 212-873-7492 Fax: 212-873-5070
E-Mail: slconsult@aol.com
Co-sponsor: CNS

Ms. Joan Lombardi
Associate Commissioner
Dept of Health and Human Services
Administration on Children, Youth and
Families Child Care Bureau
200 Independence Ave, SW, 3rd Floor,
Room 320F
Washington, DC 20201
Phone: 202-401-6947 Fax: 202-690-5600
E-Mail: jlombardi@acf.dhhs.gov
Co-sponsor: HHS Child Care Bureau

Ms. Catherine Milton
Executive Director
Save the Children
54 Wilton Road, PO Box 950
Westport, CT 06880
Phone: 203-221-4006 Fax: 203-221-4082
E-Mail: cmilton@savechildren.org
Co-sponsor: Save the Children

Ms. Laura Nakatani
AmeriCorps ACT Program Director
National Association of Child Care
Reference and Referral Agencies
(NACCRRA)
1319 F Street, N.W., Suite 810
Washington, DC 20004
Phone: 202-393-5501 Fax: 202-393-1109
E-Mail: hn5018@handsnet.org
Co-sponsor: NACCRRA

Ms. Renee Paisano Trujillo
Program Specialist
Save the Children
Western Region Office
126 Valencia, NE, Suite F
Albuquerque, NM 87108
Phone: 505-268-5364 Fax: 505-268-5436
Co-sponsor: Save the Children

Mr. Terry K. Peterson
Counselor to the Secretary of Education
Department of Education
Office of the Secretary
600 Independence Ave., SW
Washington, DC 20202
Phone: 202-401-1406 Fax: 202-401-0596
Co-sponsor: DOE

Ms. Beatrice Reaud
Dept of Health and Human Services
Administration on Children, Youth and
Families, Office of Public Affairs
370 L'Enfant Promenade, SW, 7th Floor,
Aerospace
Washington, DC 20447
Phone: 202-401-1381 Fax: 202-205-9688
E-Mail: breaud@acf.dhhs.gov
Co-sponsor: HHS Child Care Bureau

Mr. Terry Russell
Vice President
Save the Children -- U.S. Programs
54 Wilton Road, PO Box 950
Westport, CT 06880
Phone: 203-221-4006
Co-sponsor: CNS

Ms. Shirley Sagawa
Executive Director
Forum of Educational Organization
Leaders
1001 Connecticut Avenue, NW
Suite 310
Washington, D.C. 20036
Phone: 202-822-8405 Fax: 202-872-4050
E-mail: sagawas@iel.org
Co-sponsor: CNS

Ms. Michelle Seligson
Executive Director
School Age Child Care Project
Center for Research on Women at
Wellesley College
106 Central Street
Wellesley, MA 02181-8259
Phone: 617-283-2554 Fax: 617-283-3657
E-Mail: mseligson@wellesley.edu
Co-sponsor: Wellesley SACC Project

Ms. Joyce Shortt, MOST Director
School-Age Child Care Project
Center for Research on Women at
Wellesley College
106 Central Street
Wellesley, MA 02181-8259
Phone: 617-283-2526 Fax: 617-283-3657
E-Mail: jshortt@wellesley.edu
Co-sponsor: Wellesley SACC Project

Ms. Nicole Spitale
Program Specialist
Corporation For National Service
1201 New York Ave., NW
Washington, DC 20525
Phone: 202-606-5000 x484
Fax: 202-565-2784
E-Mail: nspitale@cns.gov
Co-sponsor: CNS

Ms. Susan Stroud
Senior Advisor
Corporation for National Service
1201 New York Ave, NW
Washington, DC 20525
Phone: 202-606-5000, x172
E-Mail: sstroud@cns.gov
Co-sponsor: CNS HQ Staff

Ms. Gretchen Van der Veer
Director of the Presidio Leadership Center
Corporation For National Service
1201 New York Ave., NW
Washington, DC 20525
Phone: 202-606-5000
Co-sponsor: CNS

Ms. Yasmina Vinci, Director
National Association of Child Care
Reference and Referral Agencies
(NACCRRA)
1319 F Street, N.W., Suite 810
Washington, DC 20004
Phone: 202-393-5501 Fax: 202-393-1109
E-Mail: HN5017@handsnet.org
Co-sponsor: NACCRRA

Ms. Helen Walker
School-Age Care Coordinator
National Association of Child Care
Reference and Referral Agencies
(NACCRRA)
1319 F Street, N.W., Suite 810
Washington, DC 20004
Phone: 202-393-5501 Fax: 202-393-1109
E-Mail: hn5018@handsnet.org
Co-sponsor: NACCRRA

Ms. Linda Zang
Program Chief for Program Development,
Child Care Administration(MDDHR)
MD Dept of Human Resources
Child Care Administration
311 West Saratoga Street
Baltimore, MD 21201
Phone: 410-767-7813 Fax: 410-333-8699
Co-sponsor: HHS Child Care Bureau

FORUM SPONSORING ORGANIZATIONS

The Corporation for National Service

Created with bipartisan support from Congress, the President, and community groups nationwide in 1993, the Corporation for National Service is a public-private partnership that oversees three national service initiatives—**AmeriCorps**, which includes hundreds of local and national sponsors, as well as AmeriCorps*VISTA and AmeriCorps*National Civilian Community Corps; the **National Senior Service Corps**, which includes Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program; and **Learn and Serve America**, which provides models and resources for teachers integrating service into classrooms from kindergarten through college. The Corporation's mission is to engage Americans of all ages and backgrounds in community-based service that addresses the nation's educational, public safety, human, and environmental needs to achieve direct and demonstrable results. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service.

The Department of Education

The U.S. Department of Education serves state and local education efforts through a variety of programs, activities and grants to ensure equal access to quality education nationwide. Among the initiatives of the Department is the Partnership for Family Involvement in Education, a program which promotes children's learning through the development of family-school-community partnerships. More than 2000 family, school, community, employer and religious groups comprise the Partnership, which represent community based coalitions designed to support higher learning standards. Partnership organizations also receive technical assistance and support from the Department of Education and other Partnerships, and support special projects which encourage family involvement and student learning across communities. These projects include READ*WRITE*NOW!, a national initiative to encourage children's reading, and America Goes Back to School: Get Involved!, a program which encourages every American to go back to school each fall to share their talents and experiences. The Department of Education also provides information to interested community organizations on a variety of issues including expanded learning during after school time.

The Department of Health and Human Services Child Care Bureau

The Child Care Bureau is dedicated to enhancing the quality, affordability and supply of child care available for all families. The Child Care Bureau administers Federal funds to States, Territories and Tribes to assist low income families in accessing quality child care for children while parents work or participate in education or training. The Child Care Bureau is part of the Administration on Children, Youth and Families in the United States Department of Health and Human Services. The vision for child care includes: having a two generational focus by providing child care services that promote healthy child development and family self-sufficiency; providing quality services through safe and healthy learning environments, parent involvement, training and support for providers and continuity of care; providing comprehensive services that are linked to health, family support and other community agencies; and information and referral, particularly through consumer education, public awareness and outreach to the private sector and community services.

The National Association of Child Care Resource and Referral Agencies

The mission of the National Association of Child Care Resource and Referral Agencies (NACCRRA) is to promote the growth and development of quality resource and referral services and to exercise leadership in building a diverse, high quality child care system with parental choice and equal access for all families. Through working with providers of child care, child care resource and referral agencies (CCR&R) perform a number of functions that strengthen the child care delivery system while making it more responsive to family needs. CCR&R work to increase availability, quality and affordability of child care. CCR&R programs collaborate with community agencies in numerous ways, including participating in community planning, where they provide data and analysis on child care and parent concerns. CCR&Rs build partnerships to which they bring expertise about child care. Working on behalf of local CCR&Rs, NACCRRA provides technical consultation and resources to member CCR&Rs.

The School-Age Child Care Project at Wellesley College

The mission of the School-Age Child Care Project (SACCPProject) is to improve the quantity and quality of school-age child care programs nationally through collaborative work with communities, individuals and organizations, and to raise the level of public awareness about the importance of children's out-of-school time. Founded in 1979, the SACCPProject concentrates its efforts in four primary areas: research, education and training, consultation, and program development. The SACCPProject staff have served children, parents, child care program staff, school principals and supervisors, community leaders and government officials. The SACCPProject is affiliated with Wellesley College's Center for Research on Women, which is home to an interdisciplinary community of scholars engaged in research designed to generate the basic knowledge needed to shape public policy and promote positive social and institutional change.

FORUM PARTICIPATING ORGANIZATIONS

Bailey Gatzert Elementary School Seattle, Washington

Bailey Gatzert is an elementary school located in an urban renewal area in close proximity to downtown Seattle and the Chinatown/International District. Bailey Gatzert's student population is highly diverse and reflects recent immigration from around the world. Sixteen different languages and dialects are spoken by students at Gatzert, and representatives of five major ethnic groups can be found in the school. Of current Bailey Gatzert students, 86% are minority children, of which African Americans form the largest segment at 50%; 25% are enrolled in the bilingual program; 28% are from families who are homeless or living in transitional housing; 20% have recently stabilized their living situation; and 88% participate in the free and reduced lunch program. Bailey Gatzert is a school climbing the ladder of success. Academic achievement test results for the 1992-93 school year ranked Gatzert at the bottom of all elementary schools in Seattle for reading, language arts, and mathematics, but significant restructuring beginning during the 1993-94 school year have resulted in significant academic achievement gains in each of the subsequent years. The school's current program promotes accelerated academics and a curriculum that is integrated and thematic in approach, provides full day kindergarten, reduced class size, and supports an extended school day and Saturday Academy.

Boston MOST Parents United for Child Care Boston, Massachusetts

Making the Most of Out-of-School-Time or MOST, is a national initiative of the DeWitt Wallace-Reader's Digest Fund which is funding MOST initiatives in Seattle, Chicago and Boston. The School Age Child Care Project at the Center for Research on Women, Wellesley College serves as the national manager of the project as well as a source of school-age information. The goal of MOST is to support, strengthen, improve and expand services to school-age children and youth by implementing a host of community collaborative projects in a creative and comprehensive way. Parents United for Child Care, a Boston-based organization, is working to implement MOST program goals in the Boston area. Over \$300,000 in MOST funding has been awarded to twenty Boston-area out-of-school time programs, which will serve children from low and moderate income families. The programs represent a myriad of neighborhoods, hundreds of families, and fresh opportunities for parent involvement.

CCR&R and Family Services**Coastal Community Action****Aberdeen, Washington**

The Child Care Resource and Referral (CCR&R) of the Coastal Community Action Program is based in Aberdeen Washington and serves all of coastal Washington. CCR&R plays an important role with child care providers, parents, children, employers, local and state agencies, local organizations and other agencies providing services to families. Its mission is to help access affordable, quality child care by professional, licensed care givers with giving support, encouragement, resources and training to them and the parents and children they serve. The CCR&R referral line helps parents match specific needs, including age of children, area of home, school or work, hours of the facility, if subsidies are accepted, and any special needs. Pamphlets are provided on how to choose quality child care, safety concerns and subsidy options. CCR&R also assists interested persons in becoming licensed child care professionals in their home or as a center. For child care providers, it offers a number of services such as a book and toy lending library, a special bimonthly newsletter, training consultation and support, and current computerized information regarding child care services.

Chicago Commons Association**Mary McDowell Settlement House****Chicago, Illinois*****AmeriCorps*State Program***

Chicago Commons AmeriCorps serves four low-income community areas on Chicago's South Side. Chicago Commons AmeriCorps works to ameliorate the effects of poverty, lack of educational attainment, unemployment, crime, and violence by helping community residents and organizations to improve conditions. Chicago Commons AmeriCorps is a part of Chicago Commons, which has served communities with the fewest resources since 1894. Its programs serve young people in many ways, including providing tutoring at schools, libraries, parks and community centers; providing positive alternative activities for young people such as field trips, after school programs, intergenerational activities, special summer activities, basketball tournaments and track activities; sponsoring family activities; organizing workshops on violence prevention, conflict resolution, college preparation, health and career awareness; and developing service clubs to instill community service and community pride in youth. Much of this work is done in partnerships with other organizations.

Chicago MOST Initiative**Day Care Council of Illinois****Chicago, Illinois**

Chicago is one of three cities in the country, including Seattle and Boston, which received a three-year grant from DeWitt Wallace-Reader's Digest of \$1.2 million to respond to the needs of school-age children. The Chicago MOST implementation plan is the result of a year of collaborative planning undertaken by a variety of public and private partners with an interest in school-age services. Making the Most of Out-of-School-Time or MOST, is a national initiative of the DeWitt Wallace-Reader's Digest Fund. The School Age Child Care Project at the Center for Research on Women, Wellesley College serves as the national manager of the project as well as a source of school-age information. The goal of MOST is to support, strengthen, improve and expand services to school-age children and youth by implementing a host of community collaborative projects in a creative and comprehensive way. Partners in designing the Chicago MOST including the Day Care Action Council of Illinois; the Chicago Community Trust, the Chicago Park District and private and public child care providers, cultural institutions, Work/Family Directions, parents, school-age children, community members, business representatives and others.

**Child Care Technical Assistance Project
Early Childhood Technical Assistance Center (ECTAC)**

AmeriCorps

The Early Childhood Technical Assistance Center (ECTAC) is a project of the Child Care Bureau, U.S. Department of Health and Human Services and the Corporation for National Service. ECTAC is funded under Contract #105-94-1626 for the Child Care Bureau with Trans-Management Systems Corporation. (T-MSc) in cooperation with Collins Management Consulting, Inc. (CMC). ECTAC is administered by CMC. The goal of ECTAC is to promote quality early childhood programs through service. Training and technical assistance, and information are available at no cost for AmeriCorps and other national service programs working with young children in child care, Head Start, pre-kindergarten, preschool, out-of-school care, family literacy and other early childhood programs. ECTAC has recently developed two booklets to support the America Reads Challenge and READ*WRITE*NOW as part of collaboration with CNS, the Child Care Bureau and the Department of Education. The booklets, READY*SET*READ (one for Caregivers and one for Families), provide guidance on developmentally appropriate early literacy ideas and activities for children from birth through age 5.

City Year

Boston, Massachusetts

AmeriCorps*National Program

One hundred ninety-five AmeriCorps Members are serving in community organizations to develop and coordinate summer and after school programs, educational workshops on conflict resolution, AIDS awareness, housing renovation, and urban beautification projects. In just the third quarter alone, AmeriCorps Members recruited 1,326 community volunteers who donated 11,740 hours of service. The City Year program combines in-classroom assistance with after-school programming and summer programs, such as *Camp City Year* which will enlist more than 1,000 children. In the 95-96 First Quarter progress report, City Year reported having served 5,751 children and youth in a total of 10 after-school programs throughout the country. Each program is designed to reflect the unique needs of the local communities. Examples of programs include the "Young Heroes" Saturday program that engages more than 250 8th graders in service-learning, and the "Walkers Program" in which Members walk home elementary students from school four days per week.

Ecumenical Program for Urban Service (EPRUS)

Seattle, Washington

AmeriCorps*National Program and AmeriCorps*Leaders Sponsor

The Ecumenical Program for Urban Service (EPRUS) is a national direct AmeriCorps program out of the National Council of Churches for Christ and sponsored locally by the Church Council of Greater Seattle. Other EPRUS sites exist in Orlando, Florida, Kansas City, Missouri, Pittsburgh, Pennsylvania and Cleveland, Ohio. The mission of EPRUS Seattle is to work with children and youth in the Greater Seattle area. Its three main thrusts are providing shelter and food for homeless and street youth, organizing out of school programs, and addressing social and health concerns of youth. EPRUS places members at 15 different sites or organizations, five of which deal directly with out of school time. These out-of-school programs range from a high school after school activities center to a latch key program for elementary school children. Special focus is given to recent immigrant communities in Rainier Valley and East Bellevue, low income families in Renton, and youth in Snohomish County.

Illinois Commission on Community Service

Department of Commerce and Community Affairs

Chicago, Illinois

The Illinois Commission on Community Service is part of the Illinois Department of Commerce and Community Affairs and works in concert with the Corporation for National Service to encourage and manage national and community service programs throughout the State of Illinois. Among the AmeriCorps programs focusing on out-of-school time administered by the Commission are a tutoring, mentoring and recreational program in East St. Louis; a targeted mentoring and tutoring program for at risk junior high school students at 14 schools throughout Southern Illinois; a statewide program in low income communities to recruit new child care providers, provide technical assistance to day-care centers, assist in the accreditation process; and provide parents with child care referrals and consumer information.

Illinois Intergenerational Initiative
Southern Illinois University
Carbondale, Illinois

The Illinois Intergenerational Initiative is based at Southern Illinois University in Carbondale, Illinois. It is a coalition of education, aging and human service organizations committed to enhancing education through intergenerational efforts; involving young and old in solving public problems; and promoting vital communities through service and learning. The Initiative works through a bottom-up, top-down method promoting collaborative activities, providing an information clearinghouse and serving as a strong proponent for community involvement throughout the lifespan.

Massachusetts Campus Compact
Tufts University
Medford, Massachusetts

Learn and Serve America: Higher Education Grantee

The Massachusetts Campus Compact is a statewide network of colleges and universities committed to promoting and advancing service learning and campus-based community service as a critical component of undergraduate education with goals of educating citizens, preparing tomorrow's leaders, and contributing to improving the life of America's communities. The Massachusetts Campus Compact Learn and Serve consortium grant program supports innovative community service-learning programs through seven continuing subgrants to colleges and university programs which address one or more of programmatic priorities, such as: involving college students in direct service to school age youth; integrating community service learning practice and pedagogy in the higher education academic curriculum; and, including community service learning practice and pedagogy in the training of prospective and experienced teachers and human service workers. The Compact is a vehicle for collaboration between institutions of higher education in the Commonwealth through networking, mentoring and the provision of training and technical assistance to both subgranted and non-granted institutions.

Executive Office of Health and Human Services
Commonwealth of Massachusetts
Boston, Massachusetts

The Executive Office of Health and Human Services (EOHHS) is responsible for developing and defining policy for subsidized child care in Massachusetts, with the assistance of the Department of Transitional Assistance (DTA), the Department of Social Services (DSS) and the Office for Children (OFC). The Commonwealth's budget assigns all funding and responsibility for general policy direction of subsidized child services to EOHHS. Through Interagency Service Agreements with state agencies, EOHHS has established the terms under which DSS, DTA and OFC assume responsibility for planning, implementing and managing the child care system. The FY97 child care budget for Massachusetts is \$230 million and child care subsidies, both contracts and vouchers total 40,000. Of the total child care subsidies, there are approximately 4,100 school-age vouchers and 3,400 school-age contracts.

Maryland Department of Human Resources
Child Care Administration
Baltimore, Maryland

The Maryland Department of Human Resources' Child Care Administration licenses child care programs, registers family child care providers, approves training for providers, administers a child care subsidy program for families on welfare and low income families, and is the lead agency for the Child Care and Development Block Grant. In addition to funding resource and referral programs, preschool programs and training initiatives, funding is available through a regional competitive process, to develop, expand or improve before-and after-school programs. Current out-of-school programs being funded include partnerships with the YMCA, the Epilepsy Association, private schools, public schools and local governments. Out-of-school services are provided to 3-13 year olds, including middle school children, children with disabilities and homeless children. Funding is also directed to training for providers who care for school-age children.

**National School-Age Care Alliance
School-Age Child Care Project at Wellesley College
Wellesley, Massachusetts**

The National School-Age Child Care Alliance (NSACA) supports professionals to provide quality care for children and youth during out-of-school time. Through membership a strong national school-age care affiliate network has developed with over 5,000 members and 35 state affiliates. NSACA projects include a partnership with the National Association of Child Care Resource and Referral Agencies on the Action for Children Today Program. This national service partnership builds community stability by improving the quality and availability of infant-toddler and school-aged care. The other project is the National System for Program Improvement and Accreditation in conjunction with the School-Age Child Care Project at Wellesley College. This collaborative initiative builds upon improving program quality through an accreditation system that recognized the involvement of the stakeholders—staff, children and youth, families, school and community.

**Neutral Zone
Mountlake Terrace, Washington
AmeriCorps**

The Neutral Zone is a citizen volunteer initiative which works with youth that have fallen through the cracks of traditional at risk youth outreach programs. The Neutral Zone is the first program of its type and scope in the nation, and is designed collaboratively to provide an alternative for Mountlake Terrace and surrounding suburbs' youth to being out on the streets of the city late at night. The Neutral Zone operates from 10:00 p.m. to 2:00 a.m., Fridays and Saturdays, providing safety, education, services, recreation and food at no charge. The Neutral Zone serves on average 175 to 250 high risk youth between the ages of 12 and 21 every Friday and Saturday night. The Neutral Zone has expanded its activities through a grant provided by AmeriCorps and matching support from the Boeing Corporation.

**Office of Child Care Policy
Yakima CCP
Washington State Department of Social and Health Services
Yakima, Washington**

The Washington State Department of Social and Health Services (DHHS), Office of Child Care Policy (OCCP) develops child care standards in partnership with community stakeholders, and licenses child care homes and centers. In Washington State, more than 160,000 children are in licensed child care, 51,900 are school-age children. In March of 1993, minimum licensing requirements were developed for child care centers caring exclusively for school-age children. OCCP administers several child care subsidy programs allowing low income and at risk children, including many school-age children, to receive child care that is at least partially paid through DSHS. OCCP contracts with 17 community-based resource and referral agencies to provide information to parents regarding child care options. These agencies also support and train child care providers, encourage employer support of child care, and ten are funded to recruit and train providers to serve children with special needs. With approximately \$140,000 in Dependent Care Assistance Funds, OCCP contracts with School's Out Consortium to provide leadership around efforts to improve the quality and supply of school-age care throughout the state.

**ReadBoston
Boston, Massachusetts**

Mayor Thomas M. Menino, along with several community leaders, announced the ReadBoston campaign last year. ReadBoston's mission is to ensure that all Boston's children will be fluent readers by the end of the third grade. The effort will take place over a span of ten years and will involve creating a multi-sector, multi-level partnership effort dedicated to achieving this goal. ReadBoston works beyond the boundaries of any one program to strengthen and enhance all early literacy efforts in the city. As an umbrella agency, ReadBoston creates common ground for people and organizations to discuss the issues and target their actions in a more strategic and coordinated way. Over 50 organizations have already joined the partnership in addition to Boston Public Schools, the Library, and major early childhood providers.

**Save the Children National Office
Westport, Connecticut**

A non-profit, non-political, non-sectarian organization founded in 1932, Save the Children Federation operates programs in education, health, economic opportunities, and emergency response in 40 nations and 15 states in the United States. To address the issues of child poverty in the United States, a new initiative, Save the Children U.S., has been established. Save the Children U.S. has a special emphasis on the disadvantaged and other youths who are most at risk during non-school hours. The initiative intends to mobilize national and local resources to provide the largest number of these children with safe places to go; opportunities to help themselves, other children and communities; and people who can provide guidance and encouragement.

**Save the Children Western Area Office
Albuquerque, New Mexico**

Save the Children's Western Area Office (WAC) has served primarily Hispanic and American Indian children and youth in five southwestern states (Arizona, Colorado, New Mexico, Nevada and North Dakota) since the 1940's. Save the Children's Western Area Office has recently concentrated its efforts in economic development, early childhood development, holistic education, youth development and family resource center. Community long-range plans have included family literacy, youth leadership, tutoring, intergeneration/cultural enrichment, learning center development, traditional arts and crafts, recreational programs, youth entrepreneurial projects and summer enrichment activities. Entering 1997, the Western Area Office will focus on school-age programming, providing specialized technical assistance to develop the capacity of our 26 community partner organizations. The Western Area Office, in coordination with national school-age experts, will provide specialized technical assistance to build Save the Children's U.S. programs concentration in after-school and summer educational programs for children and youth. Community program activities will include child and youth community service, tutoring and mentoring, educational and cultural enrichment, literacy, computer technology and youth service/development.

**Seattle MOST
School's Out Consortium
Seattle, Washington**

Making the Most of Out of School Time (MOST), is a national initiative led in Seattle by the School's Out Consortium/YWCA, Child Care Resources, and the City of Seattle/DHHS. MOST seeks to improve the quality, quantity and accessibility of out-of-school programs for young people ages 5 to 14. MOST is a collaborative effort shaped by the input of a diverse group of 700 youth, parents, educators, youth care providers and community representatives. Its goal by the year 1999 is to ensure that out-of-school activities will be available to all Seattle families, regardless of their income level, cultural or linguistic background or special needs. MOST was established through a three-year, \$1.2 million grant from the DeWitt Wallace-Reader's Digest Fund. It is also funded by the City of Seattle voter-approved Families and Education Levy. Seattle was one of three cities in the nation selected after a six-month planning process to participate in the MOST Initiative. The other cities involved include Boston and Chicago.

**The Edward E. Carlson Leadership and Public Service Office
University of Washington
Seattle, Washington**

A Learn and Serve America: Higher Education Grantee

The Edward E. Carlson Leadership and Public Service Office at the University of Washington is an undergraduate center for internships, community service and service learning programs. Carlson Office staff work with faculty from across the disciplines to support service learning courses, administer a credit-bearing internship program, maintain a database of more than 1,500 volunteer opportunities with nearly 800 organizations in the local area, other states and overseas, and support student-initiated co-curricular programs. Since 1992, the Office has supported after-school tutoring programs at local elementary schools. Initiated by two undergraduates who recruited fellow students to tutor children at Baily-Gatzert Elementary, the project now includes programs at Whittier and Stevens elementaries. All three programs are run by teams of undergraduate students in collaboration with the Carlson Office and KidREACH, a citywide tutor training and referral service. Supported by a grant from Learn and Serve America: Higher Education, the University of Washington also engages college chemistry students in providing tutoring for nearby high school students.

**Washington Commission on National and Community Service
Seattle, Washington**

The Washington Commission for National and Community Service was created by the Governor in response to the National and Community Service Trust Act of 1993 to help prioritize overall community needs and identify AmeriCorps and other national service resources which could help address local priorities. The Commission, through a series of public forums conducted throughout the state in 1994, was continually informed of the urgent need to develop after school, late night and summer programs for youth and young adults. This state priority was addressed by many state formulas and competitive grant applications which were ultimately funded by the Commission. Several AmeriCorps programs, including the Neutral Zone AmeriCorps in Mountlake Terrace, which is just north of Seattle, Public Awareness Commitment of Kitsap in Bremerton, just west of Seattle, Regional Youth Service Corps of Pasco, in eastern Washington and the Substance Abuse Coalition in Yakima, also in eastern Washington, are just a few of the major initiatives which have enabled after school efforts to begin or expand operations. Thousands of youth received services from these programs resulting in an increase in academic achievement and a reduction in juvenile crime rate.

Appendix C. Forum Agenda

Wednesday, December 4, 1996

Opening Dinner at the Latin American Youth Center in Washington, D.C.

Welcome (*Lori Kaplan, Susan Spagnuolo and Natasha Shields, Latin American Youth Center*)

Opening Remarks (*Shirley Sagawa and Joyce Dudley*)

Children's Out-of-School Time (*Joan Lombardi*)

The Ethic of Service (*Havi Benavides*)

After Dinner Discussion: What are some of the possible benefits of collaboration?

(*facilitated by Joyce Dudley with Harris Wofford and Terry Peterson*)

Thursday, December 5, 1996

National Service: An Overview (*facilitated by Shirley Sagawa*)

What is the difference between service and a job?

How is service currently supporting the delivery of programs/activities for children and youth during out-of-school hours?

How are children in out-of-school time programs involved in service as a learning activity?

Open Discussion/Q&A

Out-of-School Time Programming (*facilitated by Joyce Shortt*)

Why this is Important?

Who Delivers Out-of-School Programs?

Examples of Range of Programs/Activities

Principles of High-Quality Programs

America Reads Challenge

Open Discussion/Q&A

Benefits and Challenges of Linkages (*break-out groups facilitated by Joyce Shortt*)

Where are the linkages/overlaps among the school-age child care, education, and national service communities serving children and youth in the out-of-school time hours?

What is the value-added/benefits of such linkages?

What are the challenges to developing and maintaining these linkages?

Team Planning Sessions (*1 national team and 3 state teams: Illinois, Massachusetts and Washington*)

Assess current linkages

Develop a Vision for Working Together

Friday, December 6, 1996

Team Planning Sessions, cont.

Where do we go from here?

Closing -- Sharing the Vision

Appendix D. Current Statistics on Children's Out-of-School Time

The School Age Child Care Project (*SACCP*Project) at the Center for Research on Women at Wellesley College has assembled a compelling case about how America's youth spends its out of school time, the problems associated with children without quality school-age care, and the benefits to those with access to child care resources:

- **Children spend less than twenty percent of their waking hours in school.** Schools typically are open for less than half the days of the year, and when open provide care only until mid-afternoon.
- **Children spend more of their out-of-school time watching television than in any other single activity.** Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression. Television is not necessarily harmful to all children, but when they watch more than three hours a day and/or watch programs with violent content, negative outcomes are increasingly likely. In addition, the Department of Education estimates that when children watch more than two hours of television on a school day, it negatively effects school achievement.
- **Approximately 24 million school-age children require child care.** According to the Bureau of the Census, in 1991 there were 36.7 million children between the ages of 5 and 14 years living in the U.S. Of these children, 21.2 million lived with a mother who was employed, and an additional 953,000 lived with an unemployed mother (currently seeking employment) and 999,000 lived with a mother enrolled in school. An estimated 912,000 children in this range lived with a single father who was employed, 61,000 with an unemployed father, and 9,000 with a single father enrolled in school.
- **Experts estimate that nearly 5 million school-age children spend time without adult supervision during a typical week.** Exact figures are not available, due to parents' reluctance to report that they leave children alone. Older children are much more likely to spend time on their own than younger children. Data from the NCCS suggest that less than five percent of children under age eight are regularly in self-care compared to nearly 35% of twelve year-olds.
- **Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision.** According to one recent large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance use (Dwyer et. al, 1990). These researchers also found that children who spend more hours on their own and those who began self-care at younger ages are at increased risk.

How many have it?

- **Unlike preschool children, school-age children are likely to spend time in many different care arrangements.** According to the National Child Care Survey 1990 (NCCS), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school. Based on a nationally representative sample of parents of children under the age of 13, the NCCS examined both primary and secondary care arrangements for school-age children, in addition to the hours they spend in school (see Hofferth et. al., 1991).
- **School-age children of employed mothers are most likely to be cared for by a parent (33%), followed by care by a relative (23%), lessons (15%), center-based after school program or day care center (14%), family day care home (7%), self-care (4%), and in-home provider (3%), according to the NCCS.** These percentages reflect the primary care arrangement, or the one where the child spends most of his or her non-school hours during a typical week. Secondary care arrangements are as follow: care by a parent (55%), lessons (19%), relative (14%), self-care (4%), family day care (3%), center care (3%), in-home provider (1%) and other arrangements (1%).
- **Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or after-school programs in 1991, according to the National Study of Before and After School Programs.** The study found that 83 percent of those enrolled in after school programs are in the pre-kindergarten through third grade age range.
- **Teachers and principals are recognizing the positive effects of good quality programs on their students.** The Cooperative Extension Service (Riley et. al., 1994) studied the effects of 64 programs that had received Extension assistance in 15 states. Teachers said that the programs had caused the children to become more cooperative (34%), learned to handle conflicts better (37%), developed an interest in recreational reading (33%), and were getting better grades (33%). Over one-third (35%) of the school principals stated that vandalism in the school had decreased as a result of the programs. In addition, 16 percent of the program children had avoided being retained in grade due to program participation, resulting in a savings of over \$1,000,000.

1. Connect HS → SVE
2. places + TA + Repel + PF-IE

44 - HUD - USDA -

S - Afterschool

America's After School Summit Commitment

DOUBLE THE NUMBER OF CHILDREN IN QUALITY BEFORE & AFTER SCHOOL PROGRAMS BY THE YEAR 2000

(Working Draft 4/8/97)

Bill: Learning Centers
* Call Joan
* Get booklet
* Reo that
SVC as a
part for
grantees -
goal
* Max in Gateway

CHALLENGE

Approximately 24 million school-age children are in need of out of school-time care. Right now, millions of children go unsupervised during the before and after school hours and summer months. It is estimated that only 2 million are in structured daily after school programs. Furthermore, studies show that the rate of juvenile crime and other risk behaviors rise markedly during out of school time hours.

COMMITMENT

Recognizing that all children and youth need safe places to learn and grow, the federal government, in partnership with local schools, school districts, communities, youth serving organizations and the private sector, is committed to doubling the number of children served in formal before and after school programs from 2 million to 4 million by the year 2000.

Pres. FEDERAL ACTION STEPS

In order to double the number of children served in safe and constructive out-of school time environments, the President has called for the following action steps:

1. The President has asked all federal agencies to report to him in 30 days on how they are supporting safe and constructive out of school time activities for children and youth.
2. The President is challenging every community to develop a plan to make the most of out of school time in their communities by encouraging schools to keep their doors open past regular school hours and leveraging resources to offer children a safe and constructive place to go. Schools and communities can create their own quality after school opportunities for children and youth or become a host site for the thousands of already existing after school program providers.
3. The President will convene representatives of federal agencies, community groups, schools, national non-profits, faith-based organizations, the private sector, the Partnership for Family Involvement in Education, and working parents to develop a joint action plan by September of 1997.

already?

FEDERAL INITIATIVES

The following initiatives will help the federal government support public and private sector efforts to provide quality before and after school programs to 2 million additional children by the year 2000:

Network for Enriching Children's Learning Opportunities (HHS, CNS & DoEd)

- The National Service Network for Enriching Children's Learning Opportunities (NECLO) to use service as a strategy to enhance and expand after school opportunities for children. This network developed out of the National Forum on Service and School Age Care, which was held last December. *Nicole CNS*
Joan HHS
Adrian Ed
- NECLO will develop a training and technical assistance resource kit available to educators, child care providers, and community members interested in providing safe out-of-school time programs. This kit will include best practices for out-of-school time care, resources for program implementation, and quality improvement recommendations from existing after school programs.
- NECLO will also support research on out-of-school time topics and provide resources for 3 statewide pilot projects in Illinois, Massachusetts and Washington.
- NELCO builds on the DeWitt Wallace project to fund MOST cities.

1,000 New After School Programs (DoED & HHS)

- For communities most in need of resources, President Clinton requested in his FY '98 Budget, \$62.8 million for 1,000 new after school programs. This includes:
 - \$50 million for school-based after school programs (funded by DoEd under the 21st Century Community Learning Centers authorization), with a priority on young adolescents and middle school children; and
 - \$12.8 million for community center based after school programs (funded by HHS under the Community Schools authorization).

America Reads (DoED & CNS)

- To help catalyze efforts to ensure that all children are reading independently by the end of third grade, and to help community leaders, parents and educators across the country achieve this goal, the President has proposed the \$2.75 billion America Reads Challenge.
- One major part of this effort will be America's Reading Corps: individualized after school and summer tutoring by 1 million volunteer tutors. The President's proposal provides \$2.45 billion to support these tutoring efforts, including \$1 billion to fund AmeriCorps members as volunteer recruiters and coordinators; and \$1.45 billion for reading specialists through the Department of Education to help train the tutors and provide specialized help to children with more severe reading difficulties.

Federal Employee Volunteer Network

- Building on an existing network of 29,000 federal law enforcement employees that are donating their time to after school programs, we will expand this network to include all federal employees willing to donate time to talk about their mission area with children in after school programs nationwide (i.e., Dept of Transportation employee may talk about how planes fly, or the importance of wearing seat belts, etc).

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FEDERAL AGENCIES

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HHS

Child Care and Welfare Reform

- The Child Care Bureau (CCB) launched the first of a series of 10 regional meetings that will include participants from every state in the country and will focus on developing state wide plans for expanding access to child care in anticipation of welfare reform. More than 2,000 people have been invited to attend these meetings including state officials from child care, education, national service, community-based organization and outside experts.

Technical Assistance to States and Communities

- The Child Care Bureau at HHS will continue to provide technical assistance to states interested in expanding their school age child care programs by disseminating promising practices linked to school age care emerging from states and communities. CCB has developed an initial resource guide on school age programming.

DoED

School Construction Initiative (DoED)

- Schools that receive the \$5 billion in proposed school construction funds requested by the President will be strongly encouraged to keep their doors open past regular school hours.

Extended Day Programs in Low-Income Areas

- Over 60% of the schools receiving Title I funds are using a portion of these funds to extend the learning time and 30% are using Title I funds for summer programs.
- President Clinton requested \$50 million in the FY 98 Budget (under the 21st Century Community Learning Centers authorization) to help rural and inner-city schools stay open after school hours to serve as safe neighborhood learning centers, particularly for adolescents.

Technical Assistance

- DoEd will make a new guide book available to schools and communities entitled, *Keeping Schools Open: Extending Learning in a Safe, Drug-Free Environment*. This book walks interested citizens through the steps on how to keep a local school building open after school and on weekends.

Building Partnerships

- DoEd will continue to build partnerships among schools, community groups, businesses & religious groups through their Partnership for Family Involvement in Education which includes 2800 organizations. The Partnership for Family

Involvement will make one of its priorities providing after school and some educational programs for children.

CNS

Helping Programs Capacity Build to Serve More Children

- The Corporation for National Service's National Senior Service Corps (Retired Senior Volunteer and Foster Grandparent programs) will continue to provide tutors and mentors to after school programs.
- AmeriCorps members will recruit and coordinate America Reads volunteer tutors for after school programs.
- President Clinton requested a \$10 million increase in his FY 97 Budget for service-learning related to literacy tutoring through the Learn and Serve America program.

Service-Learning

- Learn and Serve America funds schools (K-12 and higher education) and after school programs to engage in service-learning. Service-learning may range from college students tutoring grade school students in after school programs for college credit, to grade school students doing community service work during non-school hours as part of a structured and supervised after school program.

USDA

Service-Learning

- USDA will provide service-learning opportunities all across the nation for students within after school programs. USDA's service-learning opportunities include: food recovery and gleaning efforts, as well as environmental clean-up and protection efforts.

DOJ

Safe Havens

- The Safe Havens program is part of a broad anti-crime strategy funded by DOJ in 120 communities. Safe havens provides a safe place for children after school, on weekends and during school vacations. Safe Havens offer mentoring, tutoring, homework assistance, computer and job training, arts activities, skills workshops and, in some cases, meals and basic health care.

Teens, Crime and Communities (TCC)

- This program, which is co-sponsored by the DOJ and the National Crime Prevention Council, helps teens understand how crime affects them and their families, friends and communities. TCC uses a combination of educational materials and service activities to show teens how they can help make their communities safe from crime and its consequences. TCC may be held during school hours or after school, and emphasizes youth service to their community, including to children, the homeless, the elderly, neighborhood clean-ups, or crime prevention and victim assistance activities.

Drug Education for Youth (DEFY)

- DEFY is a youth outreach program in which DOJ has partnered with the Department of the Navy to use military role models in promoting positive life choices and to reduce the demand for illegal drugs. DEFY consists of a summer camp program for children ages 9 to 12, and combines drug education, discipline, self-esteem building and physical fitness. In the following ten months, children are mentored by volunteers from the local U.S. Attorneys Office, Police Department, local university and others, taken to special events, and taught the value of education, health and citizenship. DEFY thus offers young people out of school time activities during the summer and throughout the school year.

Juvenile mentoring Program (JUMP)

- Through JUMP, DOJ funds over 50 sites nationwide with awards totaling approximately \$7 million. Each site provides numerous youth with an ongoing, one-on-one relationship with a caring adult.

Local Crime Intervention Program

- To support local juvenile crime intervention programs, such as anti-truancy, school violence, and curfew initiatives, President Clinton requested \$75 million in his FY'98 Budget for a crime intervention program for youth.

Supporting the Boys and Girls Clubs

- Promoted the establishment and continuation of Boys and Girls Clubs in public housing and other at-risk communities.
- Support legislation for further expanding Boys and Girls Clubs to serve an additional 1 million young people through at least 2,500 clubs by the year 2000.

DOD**After School Programs on Military Bases**

- In partnership with the Boys and Girls Clubs nationwide, DOD is adding after school programs on Navy, Army and AirForce military bases. Many of these programs will be open to the children of civilians in the military base communities.
-

April 11, 1997
Sign-In
After School Summit

NAME	AGENCY	PHONE	FAX
Diana Fortuna	W/H - DPC	456-5570	456-7431
Bill Kincaid	11	456-2857	456-7028
Virginia Cox	HHS	690 8157	690 7595
NAUCY HATAMIYA	PRESIDENT'S CRIME PREVENTION COUNCIL	395-5555	395-5567
Jean Nelson	..	..	..
Jane Dodds	USDA Cooperative State Research, Education, & Extension Service	720-3401	690-0289
Naomi Tinklepaugh	OMB: Education Branch	395-7758	395-4875
Bern Vanille	OMB: Labor	395-7754	395-1596
Kathrina Weinig	OPD - JUSTICE	7473 514- 7473	514-1685
Nancy Miller	DOJ	514-3116	514-2424
Joel Berg	USD A	720-5146	720-4614
Tim Kohlmoos	Education	260-1984	205-0303
Joan Lombardi	HHS	6401-6947	690-5600
Julio Deme	ONS	606-5000	565-

X132

[illegible]

4/7/97

**Office of Domestic Policy Initiatives
Corporation for National Service
Fax Transmittal Sheet**

Number of Pages (including cover sheet) = 3

From: Julie Demeo
phone: 202-606-5000, ext. 132
fax: 202-565-2781

TO: Joan Lombardi
Diana Fortuna
Katrina Weinig
Virginia Cox
Liz Burdock
Ron De Munbrun
Adriana de Kantr
Nancy Hatamiya
Pam Van Wie
Jim Kohlmoas

COMMENTS:

Please review the attached DRAFT version of a potential federal after school commitment and send/call your comments into Julie Demeo or Susan Stroud ASAP – if possible by 6:00pm TODAY. Thank you very much!

- summer reading
- Back to School

#partnerships

- come back 45 days

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4-comm
4-ed 92

FEDERAL AFTER SCHOOL COMMITMENT

(Working Draft 4/4/97)

Recognizing that all children and youth need safe places to learn and grow, the federal government, in partnership with local communities and non profit groups across the country, is committed to expanding opportunities for children and youth and addressing the needs of working parents.

Right now, ___ children are unsupervised during the hours of 3-6 pm, and too often they go unsupervised during the summer months. Studies show that the rate of juvenile crime and other risk behaviors rise markedly during non-school hours.

The federal government is committed to strengthening our existing partnerships and fostering new partnerships with schools, youth serving organizations, faith-based groups and the private sector in order to *double the number* (?) of children with the opportunity for a safe, structured out of school time environment. Partners who have already signed on to work with us include: ????? EXAMPLES: the Boys and Girls Club, the YMCA, the YWCA, the Mott Foundation, Conference of Mayors..... etc.

We will *double the number* (?) of children in after school programs from ___ to ___ by the year ___, by:

Keeping Schools Open Longer

- The Federal Government will foster partnerships to help local communities develop plans for keeping their school doors open past regular school hours. Schools could either develop their own after school program for students, or become a host site for the thousands of already existing after school programs.
- The Federal Government will foster partnerships between local schools and existing after school networks. Networks like the Boys and Girls Clubs that have proven success records but have to limit the number of kids served due to space and staff restrictions.

1,000 New After School Programs

- For communities most in need of resources, President Clinton requested in his FY '98 Budget, \$62 million for 1,000 new after school programs. This includes:
 - \$50 million for school-based after school programs.
 - \$12.8 million for community center based after school programs.

Using Service as a Strategy to Capacity Build

- The Federal Government will help provide literacy tutors through President Clinton's America Reads Challenge to help children in after school programs learn to read.

w/o, commit to x ; w/, commit to y

Do they need
partners?
Who has it
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guideline

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HHS #?

- The Corporation for National Service's RSVP and Foster Grandparent programs will help provide tutors and mentors to after school programs. ✓
- Building on an existing network of 29,000 federal law enforcement volunteers that are willingly to donate their time to speak to children in after school programs, we will expand this network across all government agencies to provide after school programs nationwide with federal employees to talk about their mission area (i.e., Dept of Transportation employee may talk about how planes fly, or the importance of wearing you seat belt, etc. ✓
-

Service-Learning

- ?
- USDA will provide service-learning opportunities all across the nation for students and after school program. USDA's service-learning opportunities include: food recovery and gleaning efforts, as well as environmental clean-up and protection efforts.
-

Technical Assistance

- The Corporation for National Service's National Service Network for Enriching Children's Learning Opportunities will be able to provide a technical assistance resource kit. This kit will include best practices for out-of-school time care, resources for program implementation, and quality improvement recommendations from after school programs.
- HHS ?
- DoEd ?
- Other ?

Other ?

FEDERAL AFTER SCHOOL COMMITMENT

(Working Draft 4/8/97)

Recognizing that all children and youth need safe places to learn and grow, the federal government, in partnership with local communities and non profit groups across the country, is committed to doubling the number of children served in after school programs by the year 2000.

The federal government is committed to strengthening its existing partnerships and fostering new partnerships with schools, communities, youth serving organizations, faith-based groups, and the private sector in order to double the number of children with the opportunity for a safe, structured out of school time environment.

The President has asked for all federal agencies to report to him in 30 days how agencies are making the most of out of school time for children and youth. This report will be followed up by meetings in order to form public-private partnerships and develop a plan of action by this September.

In addition, President Clinton and Vice President Gore are challenging every community to develop a plan to make the most of out of school time in their communities by creating quality after school opportunities for children and youth and incorporating service into those plans.

Right now, millions of children are unsupervised during the after school hours and summer months. It is estimated that 5 million children are in self-care and only 2 million are in structured after school programs. Studies show that the rate of juvenile crime and other risk behaviors rise markedly during out of school time.

Partners who have already signed on to work with us include: ????? the Boys and Girls Club, the YMCA, the YWCA, the Mott Foundation, Conference of Mayors..... etc.

In order to begin reaching our commitment to reach 2 million more children by the year 2000, President Clinton and Vice President Gore have proposed the following:

Keep Schools Open Longer

- The federal government will foster partnerships to help local communities develop plans for keeping their school doors open past regular school hours. Schools could either develop their own after school program for students, or become a host site for the thousands of already existing after school programs.
- The federal government will foster partnerships between local schools and existing after school networks. Networks like the Boys and Girls Clubs that have proven success records but have to limit the number of kids served due to space and staff restrictions.

- Schools that receive some of the \$50 million in proposed school construction funds will be strongly encouraged to keep their doors open past school hours,

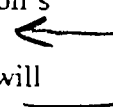
1,000 New After School Programs

- For communities most in need of resources, President Clinton requested in his FY '98 Budget, \$62 million for 1,000 new after school programs. This includes:
 - \$50 million for school-based after school programs.
 - \$12.8 million for community center based after school programs.

National Forum on Service and School-Age Care

- This National Forum held last December by the Corporation for National Service and the Department of Health and Human Services launched a new partnership using service as a strategy to enhance and expand after school opportunities for children.
- This Forum was followed up by the National School-Age Care Alliance conference this month. In addition, the Department of Health and Human Services' Child Care Bureau will host regional forums across the country on school-age child care.
- This Forum launched a new national network, the National Service Network for Enriching Children's Learning Opportunities (NECLO), to foster collaborations and leverage resources to improve the quality of after school programs for children.
- NECLO will develop a training and technical assistance resource kit available to educators, child care providers, and community members interesting in providing safe out-of-school time programs. This kit will include best practices for out-of-school time care, resources for program implementation, and quality improvement recommendations from after school programs.
- NECLO will also support research on out-of-school time topics and provide resources for 3 statewide pilot projects in Illinois, Massachusetts and Washington.

Using Service to Capacity Build

- The Federal Government will help provide literacy tutors through President Clinton's America Reads Challenge to help children in after school programs learn to read. 
- The Corporation for National Service's RSVP and Foster Grandparent programs will help provide tutors and mentors to after school programs.
- Building on an existing network of 29,000 federal law enforcement volunteers willingly to donate their time to after school programs, we will expand this network to include all federal employees willingly to donate time to talk about their mission area with children in after school programs nationwide (i.e., Dept of Transportation employee may talk about how planes fly, or the importance of wearing seat belts, etc).

at work
thru

Service-Learning

- The federal government will encourage schools (K-12 and higher education) and after school programs to engage in service-learning in their communities. Service-learning may range from college students tutoring grade school students in after school programs for college credit, to high school students doing community service work during the non-school hours as part of a graduation requirement.

Places?

- USDA will provide service-learning opportunities all across the nation for students and after school program. USDA's service-learning opportunities include: food recovery and gleaning efforts, as well as environmental clean-up and protection efforts.
- President Clinton recently announced his National Service Scholarship Program to encourage community service and expanding higher education opportunities for young people. The Corporation for National Service will offer a \$500 scholarship, which will be matched by the local community, for a high school junior or senior that has shown outstanding service. For 1997, at least \$3 million in matching funds are available from the federal government.

Other

April 11, 1997

After School Summit Idea

Julie Demeo, CNS
Nicole Spitale, CNS
Joel Berg, USDA
Joan Lombardi, HHS
Virginia Cox, HHS
Jim Kohlmoos, ED
Mario Moreno, ED
Adriana De Kanter, ED
Kevin Sullivan, ED
Jon Schnur, POED
Liz Burdock, HUD
Nancy Miller, DOJ
Katrina Weinig, DOJ
Thomas Bowman, DOD
Liz Hyman, OVP
Jean Nelson, PCPC
Nancy Hatamiya, PCPC

HHS
USDA
HUD
DOJ
DOD

PCPC

Interior - has
EPA ?

OLDER VERSION

America's After School Summit Commitment

DOUBLE THE NUMBER OF CHILDREN IN QUALITY BEFORE & AFTER SCHOOL PROGRAMS BY THE YEAR 2000

(Working Draft 4/8/97)

CHALLENGE

Approximately 24 million school-age children are in need of out of school-time care. Right now, millions of children go unsupervised during the before and after school hours and summer months. It is estimated that only 2 million are in structured daily after school programs. Furthermore, studies show that the rate of juvenile crime and other risk behaviors rise markedly during out of school time hours.

NOTE: Numbers may need to be verified.

COMMITMENT

Recognizing that all children and youth need safe places to learn and grow, the federal government, in partnership with local communities, youth serving organizations and the private sector, is committed to doubling the number of children served in before and after school programs by the year 2000.

FEDERAL ACTION STEPS

In order to double the number of children with access to safe and constructive out-of school time environments, the President has called for the following action steps:

1. The President has asked all federal agencies to report to him in 30 days how they are supporting safe and constructive out of school time activities for children and youth.
2. The President is challenging every community to develop a plan to make the most of out of school time in their communities by encouraging schools to keep their doors open past regular school hours and leverage resources to offer children a safe and constructive place to go. Schools and communities can look at creating quality after school opportunities for children and youth or becoming a host site for the thousands of already existing after school program providers.
3. The President will convene representatives of federal agencies, community groups, schools, national non-profits, faith-based organizations, the private sector and working parents to develop a joint action plan by September of 1997.

FEDERAL INITIATIVES

The following initiatives will help us reach our commitment to provide quality after school programs to 2 million more children by the year 2000:

Network for Enriching Children's Learning Opportunities (HHS, CNS & DoEd)

- Launched the National Service Network for Enriching Children's Learning Opportunities (NELCO) to use service as a strategy to enhance and expand after school opportunities for children. This network developed out of the National Forum on Service and School Age Care last December.
- NECLO will develop a training and technical assistance resource kit available to educators, child care providers, and community members interesting in providing safe out-of-school time programs. This kit will include best practices for out-of-school time care, resources for program implementation, and quality improvement recommendations from after school programs.
- NECLO will also support research on out-of-school time topics and provide resources for 3 statewide pilot projects in Illinois, Massachusetts and Washington.
- NELCO builds on the DeWitt Wallace project to fund MOST cities.

1,000 New After School Programs (DoEd & HHS)

- For communities most in need of resources, President Clinton requested in his FY '98 Budget, \$62.8 million for 1,000 new after school programs. This includes:
 - \$50 million for school-based after school programs (funded by DoEd under the 21st Century Learning Centers authorization).
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- To help catalyze efforts that all children are reading independently by the end of third grade, and help community leaders, parents and educators across the country, the President has proposed the \$2.75 billion "America Reads" Challenge.
- One major part of this effort will be America's Reading Corps: individualized after school and summer tutoring by 1 million volunteer tutors. The President's proposal provides \$2.45 billion to support these tutoring efforts, including \$1 billion to fund AmeriCorps members as volunteer recruiters.

Melinda is right!

Federal Employee Volunteer Network

- Building on an existing network of 29,000 federal law enforcement employees that are donating their time to after school programs, we will expand this network to include all federal employees willing to donate time to talk about their mission area with children in after school programs nationwide (i.e., Dept of Transportation employee may talk about how planes fly, or the importance of wearing seat belts, etc).

FEDERAL AGENCIES

HHS

Child Care and Welfare Reform

- The Child Care Bureau launched the first of a series of 10 regional meetings that will include participants from every state in the country and will focus on developing state wide plans for expanding access to child care in anticipation of welfare reform. More than 2,000 people have been invited to attend these meetings including state officials from child care, education, national service, community-based organization and outside experts.

Technical Assistance to States and Communities

- The Child Care Bureau at HHS will continue to provide technical assistance to states interested in expanding their school age child care programs by disseminating promising practices around school age care emerging from states and communities. CCB has developed an initial resource guide on school age programming.

DoEd

School Construction Initiative (DoEd)

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Extended Day Programs in Low-Income Areas

- Over 60% of schools receiving Title I funds are using a portion of these funds to extend the learning time and 30% are using Title I funds for summer programs.
- President Clinton requested \$50 million in the FY 97 Budget (under the 21st Century Community Learning Center authorization) to help low-income urban and rural schools keep their doors open past regular school hours and develop after school programs.

Technical Assistance

- DoEd will make a new guide book available to schools and communities entitled, *Keeping Schools Open: Extending Learning in a Safe, Drug-Free Environment*. This book walks interested citizens through the steps on how to keep a local school building open after school and on weekends.

CNS

Helping Programs Capacity Build to Serve More Children

- The Corporation for National Service's National Senior Service Corps (Retired Senior Volunteer and Foster Grandparent programs) will continue to provide tutors and mentors to after school programs.
- AmeriCorps members will recruit America Reads tutors for after school programs.
- President Clinton requested a \$10 million increase in his FY 97 Budget for service-learning related to literacy tutoring through the Learn and Serve America program.

Service-Learning

- Learn and Serve America funds schools (K-12 and higher education) and after school programs to engage in service-learning. Service-learning may range from college students tutoring grade school students in after school programs for college credit, to grade school students doing community service work during the non-school hours as part of a structured and supervised after school program.

USDA**Service-Learning**

- USDA will provide service-learning opportunities all across the nation for students and after school program. USDA's service-learning opportunities include: food recovery and gleaning efforts, as well as environmental clean-up and protection efforts.

DOJ**Supporting the Boys and Girls Clubs**

- Promoted the establishment and continuation of Boys and Girls Clubs in public housing and other at-risk communities.
- Support legislation for further expanding Boys and Girls Clubs to serve an additional 1 million young people through at least 2,500 clubs by the year 2000. X

DOD**After School Programs on Military Bases**

- In partnership with the Boys and Girls Clubs nationwide, DOD is adding after school programs on Navy, Army and AirForce military bases. Many of these programs will be open to the children of civilians in the military base communities. #

Seeing the light on after-school programs

ELLEN GOODMAN

I hate to sound like a time-study woman. I don't usually track social problems by the hour and the minute. But over the last few years, I have begun to notice research that literally clocks some of our biggest woes. And it's enough to set off alarm bells.

The first one was a study that asked the simple question: What time of day - not of month, but of day - do teenage girls get pregnant? In short, when are they having sex. It turned out that it wasn't the weekend but the workday, it wasn't midnight but midafternoon.

Say what you will about biorhythms, but the most fertile territory was an empty house.

Then came the study asking what time of day juvenile crimes were committed. Once again, the most popular hours were between 3 and 6 p.m.

It appeared that many who weren't creating babies were creating mayhem.

Now, this time line isn't meant to raise parental blood pressure. It's quite high enough, thank you. In the average office, the moment that school lets out, anxiety goes up and productivity goes down. It's 3 p.m., do you know where your child is?

But any rational policy maker would figure out that the most effective way to reduce pregnancy and crime would be after-school programs. And yet in many towns, there is more interest in curfews to get the kids home at night than in programs to keep them busy after school. Instead of keeping them safe, we have gotten tough.

Now, gradually and tardily, the pendulum is swinging. Not long ago, when the president came to Boston to promote a program combating youth crime, he included \$60 million for ... after-school programs. The drug czar followed him, talking about combating young drug use. Gen. McCaffrey too seemed most animated boosting ... after-school programs.

Frankly, I don't like the idea that we need to prove some trouble in River City before we do right by children. But like many parents, I often found myself sputtering an idle-hands-are-the-devil's-workshop theory of child-raising. By now I am willing to settle for any rationale that keeps school-age children supervised and constructively engaged with adults throughout the day.

It's been twentysomething years since after-school care was actively promoted as an essential solution to the work-family conflict. Since then, some 50,000 programs have sprung up across the country, mostly for young children, mostly in suburban pockets, and overwhelmingly paid for by parents. Still, when 75 percent of the mothers of school-age children are working, millions are left worrying about the hole in the day. There are at least 5 million children who are in that euphemism of euphemisms, self-care.

For the most part, it's children from the fifth grade up who are on their own because care is unavailable or unaffordable. But under welfare reform, the age will be going down. States don't have to provide any child care for children who are over 6.

Any way you look at it, from teenagers in trouble to 7-year-olds alone, or to children spending their afternoons in front of TV, after-school care has become the kids issue.

Michelle Seligson, who has headed the School-Age Child Care Project at Wellesley College for nearly a generation, says, "There is enough knowledge about good after-school programs. There are enough people who realize their importance. This should be something we commit to as a country."

That long-delayed commitment would build on the variety of models already up and running and successful. Some are funded privately, some in concert with the business community, some publicly. It would mean that communities set this as a priority, that they work to keep school doors open, to find space and transportation.

At best, these programs are not an extension of school so much as an enrichment, a place for the arts, sports, hobbies, safe socializing. The research shows that they make a difference in the way kids feel and perform. They don't just supervise the young but engage them with what we know they lack and need most - caring adults.

Today we are quick, too quick, to turn a skeptical ear to the prospect of any new social program. But this is a moment when we are acknowledging how much kids need adult supervision and relationships.

This is what makes Seligson hopeful. "I have a vision of sitting down with the drug people, the education people, the law enforcement people and everybody, and together getting this done."

This is an idea whose time - 3 to 6 p.m. - has finally come.

Ellen Goodman is a Globe columnist.

Diana:

Here's a proposed agenda for our next meeting on the after school commitment. It would be good to schedule something by the end of the week. Please let me know if I can help.

-- Julie

PROPOSED AGENDA

*Partners
Solid Commitments*

I. General Feed Back

- A. Are we moving in the right direction?
- B. How do people feel about the structure/layout of the commitment?
- C. What's missing? Who is missing that may need to be at the table?

II. Numbers Questions

- A. Are we using the right numbers? *1.7 in '91* 2 million is for full time/daily after school care. Do we really want to say "double the number for full time care?" Doesn't that exclude many Boys and Girls Club and Y programs, etc. *}**
- B. Other Options? *2 m at full*

III. Policy Questions

- A. School Construction: Can it be tied to keeping schools open longer?
- B. Federal Employee Volunteer Network: How would it be organized?
- C. Other policy ideas that may need further vetting

IV. Outreach

- A. What groups/foundations?
- B. When?
- C. What will be asked of them?

V. Announcement/Communications Strategy

- A. When will this be announced – at the Summit or before?
- B. Should Cabinet Secretaries do a roll-out event during service week?

VI. Next Steps - Approval Process

1997 Edition

Key Facts
About Child Care
and Early Education:
A Briefing Book

*Gina C. Adams
Nicole Oxendine Poersch
Children's Defense Fund*

Table 3. Access to Before- and After-School Programs in the Public Schools, by State in 1993-94

State	Public Schools Offering Extended Day Programs (#)	Public Schools Offering Extended Day Programs (%)	State	Public Schools Offering Extended Day Programs (#)	Public Schools Offering Extended Day Programs (%)
Alabama	1,274	23.9%	Missouri	2,082	27.9%
Alaska	478	16.9%	Montana	890	7.7%
Arizona	1,057	43.2%	Nebraska	1,296	4.8%
Arkansas	1,084	11.8%	Nevada	365	43.7%
California	7,319	30.6%	New Hampshire	445	13.6%
Colorado	1,329	26.4%	New Jersey	2,195	29.5%
Connecticut	964	29.5%	New Mexico	663	21.6%
Delaware	169	20.0%	New York	3,904	22.7%
District of Columbia	160	47.0%	North Carolina	1,927	42.8%
Florida	2,348	46.9%	North Dakota	582	9.6%
Georgia	1,723	36.2%	Ohio	3,636	19.1%
Hawaii	234	74.6%	Oklahoma	1,763	16.7%
Idaho	573	11.9%	Oregon	1,184	23.8%
Illinois	3,884	18.3%	Pennsylvania	3,128	13.4%
Indiana	1,869	37.0%	Rhode Island	295	7.4%
Iowa	1,518	11.2%	South Carolina	1,081	27.7%
Kansas	1,450	18.1%	South Dakota	661	5.3%
Kentucky	1,327	49.0%	Tennessee	1,522	20.5%
Louisiana	1,446	18.5%	Texas	5,890	20.6%
Maine	721	12.7%	Utah	674	9.6%
Maryland	1,185	43.5%	Vermont	318	12.3%
Massachusetts	1,689	26.1%	Virginia	1,698	23.2%
Michigan	3,159	19.1%	Washington	1,806	19.5%
Minnesota	1,492	28.6%	West Virginia	898	8.4%
Mississippi	957	11.1%	Wisconsin	2,014	18.8%
			Wyoming	411	11.2%

Source: United States Department of Education, National Center for Education
Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

5- after school