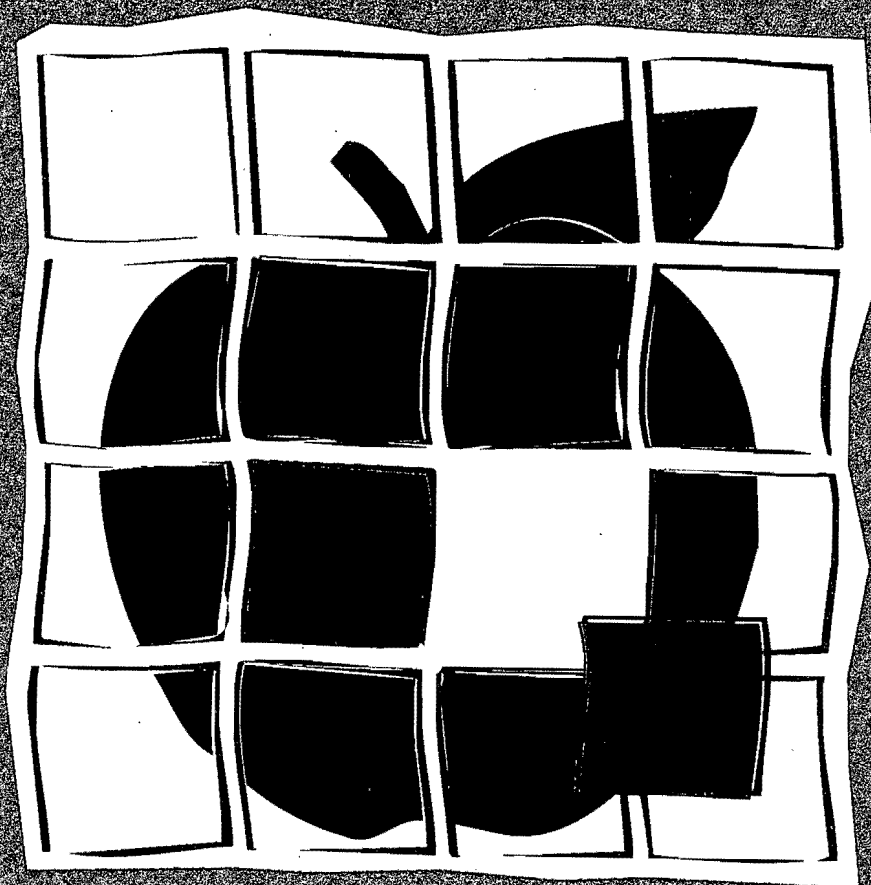




MAYORS
on CONFERENCE
PUBLIC
SCHOOLS

May 6-7, 1998
L'Entant Plaza Hotel
Washington, DC

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Adopted San Francisco, June 1997

JOBS, EDUCATION AND THE WORKFORCE

MAYORAL INVOLVEMENT IN EDUCATIONAL PARTNERSHIPS

WHEREAS, the increasing competitiveness of our global economy requires that our young people be better educated than at any time in our history; and

WHEREAS, the reduction in federal funding for many "second chance" programs such as job training and literacy makes it even more important that young people get a good education during their school years; and

WHEREAS, cities with older school systems, as well as communities experiencing rapid growth, are facing major school construction and renovation costs; and

WHEREAS, educational technology must be made available to needier school districts to mitigate the widening gap between technology "haves" and "have nots;" and

WHEREAS, mayoral involvement in educational partnerships can produce significant improvements in local schools; and

WHEREAS, the way the mayor and the schools relate will vary according to local needs and local structures, and all mayors should be empowered to play an appropriate role in their local schools,

NOW, THEREFORE, BE IT RESOLVED that The United States Conference of Mayors believes that within the context of a collaborative partnership the following should be considered:

- a) Mayors should encourage the adoption of tough academic standards in schools.
- b) Schools should provide adequate training in the basic skills needed to succeed in the current and future job market.

- c) Through the city/school/business partnership, young people need to have many opportunities to develop relationships with adults.
- d) Many local businesses, especially small businesses, should be engaged in school-to-career efforts. Specific goals in terms of the number of placements should be established in these efforts.
- e) Mayors have a role in mobilizing the business community to assist in providing technology to the schools, wiring them, developing the curriculum and training teachers. In addition, mayors can assure that the technology is networked among the schools, libraries and colleges and universities.
- f) Mayors, police chiefs and superintendents should identify initiatives which increase safety in and around schools and on school buses; and

BE IT FURTHER RESOLVED that areas for specific collaboration and joint activity of mayors and superintendents include reading programs, technology, school construction and renovation, social services, economic development, community schools/after-school programs and support for mayoral initiatives; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors strongly supports continued expansion of the Title I and school-to-career programs of the U.S. Department of Education; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors strongly supports increased funding within the U.S. Department of Education to spur new partnerships among mayors, schools, businesses and the community, with such funding including a Mayor's Educational Initiatives Grant program and a "Labor-Management Partnerships" program; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors applauds in principle the President's Call to Action for American Education for the 21st century and supports the President's school construction and renovation program, technology and reading initiatives, and increased funding for after-school programs; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors should examine the impact of welfare reform on schools and identify efforts and activities to mitigate anticipated problems; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors should monitor research and efforts in early childhood programs and identify ways they can foster early learning programs.

Adopted Cleveland, June 1996

JOBS, EDUCATION AND THE WORKFORCE

STRENGTHENING PUBLIC SCHOOLS IN AMERICA'S CITIES

WHEREAS, mayors, police chiefs and school officials met in Denver in May 1996 to discuss school-related and public safety problems in their cities and current efforts to address them; and

WHEREAS, in particular they discussed roles the mayor can play in bringing change to local school systems and the importance of private sector support and involvement; and

WHEREAS, they drafted an agenda for action which includes specific recommendations for seven key areas:

- The Role of the Mayor -- Mayoral Actions that Mobilize Community Resources to Support Schools
- Jobs -- The need to Increase the Availability of Both Summer and School-to-Work Transitional Jobs for Youth
- Other Business Investments in Education -- The Need to Encourage the Private Sector to Invest in Schools with the Goal of Improving Educational Quality
- Police Role -- The Need to Make the Most Constructive Use of the Police in and around Schools
- Family and Neighborhood Involvement -- Increasing Parental Involvement and Building Neighborhood Involvement in Schools
- Improving Academic Performance -- Steps that Can be Taken to Improve the Quality of Education
- Federal and State Roles -- Ensuring that Federal and State Governments Support City-wide Efforts to Improve Education,

NOW, THEREFORE, BE IT RESOLVED that The U.S. Conference of Mayors adopt as its policy the action agenda included in Strengthening Public Schools in America's Cities, the report produced by the Denver meeting; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors continue efforts to reduce crime and improve education and public safety as priority activities in the coming year.

A LOOK AT COMMUNITY SCHOOLS IN 1998

Occasional Paper #2

Joy G. Dryfoos

February 1998

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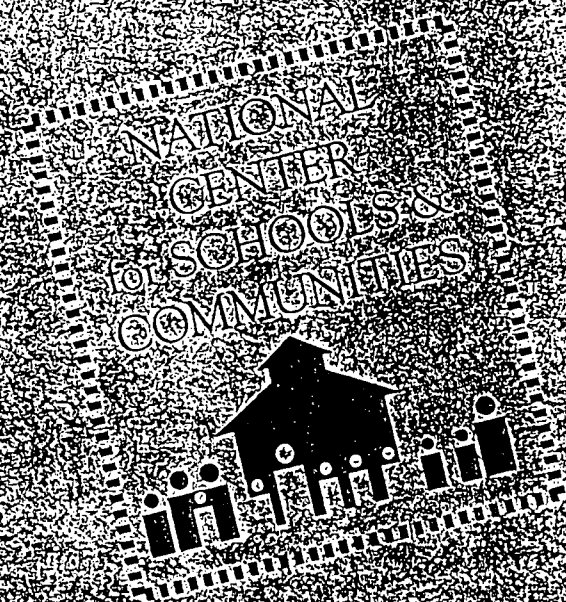
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A LOOK AT COMMUNITY SCHOOLS IN 1998

Occasional Paper #2

Joy G. Dryfoos



Foreword

In his *Philosophical Investigations*, Ludwig Wittgenstein poses an intriguing question — when does a town actually become a town? How many houses or streets does it take before a town feels like a town?...And when does it become *our town*?...As educators we might well ask, When does a school become a place — a place that is more than the sum of its routines, its rules, its schedules, its scores? When does it become a place where children feel they matter...And, most significantly for poor children, when does a school become their place, where they find acceptance and possibility? (Polakow, 1993, pp. 158-159)

The work of the National Center for Schools and Communities is not simply to *reform* schools, but to *transform* them into places that serve and respect the whole child and the child's family. The National Center works toward making this vision a reality through initiating and supporting community schools, monitoring and evaluating after-school programs, and spreading the word about community schools through conferences, publications, newsletters, and electronic communications.

The Center sustains a national network of universities, schools, and agencies seeking to enrich services provided in schools. The Center is also conducting an evaluation of after-school programs operated in elementary schools by the YMCA of Greater New York. In partnership with the Children's Aid Society, the National Center supports the development of new community schools across the country.

In 1997 the Center hosted a national Community Schools Summit, which brought together leaders in an emerging community schools movement and led to the formation of a coalition of organizations interested in broadening community school efforts. Joy Dryfoos, independent researcher and Fellow of the National Center for Schools and Communities, presented the keynote address. She is the author of two books that provide a foundation for the emerging community schools movement: *Full-Service Schools* and *Safe Passage: Making It Through Adolescence in a Risky Society* (1994 and 1998). In this "occasional paper" Dryfoos describes the variety of community schools across the country and suggests action.

Carolyn Denham, Ph.D.

Director

National Center for Schools and Communities

The mission of the National Center is to improve the education of children in poverty by initiating and sustaining joint action by universities, schools, community-based organizations, and families. The work of the National Center is supported by the DeWitt Wallace-Reader's Digest Fund, the YMCA of Greater New York, the Ewing Marion Kauffman Foundation, the Carnegie Corporation of New York and others. The National Center is an interdisciplinary organization within the Fordham University Graduate Schools of Social Service and Education.

A Look at Community Schools in 1998 is made possible by a grant from the DeWitt Wallace-Reader's Digest Fund. The mission of the Fund is to foster fundamental improvement in the quality of educational and career development opportunities for all school-age youth, and to increase access to these improved services for young people in low-income communities.

A Look At Community Schools in 1998

In an effort to make a public school a full-service place for children and their parents, school and city officials here (in Newark, New Jersey) today unveiled the Camden Middle Community School, which would offer after-school programs for children as well as job training, family counseling and health and aerobics classes for their parents...By most accounts the program is unique...(New York Times, November 4, 1997)

What is a Full-Service Community School?

Unique maybe in Newark, New Jersey, but not around the country. So many new models of community schools and school-based services are being developed that it is hard to keep up with what is happening. The phrase *full-service community school* is not easily defined. It encompasses many concepts that derive from different domains — education, health, mental health, community development, youth development, human services — and these concepts are being implemented in diverse ways.

My own definition of a full-service community school integrates the delivery of quality education with whatever health, social, and cultural services are required in that community. This kind of institution draws on both school resources and outside community agencies that come into the school and join forces to provide “seamless”, “one-stop” environments. In my ideal, a school principal and a program coordinator jointly administer what goes on. School buildings are open extended hours every day — before and after school, over weekends, and during the summer. Community “ownership” is an important aspect of community schools; the parents, the students, and all the people in the neighborhood feel welcome and are eager to participate.

This conceptualization of a community school is not new. It has roots in early progressive thinking about reforming social institutions. One might perceive of these emerging “settlement houses in schools” as a marriage between John Dewey and Jane Addams.

To understand what is happening, one needs to distinguish between comprehensive

full-service community schools and school-based or school-linked services. The former puts everything — education and human services — together into a unified institution. At this stage of program development, we have identified only a handful of schools that would meet my exacting definition of a full-fledged community school.

The definition of school-based or school-linked services is less restrictive. The idea is to add to or to enrich what is offered in the school building, but not necessarily to impact what goes on in the classroom. According to one analysis of 15 school-linked services initiatives, these programs provide services not traditionally offered on public school campuses (Shaw & Replogle, 1996). Another review identified 55 examples of school-linked services in six categories: parenting education, school readiness, and life skills; teen pregnancy prevention and parenting; dropout prevention; alcohol and drug prevention; integrated services bringing together programs from a variety of different agencies and addressing multiple risk factors; and parent involvement (Wang, Haertel, & Walberg, 1993). And this list does not include primary health and mental health services; community policing and violence prevention; sports, arts and cultural enrichment — all currently provided in schools through partnerships with community agencies.

Until recently, my favorite “add-on” was laundry facilities, supplied by a social service agency to a school to meet a specific need expressed by local families. Then I heard about the Sulzberger Middle School in Philadelphia where a community-oriented teacher hopes to work with the entire school-community to design, construct, and operate a miniature golf course in an adjacent vacant lot.

Variants of the Model

I tried to distinguish here between community schools and school-based programs, but the line between the two is blurred. At a certain point, the addition of programs to a school can begin to turn the whole school around in a kind of evolutionary process. What starts as an “add-on” becomes the catalyst for total school change. Here is my most recent compilation of the models and some of the people instrumental in creating them. (see also Dryfoos, 1998).

The Mott Foundation has been associated with the term Community Schools for more than

half a century. Beginning in 1935, the Foundation pioneered the "lighted school-house" in Flint, Michigan, and in many other places throughout the country, bringing extended-hour learning, recreation, and social activities into school buildings through the auspices of local education systems. It is estimated that 10,000 schools in the country have at one time or another adopted some aspect of this earlier model (Edwards & Biocchi, 1996). The National Center for Community Education, under the leadership of Dan Cady and Pat Edwards, continues to train people to implement programs oriented toward addressing community needs and facilitating lifelong learning for people of all ages (Edwards, 1997). In recent years, their orientation has shifted more toward transforming schools into community centers and the promotion of participatory planning for co-location of services in schools (Ringer & Decker, 1995).

A "settlement house in the school" approach has been created by the Children's Aid Society (CAS), in New York City, through the leadership of Phillip Coltoff and C. Warren (Pete) Moses (Children's Aid Society, 1997). This version both comprehends and integrates school restructuring and the provision of "one-stop" human services and cultural and recreational programs. It moves beyond reliance on the educational system and establishes partnerships with outside social service providers. School buildings house both family resource centers and primary health care clinics. The schools focus intensively on improving educational outcomes by offering integrated extended-day academic programs. Parents are seen as partners and participate extensively as volunteers, learners, and staff. The "settlement house in the school" serves families, siblings and others in the community.

A Technical Assistance Center has been organized by CAS under the direction of Rosa Agosto and is heavily utilized by hundreds of visitors. This model is being adapted in three cities (Boston, Salt Lake City, and Long Beach, California) in conjunction with the National Center for Schools and Communities at Fordham University. Support is being provided for these adaptations through the "Extended-Service Schools" initiative of the DeWitt Wallace-Reader's Digest Fund, which also supports the Beacons and United Way models mentioned below. Using the CAS schools as a model, the Wilder Foundation is developing five community schools in St. Paul, Minnesota, in conjunction with the school system and other local and state public agencies.

University-assisted community schools are those with which universities establish formal relationships and sponsor a range of activities: university faculty work with teachers on curriculum and with school administrators on school restructuring; university students practice teach in schools and offer after-school activities. The Center for Community Partnerships of the University of Pennsylvania, directed by Ira Harkavy, is currently working to create more than a dozen comprehensive community schools in West Philadelphia (including Sulzberger Middle School), with community-oriented, problem-solving, curricula and extended hours for family involvement and service provision (Harkavy & Puckett 1991). This Center works with universities throughout the country to implement similar initiatives in their own communities. The National Center for Schools and Communities at Fordham University works with universities and public schools in ten cities across the country.

Hal Lawson and Katherine Briar-Lawson, now at the University of Utah, work to create what they call "family-supportive community schools," models that place high priority on "two-generational" approaches that enhance the lives of the parents as well as the children.

Beacons, introduced in New York City when Richard Murphy was Commissioner of the City's Department of Youth Services, bring community-based organizations into schools to utilize the non-school hours for youth and community enrichment (Cahill, 1997). The result is not strictly a community school since the effect is largely outside of the classroom, but the model is viewed as one with great potential for establishing a strong base in a school from which changes can emanate. After the program is up and running and relationships established between school personnel and after-school staff, linkages can be instituted that integrate the different interventions. Each program is different, depending on the capabilities of the provider agencies and the particular cultural and socioeconomic needs of the community. The Beacon model is being replicated with technical assistance provided by Michelle Cahill, director of the Youth Development Institute of the Fund for the City of New York.

In San Francisco, a Beacon initiative will encompass eight to twelve school sites in the near future. This "locally-tailored vision" is jointly supported by the Mayor's Office, the School District, and the Evelyn & Walter Haas, Jr. Fund. A Community Network For Youth Development provides technical assistance and training.

United Way has launched several initiatives through hundreds of local affiliates to create partnerships with schools and other agencies for school-based programs. One model that is being replicated in nine sites is Bridges to Success. Developed in Indianapolis, it uses public school sites to deliver a wide array of United Way supported youth services, including educational and vocational enrichment. In Rochester and Westchester County, NY, the United Way is spearheading the drive toward full-service community schools.

Schools of the 21st Century link child care with family support centers. Created in 1987 by Edward Zigler, Director of the Bush Center at Yale University, this effort brings together school-based year-round all-day child care for children 3 to 5 years old, after-school and vacation care for school-age children, family support and guidance through a home visitation program for new parents, and other support services to increase access to child care. This model has now been linked with James Comer's School Development Program to create COZI schools that build on parent involvement, mental health teaming, and school climate changes through the middle school years. It is anticipated that the end product of this collaboration should produce community schools as defined above.

Other community schools are school-system-generated programs that work to develop partnerships with community agencies so that the agencies contribute or contract services. Some of the schools undergoing educational restructuring processes also bring in outside services to create community schools. Alternative and charter schools may encompass these same concepts. Alabama now uses education funds to support community schools, sustaining the initial Mott Foundation sponsored Birmingham model. Iowa supports many school districts for this purpose, and the districts also use their own funds for purchasing support services from community agencies. New York has a Community School Program that awards small grants to schools largely for coordination of services.

Many of the programs that bring outside services into schools were initiated by states. I first came across the term Full-Service School after Governor Lawton Chiles introduced Florida's

innovative legislation in 1991, calling for integration of education, medical and social services that are beneficial to children and their families in school buildings (Dryfoos, 1994).

Florida has supported hundreds of schools to bring service programs into their buildings that address an array of issues (Calfee & Wittwer, 1998). The funds for this innovative program have recently been merged with other funding with less emphasis on integrated services. California's Healthy Start program gives seed money to hundreds of schools to develop partnerships with health and human services agencies. Some of the schools in both states have evolved into full-service community schools. The Province of Ontario Ministry of Education and Training supports the concept of full-service schools, as well (Rusk, Shaw & Joong 1994).

Caring Communities is a program that brings community-developed services and support into schools. In this model, neighborhood councils act as fiscal intermediaries between state agencies and the school-based programs. The state of Missouri is supporting replications in at least 65 schools. Grantees are being encouraged to integrate their efforts with school reform. In Kansas City, these programs are known as Comprehensive Neighborhood Services, a process that leads to the delivery of multi-disciplinary services through neighborhood linkages with local schools. This effort is operated under the auspices of the unique Kansas City agency, LINC (Local Investment Commission), which provides planning, training, technical assistance and support to school sites through development coordinators.

Communities-in-Schools (formerly Cities-in-Schools) is a national organization that works with close to 300 local communities (businesses, social service agencies) as a broker to relocate social workers and other staff into 1,025 schools so they can act as case managers and mentors. Organized by William Milliken, this Washington-based enterprise has provided technical assistance and training and arranged for government support for targeted projects.

School-based youth centers are facilities in school buildings usually operated by outside agencies where services other than health are provided, such as after-school recreation and mentoring, employment services, substance abuse counseling, and group counseling. In some communities, schools

are used as the location for Boys and Girls Clubs, the Police Athletic League, Girls Inc, and 4H after-school programs. In many others, the local recreation commission runs activities in the gym. The New Jersey School-Based Youth Services Program, under the direction of Edward Tetelman, was the pioneer in this field. It now supports 29 diverse programs throughout the state that bring services into schools to prevent dropout, teen pregnancy, substance abuse, and to foster employment.

Family resource centers are facilities located in schools or community sites where parents can come for parenting education, literacy, employment assistance, immigration information, housing help, food, clothing, case management, health services, and early child care. Programs specifically for teenage parents are frequently located in these kinds of centers. Connecticut and Colorado have initiatives to support school-based family resource centers.

School-based coordinating centers are family or youth centers where the school receives a grant to hire a coordinator who facilitates health and social service referrals to community agencies. Selected services such as parent education and employment counseling are provided on site. Kentucky has more than 500 of these sites.

School-based health clinics are facilities operated in school buildings by outside health agencies, staffed by medical personnel, providing primary health care, emergency care, mental health counseling, health promotion, and education. About half of the states directly support school-based clinics, currently operating in about 1,000 schools.

School-based mental health programs can be provided through primary health clinics or as a separate piece that brings in counselors and psychologists. Student Assistance programs bring in substance abuse counselors and Social Competency programs with specialized curricula and activities. Howard Adelman and Linda Taylor, directors of the Center for Mental Health in Schools (UCLA), have worked with school systems to implement the Enabling Component, a comprehensive set of programs and services that enable schools to teach, students to learn, families to function, and communities to serve and protect. Marc Weist directs a similar Center for School Mental Health at the University of Maryland.

A complete inventory of school-based programs would be very extensive. You can bring anything into a school as long as the principal approves and you bring in your own financial resources. Arts in the schools, museum, environmental, and science projects are proliferating. Business, industry, churches, and media also are involved in partnerships with schools. But clearly just moving services into a new location is not sufficient. In my view, the more the services are integrated into the total school environment, the more effective they will be. We will have access to another document in the near future that will help clarify the definitional problems: Martin Blank, of the Institute for Educational Leadership is working in conjunction with the Mott Foundation on a Community School Mapping project that will describe 20 initiatives and summarize key lessons that emerge regarding organization and outcomes.

What's Driving All This Activity?

Why are so many people in different parts of the country coming together to create community schools? What is motivating state governments and foundations to create these new kinds of institutional arrangements that put together schools and community agencies? Picture the various social movements of our time: preparing children to learn, moving families off welfare and out of poverty, finding child care spaces for working parents, improving access to health care, preventing adolescents from getting involved in high risk behaviors, and promoting youth development. Add those efforts to the drive toward educational reform and you begin to see where this movement to create one-stop school/community ventures arises. Not only that, observe the effects of cutting back public resources for social programs and you begin to understand why concerned practitioners are beginning to form partnerships and to learn how to use scarce funds more efficiently.

Connecting these movements together provides the argument for full-service community schools (Denham & Etzioni, 1997). Schools are where most of the young people can be found. Schools are where most of the families can establish contact with the people who educate their children and where they can obtain the help they need to be effective parents. If we could produce quality education at one site along with access to requisite health, mental health, social,

and cultural services for children and families, both educational and psycho-social outcomes should be better (Zigler, Kagan & Hall 1996). Of course, accomplishing this will require major changes in the educational, health, and human services establishments in the way they relate to each other and conduct their business.

But Do They Work?

I wish I could give an unequivocal "yes" to this question. I have to report a strong "maybe". A full-service community school in all its glory is a pretty complex institution and difficult to evaluate (Shaw & Replogle, 1995). The logical place to start is with test scores. However, since community schools tend to be located in disadvantaged neighborhoods, the turnover of students can be as high as 50 percent in one year, making it difficult to measure changes in the total school population. The new students coming in are often from even more deprived environments than other children, some drawn to the school because it provides extra services. Under these conditions, aggregate test scores may decrease. Random assignment is not feasible in school settings and finding and maintaining control groups arduous and expensive.

Despite these problems, evaluation is definitely underway for many of the community schools and school-based models identified above (Evaluation Exchange, 1997). A number of researchers are involved in this emerging field.

Children's Aid Society in New York: Fordham University

Community Schools in St. Paul: Wilder Foundation

Beacons in New York City: Academy for Educational Development

Beacons in San Francisco: Public/Private Ventures and SRI

West Philadelphia schools: University of Pennsylvania

Caring Communities in Missouri: Philliber Associates

Bridges to Success in Indianapolis: Philliber Associates

United Way in Rochester: Evaluator to be announced

DeWitt Wallace-Reader's Digest Fund Extended-Services School Initiative:

Evaluator to be announced

Gardner Elementary School, Boston: Boston College Center for the Study of Testing,
Evaluation and Educational Policy
New Jersey School-Based Program: Academy for Educational Development

Early returns from a few places are encouraging. Data from Children's Aid Society's elementary school PS 5 and middle school IS 218 indicate that reading and math performance has improved compared to other schools in the community school district (Coltoff, 1997). Seventy percent of parents use the Family Resource Center. Attendance rates have climbed, and suspensions and school violence rates have declined significantly. At the Turner Community School in Philadelphia, the attendance rate improved substantially, more than in comparable schools, and suspensions decreased significantly (Dryfoos, 1998). Parents were increasingly involved in the school, reflecting changes in attitudes on the part of both parents and teachers. According to the Turner staff, "The whole building feels different." Effects on the Penn students who participate as volunteers should be measured as well. Amy Cohen, associate director of Penn Program for Public Service, told me, "Penn students get a whole new understanding of the world."

The Marshalltown, Iowa, Caring Connection community school showed a reduction in the dropout rate and evidence of attracting former dropouts back into the school system. Among students who were at high risk of dropping out, those who made more than 25 contacts during the year with Caring Connection had a dropout rate of 3 percent compared to 8 percent among those with few contacts (Dryfoos, 1998). A survey of students and parents showed very positive assessments of the program and the school, with 75 percent or more reporting better attendance and performance in school, reduction in use of substances, going to college, not engaging in unprotected sex, and improved relationships with peers and family.

Much more research has been done on add-on models such as school-based primary health clinics and mental health services. The details can be found in other places (Dryfoos, Brindis, & Kaplan, 1997) but in general, it can be said that the school-based clinics provide

significant access to health services for disadvantaged students, reduce absences and the use of expensive emergency rooms, and are heavily utilized. Data on the impact on behavioral outcomes is limited. It appears that in school-clinics that emphasize pregnancy prevention, targeted students reduce their high risk behaviors. Where substance abuse prevention is the focus, clinic-based counseling has an effect. Few school-clinics have been shown to change the total school environment. They are very effective at helping the students with the most problems who also use the facilities most frequently.

The emerging literature on community schools and school-based programs is rich in anecdotal data, with many stories of transformed lives and satisfied students, parents, teachers, and community leaders. Documentation of the process of implementation of school/community efforts is abundant, showing the importance of planning, communication, negotiation of turf issues, cross-disciplinary training, clarification of policies and practices, and, of course, adequate funding (Ringers & Decker 1995). Everyone concurs that effective school/community partnerships are time-consuming and require a lot of patience.

My personal observation of new community schools is that they are extremely "people-dependent". As one participant described it, "when I get a new idea that might make this place better, I just go ahead and try it." Many of the leaders in this field perceive of themselves as "change agents" and are willing to commit themselves to the arduous task of trying to convince their colleagues to institute new ways of working with children in the classroom as well as involving parents in the whole school community.

Community schools and other varieties of school-based programs are proliferating rapidly. Throughout the country, advocates for the causes of school reform, youth development, social services integration, and child care are coming together to develop partnerships. Selected states and foundations have stimulated these actions and now, the federal government has begun to respond to the demands from the local level for support of these types of integrated programs.

Afterword

Advocates for community schools agree that it is time to "go to scale". Enough is known about these models to warrant wide replication. Most of the people mentioned above came together in May of 1997 for what was billed as the First Summit on Community Schools, an event organized by the National Center for Schools and Communities under the direction of Carolyn Denham, held at Fordham University in New York City.

Six months have passed since the First Summit. Now we are trying to make inroads into school reform circles and create national visibility for these creative school-community models. An "Emerging Coalition for Community Schools" has been organized. The Institute for Educational Leadership in Washington is coordinating the work with representatives from the Children's Aid Society, Center for Community Partnerships (University of Pennsylvania), Fordham University's National Center for Schools and Communities, DeWitt Wallace-Reader's Digest Fund, the Fund for the City of New York, National Center for Community Education, and me (I am independent). We recognize that when a community school is created at the local level, the first order of business is to form a planning committee made up of all the interested potential partners. Now we need to do the same thing across the country. We want to enlist educators, social service agencies, youth development and advocacy programs, human resource organizations, universities, foundations, public administration groups, legislators, and others, in a movement to broadly replicate community schools. It is time to turn a good idea into an ongoing sustained effort with national reach and implications.

This is clearly an evolutionary process. As new groups come into the Coalition, the functions will undoubtedly change. Initially, I would expect the following five activities to take place:

■ Networking

- Building the constituency for community schools.
- Putting advocates and practitioners in touch with each other.
- Organizing a National Conference on Community Schools.

■ Information Dissemination and Public Education

- Producing and distributing newsletters and other materials to describe current efforts.
- Using Website (www.nccenet.org) of National Center for Community Education.
- Encouraging community schools to get media coverage.

■ Public Policy

- Building a coalition of community organizations committed to establishing partnerships with public schools.
- Getting community schools onto the national education, human services, and urban agenda.
- Tracking relevant federal legislation (such as recent Schools of the 21st Century — \$40 million for after-school programs).
- Documenting effective state initiatives such as Missouri's Caring Communities and Iowa's Community Schools.

■ Training and Development

- Advocating for specific training of principals and coordinators of community schools

■ Research and Evaluation

- Stimulating the documentation of community school models.
- Collecting and analyzing data on effectiveness.
- Creating a National Directory of Community Schools.

For further information, keep in touch with the National Center for Schools and Communities at Fordham University. I truly believe that we have launched a new movement that can lead to wide-scale replication. We will see new kinds of school/community institutions with the capacity to respond to the needs of children and families in the twenty-first century.

Joy G. Dryfoos

February 1998

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NATIONAL AFFAIRS

It's 4:00 p.m.

Do You Know Where Your

Jacob Inlong CALIFORNIA

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

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



m.

Our Children Are?

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

BY JONATHAN ALTER

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

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

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

TYHON TURNER - BLACK STAR

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

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

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

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

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

Jeremy Reese

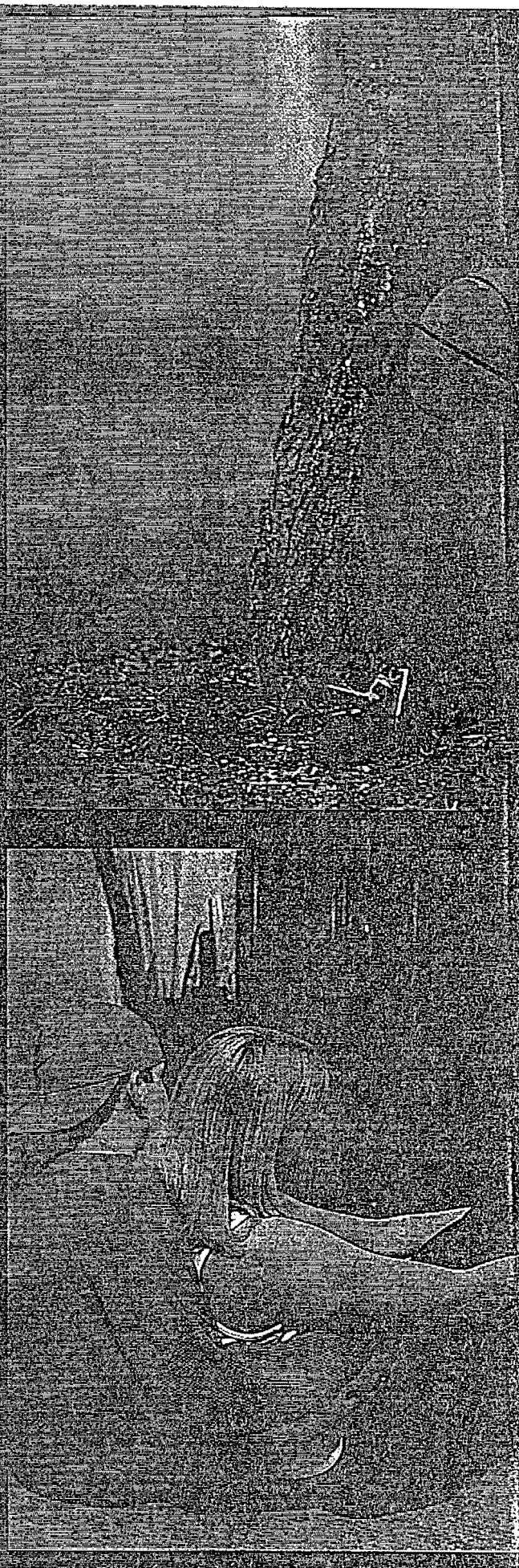
ALABAMA

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

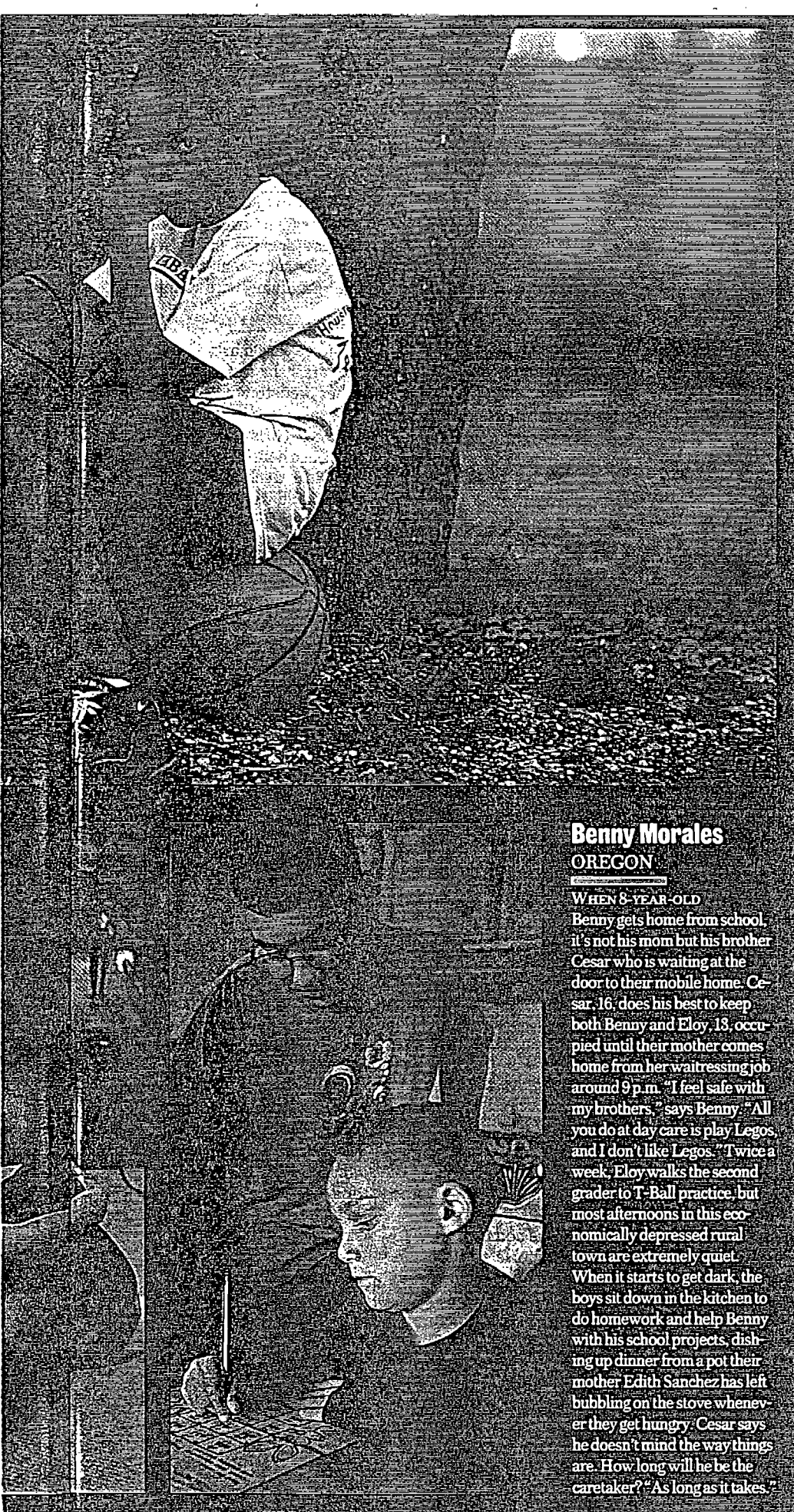
Anthony Scimeca Kelsey Kordas

ILLINOIS

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



FROM TOP, LEFT TO RIGHT: MARK PETERSON—SABA (2); MICHAEL KEVIN DALY



Benny Morales

OREGON

WHEN 8-YEAR-OLD Benny gets home from school, it's not his mom but his brother Cesar who is waiting at the door to their mobile home. Cesar, 16, does his best to keep both Benny and Eloy, 13, occupied until their mother comes home from her waitressing job around 9 p.m. "I feel safe with my brothers," says Benny. "All you do at day care is play Legos, and I don't like Legos." Twice a week, Eloy walks the second grader to T-Ball practice, but most afternoons in this economically depressed rural town are extremely quiet. When it starts to get dark, the boys sit down in the kitchen to do homework and help Benny with his school projects, dishing up dinner from a pot their mother Edith Sanchez has left bubbling on the stove whenever they get hungry. Cesar says he doesn't mind the way things are. How long will he be the caretaker? "As long as it takes."

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

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

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

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

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

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

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

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

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

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

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

'I Wasn't Left to Myself'

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

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

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

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

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

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

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

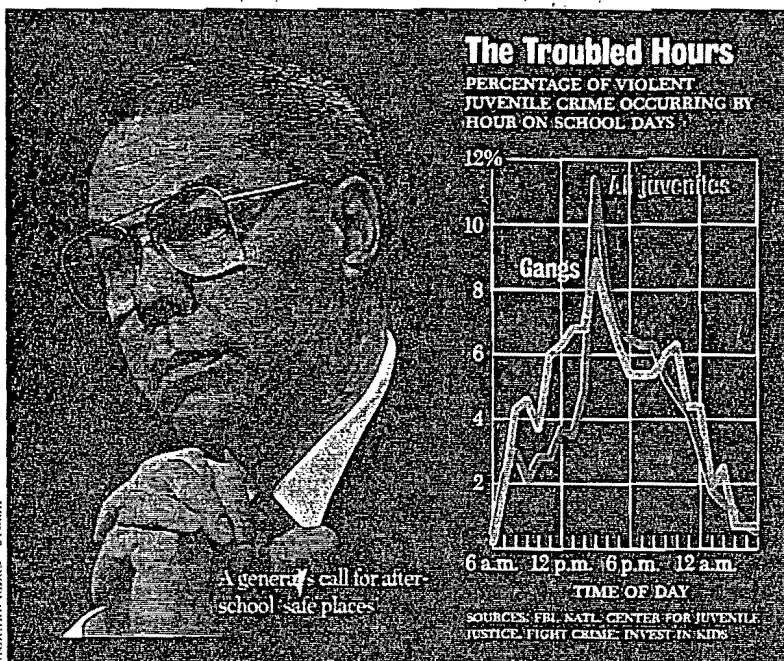
ing to be easy marks for drug dealers, gang recruiters and other predators.

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

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

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

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



A general call for after-school safe places

RICHARD ELLIS—SYGMA

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

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

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

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

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

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



Stephen Ruggs MASSACHUSETTS

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

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

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

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

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

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

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

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

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

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

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

There is
at least

one

teenager
in this
city who
may not
make it
to college
without
you.

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CITY OF PHILADELPHIA

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EDWARD G. RENDELL
MAYOR

May 6, 1998

U.S. Conference of Mayors
1620 I. Street
Washington, DC 20006

Dear Mayor:

I am writing to recommend to you the Sponsor-A-Scholar (SAS) program of Philadelphia Futures and its SAS National Network. Educating our children for the future and making sure they are ready for tomorrow's work force is one of my administration's highest priorities. SAS has done a terrific job for more than 450 children in Philadelphia's neighborhood high schools over the past eight years and the SAS National Network has helped organizations in 12 communities start programs of their own. The students served by SAS often face daunting obstacles to succeeding in high school and college. SAS makes a difference for these young people by tapping into the resources that already exist in communities.

Individuals, businesses or other organizations provide a financial incentive for the students' college expenses and also act as long term one-to-one mentors. SAS program staff provide academic support, enrichment and guidance in the college application and financial aid process. In Philadelphia, SAS has had extraordinary success with 92% of students in the program entering college immediately after graduation and 86% persisting to their sophomore year. An independent study of SAS/Philadelphia found it has a "significant impact" on the college attendance of the students in the program.

The experience in Philadelphia shows that this is a wonderful program that works. SAS helps make up the deficits in many urban high schools. I urge you to look at how SAS can help make college dreams a reality for more children in your city.

Sincerely,

A handwritten signature in cursive script that reads "Ed Rendell".

Edward G. Rendell

ABOUT SPONSOR-A-SCHOLARSM

Philadelphia Futures' Sponsor-A-Scholar program (SAS) employs a unique combination of long term **one-to-one mentoring, academic support and enrichment and financial incentives for college expenses** to help motivated students from low income families make it to college. SAS was recognized by President Bill Clinton in 1994 for its success. Now in its eighth year, SAS serves more than 450 student scholars from ninth grade through the senior year in college.

The Program: Sponsors contribute a total of \$6,000 over four years; these funds are made available to the students for expenses over the course of their college careers. SAS sponsors include individuals, couples, businesses, foundations and large and small groups of individuals from churches and synagogues, social clubs, businesses and other organizations. **Mentors are paired with students** in the beginning of ninth grade to form relationships which continue through at least the freshman year of college. Students **meet regularly with their mentors** and participate in **SAS programs for academic skill building and enrichment, college preparation and cultural activities**. All students must be involved in **productive summer educational programs or employment**.

Performance: To date, 92% of high school seniors in the SAS program entered college immediately after graduation from high school: 86% of those college students also began their second year of college. The colleges to which SAS scholars have been admitted include local and state colleges and universities such as Temple, West Chester, Penn State, Drexel and the University of Pittsburgh as well as very selective private schools including Haverford, the University of Pennsylvania, Bucknell, Cornell, Wheaton, Wesleyan and MIT. A recent evaluation of SAS conducted by the Institute for Research on Higher Education of the University of Pennsylvania, found that the SAS program had a **significant impact** on the grades and college attendance of high school students.

Support: The Sponsor-A-Scholar program has received funding for program and administrative costs from foundations, local and national businesses and individual donors.

Collegians: With increasing numbers of SAS students in college, SAS provides continuing support to collegians through regular staff contact, an SAS Collegian Newsletter and student access to SAS through a toll free telephone number and electronic mail. Liaisons on each campus work with staff to support SAS students as they pursue undergraduate degrees.

Demographics: To date, sponsors (who provide college expense money for students) have been recruited for over 400 students. **Nearly half of the sponsors are individuals or couples; one-third are companies;** the balance are foundations and organizations. Mentors are divided almost evenly between **city and suburban residents**. **Nearly 30% are African-American,** just under 70% are white, with smaller percentages of Hispanics and Asians. Among the SAS students, more than 80% are African-American, under 10% are Hispanic and about 5% each are Asian and white.

National Network: Building on its outstanding record of success, Philadelphia Futures launched the **Sponsor-A-Scholar National Network** in 1994 to assist organizations in other communities to adapt the SAS model to their local needs and goals. **Twelve communities** across the nation are currently adapting the SAS model and are members of the SAS National Network.

**** Save the Date! ****

SPONSOR-A-SCHOLARTM NATIONAL NETWORK

ANNUAL MEETING
September 17-18, 1998

Two days of **informative, interactive workshops** for **prospective Network members** as well as for experienced Network members. Come learn how to establish a program in your own community to help disadvantaged students make it to college based upon the successful and nationally recognized Sponsor-A-ScholarTM program.

Topics include:

- Getting started
- Mentor training
- Academic enrichment
- College exploration
- Marketing the program
- Mentor/student panel
- Panel of Network models

Meeting location is International House, 3701 Chestnut St., Phila., PA with rooms available at the Sheraton University City, 36th & Chestnut Sts., Phila., PA (215) 387-8000. **Make reservations by Aug. 16, 1998** and mention Philadelphia Futures to receive the conference rate of \$99 per night, single or double.

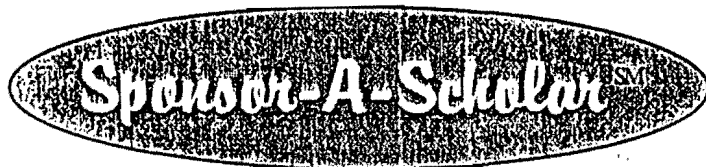
To register for the SAS National Network Meeting, please return this registration form **by August 1, 1998** to SAS National Network, Philadelphia Futures, 230 S. Broad St., Phila., PA 19102. The registration fee for prospective members is \$100.

Name _____ Title _____

Organization _____

Address _____

Phone _____ Fax _____ e-mail _____



network news

A publication of the Sponsor-A-Scholar National Network

Winter 1998 Volume 4, Number 2

In This Issue:



**NETWORK BYTES
DIRECTOR'S MESSAGE
MEMBERSHIP CAMPAIGN
NETWORK CLIP FILE
SAS EVALUATION UPDATE
NETWORK REGIONAL MEETING
SAS/PHILA UPDATE
COLLEGE VISIT TIPS
SPOTLIGHT ON...**

Sponsor-A-Scholar (SAS) links academically promising, motivated students from low-income families with individuals, companies, or organizations who provide the funds for college related expenses and long-term mentoring. These resources make it possible for many young people to finish high school and make it to college. SAS students also participate in academic enrichment and college preparatory activities. SAS/Philadelphia began in 1990 and currently serves 450 students. The program is now being adapted in twelve communities across the country. For more information contact Beth Olanoff (215) 790-1666.

HIGH HOPES FOR COLLEGE

In a White House ceremony on February 3, President Clinton, Vice President Gore and Education Secretary Riley joined Philadelphia's own U.S. Representative Chaka Fattah to announce a federally financed initiative to get more children from low-income families to college. The proposal features the elements that have been proven to work in our own Sponsor-A-Scholar program and the similar programs throughout the SAS National Network: a financial incentive for college expenses, mentoring, strong academic preparation and college preparatory activities. In his remarks at the ceremony, Rep. Fattah acknowledged several private initiatives which had shown the way for this plan and referred specifically to Philadelphia Futures and our track record of 92% of SAS scholars attending college immediately after high school!

The program, called The High Hopes 21st Century Scholarship Initiative, would fund competitive grants to create and expand alliances between degree-granting colleges and middle schools with 50% of their students from low-income families. Community based organizations, such as Sponsor-A-Scholar, would also be included in the partnerships.

This is good news for SAS Network members across the country. The High Hopes Initiative will provide the opportunity (and some funds!) for Network programs to participate with colleges and middle schools to provide the services and resources which Network members have already pioneered so well. At the present time, legislative details have yet to be worked out.

Philadelphia Futures' Sponsor-A-Scholar is proud to be one of the recognized leaders in seeding the dreams of a college education and helping to make that dream a reality for young people from low-income communities in Philadelphia and across the nation. We thank President Clinton and Rep. Fattah for their leadership, commitment and dedication to this worthy goal.

MESSAGE FROM DEBRA KAHN

Executive Director, Philadelphia Futures

In his recent State of the Union Message, President Clinton declared that sending more of our kids to college would "change the face and future of America."

It's exciting to be part of a program that is doing just that in Philadelphia. It's thrilling to think that we're part of a national success story with unlimited potential.

Sponsor-A-Scholar/Philadelphia, and all of the Network mentor programs, are working because we each supply the basic, but essential ingredients that too often are missing from young people's lives: one-on-one adult mentoring for companionship, guidance and support; academic and college prep help and enrichment; financial incentives that make college possible.

And I do mean working. An updated independent evaluation of SAS/Philadelphia, conducted at the behest of The Commonwealth Fund, concluded that participation in SAS "has a positive and significant impact on attendance in college..." That's making a difference!

I've always believed that two heads are better than one. It's true that we, in Philadelphia, have a lot to offer Network members and other colleagues across the country. But it's equally true that all of us have valuable program experiences to share. We can learn a lot from each other.

That's the "Network advantage." So we are looking forward to a strong response to the National Network membership campaign and hope that friends of SAS will refer to us organizations and individuals in other communities who might be interested in developing programs to become part of our collective success.

We're looking forward to a wonderful year. Thanks for growing—and changing America—with us.

TAKE NOTE !

The 1998 National Network Annual Meeting will be held in September. We'd like your ideas for new material to be covered this year. Watch for an interest survey in early March!

NEW NETWORK MEMBERSHIP CAMPAIGN

Philadelphia Futures is excited to announce the **National Network Membership Campaign**. This is an opportunity for SAS/ Philadelphia to reach more kids across the country with a program that works. It is an opportunity for qualified programs to affiliate with a national network anchored by an experienced program with **national recognition and an independent evaluation** demonstrating significant success. It is also an opportunity for all Network members to learn and share with a wider array of programs and contribute to the national goal of increasing college attendance.

The SAS Network offers a complete package of **consulting services to start-up programs** for a fee of \$5,000. Benefits include:

- the **SAS Network Manual**, a comprehensive "how to" guide for developing, adapting and implementing the model.
- **site visits and mentor training.**
- **unlimited consultation** with SAS/Philadelphia staff on all elements of program development.

For existing programs, annual membership in the SAS Network is \$500. Ongoing benefits to mature programs include:

- regular **Network communications.**
- an invitation to the **Annual Network Meeting** in Philadelphia.
- **periodic revisions** to the SAS Network Manual.

For more information, or to recommend new member prospects for the National Network, contact Beth Olanoff at (215) 790-1666.

NETWORK BYTES

- **SAS Capital Region** (NY) has moved into new digs at the College of St. Rose and is looking forward to adding a third site in Schenectady next fall to join its programs in Troy and Albany.
- **Tallahassee's CROP** (College Reach Out Program), and its SAS mentoring component, was honored by the Florida Commissioner of Education, Frank Brogan, during a ceremony at a Cabinet meeting in October, 1997.
- **Chester County Futures** (PA) took its scholars to two Philadelphia Phillies baseball games in September in style in the skybox of one of its corporate sponsors, Environmental Compliance Services, Inc. The students loved it and felt very special.

College Bound in Washington D.C. sponsored an innovative "Taste of College" night. College Bound mentors shared information with the students and their families about their alma maters creating a mini college fair of more than 25 schools.

- Ten scholars and their mentors thoroughly enjoyed the second annual **Lawrence Legacies** (Lawrenceville, NJ) Ropes Challenge on a cold day in December. They celebrated afterwards with pizza and a campfire in the woods at the home of one of the mentors.
- Scholars at **Third Ward Futures** in Houston, Texas are giving back early: 25 Third Ward scholars will tutor 25 elementary students in reading on a weekly basis.

- **SAS/Spartanburg** (South Carolina) has already recruited a church to provide mentors for next year's class of eight sixth graders. Episcopal Church of the Advent joins Morningside Baptist Church and Central United Methodist Church providing mentors to Spartanburg scholars.
- **SAS/Upper Darby** (PA) is thrilled to report that nine of its first class of seniors have already received college acceptances to Drexel, Penn State, Indiana University of Pennsylvania, St. Joseph's, West Chester and East Stroudsburg.
- Four scholars from **Delaware Futures** are public art interns helping to plan and implement an outdoor mural on the theme of education and community which will be visible from Interstate-95 when it is done.
- Several **SAS/Milwaukee** scholars are currently working at the Department of Urban Initiatives and Policy Research at the University of Wisconsin Milwaukee working on data they helped generate last summer as part of a Youth Mapping project to identify resources available to youth in a particular Milwaukee neighborhood.

- **SAS/Centennial School District** (Warminster, PA) loaded all their scholars, freshmen through seniors, plus a few parents and mentors, into a bus for a college visit to Drexel University in November. The students loved it and the parents and mentors were very impressed with the administrators they met and the information they received. All three of their graduating seniors have already been accepted to college!

• **Amarillo's ACE/SAS** (Texas) Seniors recently went on a scavenger hunt at Amarillo College's Washington Street campus. The one hour hunt was designed to simulate the first week of college in a condensed format.

NETWORK CLIP FILE

Remember that a positive article about your program is a wonderful marketing and recruiting tool. It not only serves the obvious purpose of creating awareness of the program but can be included in all of your solicitation letters and fundraising proposals to boost the credibility and prestige of your program. Here is some recent press on **SAS National Network** members:

- **Bucks County Courier Times.** February 3, 1998. Story featuring several student/mentor pairs involved in the SAS program in the Centennial School District in Warminster, PA.
- **Amarillo Sunday News-Globe.** January 25, 1998. Full page feature on mentoring in Amarillo featuring the ACE/SAS program and the Mentoring MegaMarket initiated by SAS Director Tammy Shaklee Board.
- **Tallahassee Democrat.** December 7, 1997. Feature story with photo about a small church in Gretna, a small town in northern Florida, raising scholarship funds for the Tallahassee Community College CROP (College Reach Out Program) which has an SAS mentoring component.
- **Community Courier.** December 3, 1997. This article described the Chester County Futures program and featured (with a photo!) a husband and wife mentor team and their tenth grade student.
- **Amarillo News-Globe.** November 20, 1997. Guest column by Amarillo ACE/SAS scholar entitled, "Mentors are truly today's heroes" about her SAS mentor.
- **Milwaukee Journal Sentinel.** September 22, 1997. Story on the need for adult volunteers in the member groups of the Milwaukee Mentors Coalition featuring two mentor/student pairs of the Milwaukee YMCA's SAS program.
- **The Player Magazine.** February, 1998. Philadelphia Futures is recognized as one of the City's most "meaningful" and "productive" organizations in the lead paragraph of a lengthy story about non-profits in Philadelphia.

SAS EVALUATION UPDATE

The final report of the Evaluation of the Long Term Impacts of the Sponsor-A-Scholar (Philadelphia) Program on Student Performance was submitted to The Commonwealth Fund, which had commissioned the study, in January, 1998. This final report confirmed the initial conclusions of the study: the SAS program resulted in **"significantly higher rates of college attendance in the first two years after high school"** (the only college years studied). In other words, SAS has a **significant impact on achieving its goal of getting at-risk young people into college.**

This is good news for all of our Network programs and is important information to share with program funders, mentors, parents and scholars!

The report also reached several conclusions important for program structure:

- Program supports, such as **tutoring, college visits and assistance with college applications and the financial aid process** seem to be vital components of the success of the program.
- **The quality of the relationship between mentor and student** — not merely the fact of the relationship — seems critical to student performance and programs should take care in the training, monitoring and support of mentor/student relationships.

A recent **independent evaluation of the Sponsor-A-Scholar program in Milwaukee, Wisconsin**, found similar success in the achievement of program goals and made similar recommendations for program development. The report, funded by the Milwaukee Foundation, was a formal study of the Foundation's discretionary scholarship programs and their impact. It reported that both scholars and mentors believed the **SAS program was making a difference in the lives of students** and in the progress of the students towards their goal of attending college. The report also recommended **continued strengthening of the mentor and academic support components of the program.**

SAS/PHILADELPHIA UPDATE

SAS/Philadelphia sponsored its **seventh annual SAS Conference** on January 10, 1998. Attended by just under **500 scholars, mentors, sponsors and parents**, the conference was chock full of workshops and information for all of the participants. A highlight of the day, as usual, was the **panel of SAS collegians** who held the rapt attention of the audience with their candid and insightful comments about college life, how they selected their schools and what they might have done differently to prepare. . . Over 40 students in the SAS Class of 1998 have already received **acceptances to 30 different colleges and universities** for the fall of 1998. . . The juniors are looking forward to their **Spring Break college trip**. . . 41 scholars have been recruited for the **Class of 2001** with 58 mentors and sponsors recruited as well. . . fifteen SAS scholars who made the Honor Roll participated in a guided tour at Philadelphia's Ivy League school, the University of Pennsylvania. The students loved the feel of the campus. . . Seniors, their mentors and parents are participating in **step-by-step financial aid workshops**. . . tenth graders are participating in a six week **career counseling workshop** series, sponsored by the Philadelphia Stock Exchange. Students attended six interactive workshops and visited work sites including the floor of the Exchange.

SAS/Philadelphia reports that 186 SAS scholars graduated from high school in the classes of '94 through '97. Of that group, 92% entered college directly, and 86% persisted to their second year.

Way to go, scholars!

NETWORK REGIONAL MEETING

Staff from SAS/Upper Darby, Lawrence Legacies in Lawrenceville, New Jersey, Chester County Futures and SAS/Centennial in Warminster, Pennsylvania met in Philadelphia on November 7, 1997 for the Northeast Regional Meeting of the SAS National Network. SAS/Philadelphia's Pam Turner-Bunyon, Class Coordinator and College Retention Coordinator, opened the program with a comprehensive discussion of how to work with our SAS students while they are in high school on the issues of **staying in college** once they get there. She discussed the universal problems of college retention — taking **longer than four years to get a degree**, continuing **financial aid pressures**, coping with **academic and social responsibility** — and the special challenges these issues pose for SAS students. The members of the group talked at length about what strategies, techniques and programs might be effective in dealing with these issues including expanded program support in the college years and ways to conserve financial resources.

TIPS FOR PLANNING COLLEGE VISITS

Visiting college campuses is a wonderful motivational technique for our college bound high school students. As they begin high school, many SAS students do not really understand exactly what college is all about, how it differs from their present experience of school and why it is worthwhile and so exciting. It is not too early to expose ninth graders to the college experience. Visits become more important by tenth and critical by eleventh grades.

Here are some tips for a successful one day college visit:

- Help students prepare ahead of time what kinds of things to look for and some questions to ask.
- Plan ahead with the admissions office and pick a day which is not a formal college open house.
- Don't be afraid to ask schools to pick up some of the tab for the trip.
- Make opportunities for your students to speak with as many people on campus as possible - college students, professors, admissions personnel.
- Have a meal on campus in the cafeteria; see rooms in the dorms.
- Have fun!

SPOTLIGHT ON... SAS/AMARILLO

The ACE/Sponsor-A-Scholar Program in Amarillo, Texas, has celebrated its one year anniversary. ACE is a scholarship program in Amarillo's Palo Duro High School, which pays for the books, fees and tuition for qualifying students to either of two local institutions of higher education. Students must sign a pledge each of their four years of high school to graduate with an 80% grade point average and 95% attendance average. The SAS program added a mentoring component to the ACE scholarship program to assist students in that program to meet their goals.

Twenty students participated in SAS in its first year all of whom were matched with mentors. This month, the second SAS Amarillo class of 14 scholars will meet their mentors.

SAS Amarillo is thrilled to announce that it recently received a three year grant from the Meadows Foundation in the amount of \$120,000 for program expansion. Amarillo has just recruited an additional full time staff member to serve half time as a Class Coordinator and half time as an Academic Enrichment Coordinator. She recently traveled to Philadelphia for two days of training. In addition, the grant will enable 30 additional students to receive mentors by May, 1998 and will provide for the purchase of equipment, tutors and academic enrichment activities during the summer.

SAS Director Tammy Shaklee Board, as part of her work with the Amarillo Area Foundation and SAS Amarillo, convened the Mentoring MegaMarket, a quarterly meeting of Amarillo area mentoring programs, for the purpose of sharing information and ideas.

Keep up the great work in Amarillo!

Sponsor-A-Scholar

network news

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COMMUNITY COLLEGE Times

JUNE 17, 1997

THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Vol. IX, No. 12

RECRUITMENT

Sponsor-A-Scholar Supports Disadvantaged

How can a community college engage its community, prepare a prospective pool of applicants to succeed academically and raise scholarship funds through one initiative?

A national youth program called Sponsor-A-Scholar is providing a blueprint for community colleges to accomplish all of this.

Sponsor-A-Scholar is a mentoring and scholarship program headquartered in Philadelphia for academically motivated youth who lack the financial and personal support to make it through high school to college.

Eligible students are recommended by their guidance counselors and teachers at the end of the eighth grade on the basis of academic promise, tenacity, lack of failing grades, a desire to attend college and family permission. They are often children of color and the first in their families to attend college.

The Sponsor-A-Scholar model recruits sponsors from many segments of the community including individuals, families, organizations, small businesses, corporations, media, sports teams, communities of faith and other groups with a vested interest in the future of their youth. Sponsors create a scholarship fund for their students by contributing \$1,500 per year for each of four years.

This money is held separately from program operations and expenses and may be held for the students by a college or university foundation acting as a fiscal agent.

Most importantly, the individual sponsor or a member or employee of the group or business agrees to mentor the student from ninth grade through the freshman year of college, helping the student span the difficult transitions from middle school to high school and from high school to college.

Mentors encourage their student's aspirations for higher education and help the student stay on track to get there.

The Philadelphia program currently serves more than 400 students. Every student in the program has graduated from high school and 95 percent of them have entered college directly. Sponsor-A-Scholar has been honored by President Clinton and in the words of



Middle school students in Tallahassee Community College's successful College Reach Out program receive mentoring support, academic enrichment, and the promise of a scholarship to TCC.

evaluators from the Institute for Research on Higher Education at the University of Pennsylvania, the program "has helped a significant number of students to reach goals that will change their lives forever." Sponsor-A-Scholar is now being adapted in 16 communities around the country by community colleges, community foundations, school districts, scholarship funds and non-profit organizations.

In addition to the mentoring and scholarship components, the Sponsor-A-Scholar model builds in academic enrichment such as basic skills building and tutoring and college preparatory activities, including SAT preparation.

Community colleges are well placed to provide these essential components; students may attend after-school tutoring and enrichment programs on campus and attend summer sessions designed and taught by college and

program staff. The opportunity for students to feel comfortable and to learn in a higher education setting enhances the ease with which they will later adapt to college life. It also increases their motivation and likelihood of success.

The Community College of Philadelphia has housed an academic enrichment center for the Philadelphia program. The college and the program have worked together to support and to smooth the transition for the more than 25 Sponsor-A-Scholar graduates who are now attending the college. College President Fred Capshaw describes Sponsor-A-Scholar as "a tremendous resource which provides students with the ability, confidence and financial wherewithal to go on in higher education."

Partnership between the programs in the 16 communities adopting Sponsor-A-Scholar and community colleges has taken many forms.

At the College Reach Out Program (CROP), an academic enrichment and college access program at Tallahassee Community College, FL, 70 students have been identified from among the hundreds of middle school students in the program to receive a mentor and a full scholarship to the institution. The funds are contributed by Tallahassee Community College with a matching portion from the state of Florida. The mentors are recruited from the college staff and the community at large.

Craig Fletcher, TCC's pre-collegiate program administrator, describes mentoring as "making a critical difference in helping kids to believe in themselves and to stay focused on academic success."

In Texas, the Sponsor-A-Scholar model is being adapted in Houston and in Amarillo under the aegis of community foundations. Third Ward Futures, a program of The Greater Houston Community Foundation, is providing students with mentors, academic enrichment, and a scholarship to Texas Southern University or the University of Houston.

The Amarillo ACE program, staffed and funded by The Amarillo Area Foundation, combines the mentoring and support elements as well as a scholarship to Amarillo College or Western Texas A&M University.

In both communities, community colleges are playing an important role in motivating high school students to succeed. Through partnerships with these institutions, high school students will have the opportunity to learn and secure their basic academic skills at the community colleges that they will later attend.



Mentor Patsy Reichert (right with student Nafessa Burdine) ... "It's not the kind of relationship you have for a year and then drop."

Mentors from business tap Gen. Powell's spirit

Sponsor-A-Scholar started a year before 'future' summit

By Terry Higgins

Milwaukee's Sponsor-A-Scholar program would seem the perfect answer to retired U.S. Army Gen. Colin Powell's call for America's business community to make greater volunteer commitments to those less fortunate.

Powell, chairman of the "Presidents' Summit for America's Future", earlier this week in Philadelphia, has touched off a national discussion of the changing face of volunteerism. Powell suggests the community service of the future would stress much more intensive and long-term commitments by volunteers.

Powell targeted the business community, in particular, to contribute more than a couple hours a month in a soup kitchen or a food pantry.

Enter Sponsor-A-Scholar, which was inaugurated in March 1996. The program targets eighth-graders and consists of two main components.

The first is a commitment by a volunteer to serve as a student's mentor for a five-year period. That commitment begins in the summer before the student attends high school, and formally ends when the student enters college.

The second component is a sponsor who agrees to donate either \$4,500 to an interest-bearing account or a straight \$5,000. The money is used to help finance the student's college tuition.

The Sponsor-A-Scholar program is a joint effort of The Milwaukee Foundation and the

YMCA of Metropolitan Milwaukee. The idea, according to foundation senior program officer Jane Moore, is to reach out to students who sometimes fall through the cracks of existing programs.

"We're looking for the 'C' student who could become a 'B' student, and the 'B' student who could become an 'A' student."

The Commonwealth Fund, a New York-based foundation, committed \$90,000 for three years to get the program started. The Milwaukee Foundation and the Faye McBeath Foundation also donated \$20,000 each to jump-start the effort.

Becky Turner, executive director of the Volunteer Center of Greater Milwaukee, was one of 11 members of Wisconsin's delegation for the Philadelphia summit.

'MEANINGFUL SERVICE'

"I think a program like Sponsor-A-Scholar is a good mechanism for directing people's energy into meaningful service in their community."

Turner said that while the enthusiasm generated by the event has been great, the real work of living up to its commitments will take some effort.

"I'm excited about the summit but you have to be careful of programs that are announced with great fanfare and then don't produce anything," she said. "The work has to be done by in-

FOCUS / EDUCATION

Mentoring program seeks to increase MPS college enrollment

Continued from page 26
dividuals."

Milwaukee is one of 12 cities across the country replicating an 8-year-old mentoring program known as Philadelphia Futures.

Sixty students and mentors are enrolled in the Milwaukee program, with another 30 set to come aboard this summer.

Mentoring programs are nothing new. Everybody from the Milwaukee Symphony

"I don't think anyone should go into the program expecting to immediately hit it off with the student."

**— Patsy Reichert,
Harnischfeger Corp.**

Orchestra to public schools participating in the school-to-work program has been pairing up students with supportive adults for years.

What's unique about Sponsor-A-Scholar is the combination of guaranteed cash for college expenses and a formalized long-term commitment from mentors.

Those who have made the decision to mentor say that a five-year commitment isn't as daunting as it might sound.

"I don't think anyone agrees to be a mentor without expecting it to be something of a long-term commitment," explained Patsy Reichert, director of network services at Harnischfeger Corp., West Milwaukee. "It's not the kind of relationship you have for a year and then drop."

AT LEAST ONE MONTHLY MEETING

Mentors are asked to meet with their students once a month at the minimum. Field trips and social activities are offered every month, to provide the chance for students and mentors to meet and mingle.

Reichert said it was possible for mentors to attend social functions with students and do little more, but again, volunteers usually took their responsibility to the student a bit more seriously.

"It's not mandatory to make contact more than once a month, but most of the mentors I've talked to go far beyond that," she said. "It doesn't take much to pick up the phone and make a call to see how the student is doing, or

to invite her to dinner."

Mentoring is not without its challenges. It took Reichert three or four months for she and her student, Nafesa Burdine, a sophomore at Pulaski High School, to become comfortable with each other.

"It's really only lately that it's gotten to the point where she feels comfortable picking up the phone and calling me," she said. "I don't think anyone should go into the program expecting to immediately hit it off with the student."

Sponsor-A-Scholar offers mentors resources to help them fill their role effectively.

ADVICE FOR MENTORS

The YMCA offers counseling and advice for mentors who might run into conflicts or have questions about how to proceed.

That support attracted mentor Laura Bastion to the program.

"It was good to know that if I had a question, I could get advice from somebody more familiar with the resources that are available," said Bastion, scholarship program manager at the Milwaukee Metropolitan Association of Commerce. "I didn't feel like I was committing to going it alone."

Since mentors are asked not to serve as the student's tutors, The Milwaukee Foundation provided funds to Marquette University's Upward Bound program in exchange for providing academic help to students.

Other organizations have become involved in the program as well. MMAC awards scholarships to local colleges, and is working with program organizers to help fund college tuition for participants.

It's too early to point to many concrete results from Milwaukee's two Sponsor-A-Scholar classes. Results from the program after which it is modeled, the Philadelphia Futures program, however, are impressive.

A full 95 percent of the program participants who went on to college have stayed enrolled into their junior year. That sort of retention rate would be the envy of many a university.

THE SPONSOR-A-SCHOLARSM NATIONAL NETWORK

OVERVIEW

Based on the success of its nationally recognized Sponsor-A-Scholar (SAS) program, Philadelphia Futures launched the Sponsor-A-Scholar National Network in 1994. Philadelphia Futures provides technical assistance to organizations interested in adapting Sponsor-A-Scholar to the needs and priorities of their communities or in adding components to existing programs or scholarship funds. Philadelphia Futures is currently working with more than ten communities around the country. Network affiliates include community foundations, scholarship funds, community colleges, non-profit organizations, and public school districts.

CORE ELEMENTS OF PROGRAMS AFFILIATED WITH THE SPONSOR-A-SCHOLARSM NATIONAL NETWORK

- long-term mentoring with regular contacts between mentors and students of at least once per month for a period of no less than two years
- a scholarship or financial incentive for college related expenses
- dedicated staffing to coordinate the program, provide monitoring of mentor/student relationships, mentor training and ongoing student/mentor support and conduct appropriate legal and programmatic screening of mentors
- academic enrichment and college preparatory activities such as tutoring, SAT preparation, college visits, college application and financial aid support and advising, summer enrichment or employment opportunities

TECHNICAL ASSISTANCE

Philadelphia Futures offers an extensive array of services to organizations wishing to develop or adapt the SAS model in their own communities. Relying upon its own ten years of experience and the expertise acquired in running the successful Sponsor-A-Scholar/Philadelphia program, Philadelphia Futures has successfully assisted several other communities in adapting the SAS model to their own needs.

For organizations which are developing a new program, Philadelphia Futures will provide technical assistance and support in the planning, organization and development of the new program as follows:

- the **Sponsor-A-Scholar National Network Manual** which is a comprehensive guide to the establishment and operation of a Sponsor-A-Scholar program. It includes a 19 page mentor handbook, program documentation, policies and procedures, mentor and sponsor recruitment materials, fundraising and public relations guidance, information on academic and college prep programming and sample program communications

- copies of and the right to use **SAS promotional materials** including the SAS video and public service announcements
- **individualized technical assistance and support** from Philadelphia Futures including one two day site visit, one on-site mentor training and unlimited telephone consultation
- the opportunity to utilize the Sponsor-A-Scholar name and track record in establishing a program in the community, with **potential funders and in public relations** including program evaluation results from a longitudinal study of SAS/Philadelphia conducted by the Institute for Research on Higher Education of the University of Pennsylvania
- invitation to the **annual Sponsor-A-Scholar National Network Meeting** and occasional regional meetings to participate in workshops and discussion sessions to share helpful program information among National Network members
- receipt of the thrice yearly *Sponsor-A-Scholar National Network News* which shares information about programming enhancements developed by both SAS/Philadelphia and network programs, successful practices and strategies, fundraising, community collaboration and other issues.

The fee for these comprehensive services supplied to a startup program is \$5,000 for the first year and \$1,500 to \$2,500 for the second year depending on the level of additional technical assistance required, if any.

For organizations which have already established successful programs adapting the SAS model, membership in the SAS National Network is available for an **annual fee of \$500**. Membership in the National Network includes the following benefits:

- 1998 revision to the Network Manual with annual updates thereafter
- thrice annual Network News
- invitation to annual National Network Meeting and occasional regional meetings and easy access to Network colleagues
- **routine telephone consultation** with PF staff
- customized consultation with PF staff for more involved problems or issues at a rate of **\$125 per hour**
- the right to use the Sponsor-A-Scholar name, to **promote affiliation** with the National Network, and the track record and independent evaluation of SAS/Philadelphia
- **prepared program communications** and the right to use them verbatim or by adapting them including the SAS Spotlight, the Collegian and the Parents Spotlight.

For more information contact:

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Sponsor-A-Scholar and SAS are service marks of Philadelphia Futures and the Greater Philadelphia Urban Affairs Coalition.

Mayors Conference on Public Schools

May 6-7, 1998

Washington, DC

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AR	North Little Rock	Mayor	Patrick H. Hays
CA	Hemet	Mayor	Robin Reeser Lowe
CA	Long Beach	Mayor	Beverly O'Neill
CA	Los Angeles	Mayor	Richard Riordan
CA	Mountain View	Mayor	Ralph Faravelli
CO	Denver	Mayor	Wellington E. Webb
CT	Bridgeport	Mayor	Joseph P. Ganim
CT	Stamford	Mayor	Dannel P. Malloy
DC	Washington	Mayor	Marion Barry, Jr.
DE	Wilmington	Mayor	James H. Sills, Jr.
FL	West Palm Beach	Mayor	Nancy Graham
ID	Boise	Mayor	H. Brent Coles
IL	Chicago	Mayor	Richard M. Daley
IL	Rockford	Mayor	Charles Box
IN	Fort Wayne	Mayor	Paul Helmke
IN	Gary	Mayor	Scott King
KY	Frankfort	Mayor	William I. May, Jr.
LA	New Orleans	Mayor	Marc H. Morial
MA	Boston	Mayor	Thomas M. Menino
MA	Lynn	Mayor	Patrick J. McManus
MI	Lansing	Mayor	David C. Hollister
MN	Minneapolis	Mayor	Sharon Sayles Belton
NJ	Camden	Mayor	Milton Milan
NJ	Trenton	Mayor	Douglas H. Palmer
NM	Albuquerque	Mayor	Jim Baca
NY	Rome	Mayor	Joseph A. Griffo
OH	Akron	Mayor	Donald L. Plusquellic

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Mayors Conference on Public Schools
May 6-7, 1998
Washington, DC

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OK	Tulsa	Mayor	M. Susan Savage
OR	Portland	Mayor	Vera Katz
TN	Memphis	Mayor	Willie W. Herenton, Ph.D.
TN	Nashville	Mayor	Philip Bredesen
TX	Austin	Mayor	Kirk Watson
UT	Salt Lake City	Mayor	Deedee Corradini
WI	Madison	Mayor	Susan Bauman
WI	New Berlin	Mayor	James E. Gatzke



AT&T SUPPORT FOR EDUCATION

Education is the largest area of AT&T's philanthropy, based on the corporation's strong belief that businesses and the private sector have a vital role to play in supporting education in the United States. In 1998, more than 50% of the AT&T Foundation's \$47 million in cash grants for community support across the U.S. has been earmarked for projects in education. Since 1984, the corporation has contributed more than \$500 million in support of education. AT&T's investment is driven by a recognition of the importance of a highly competitive workforce in today's global economy, and of the enhanced quality of life enjoyed by educated citizens and the increased contributions they give back to our communities.

AT&T's education funding places particular emphasis on initiatives that help families, schools, and communities use new technologies to enhance teaching and learning. This year marks the halfway point for the AT&T Learning Network, a landmark \$150 million, five-year commitment to bring AT&T technology and support services to every public and private elementary and secondary school in America. This initiative represents AT&T's single largest commitment to education to date. AT&T Learning Network grants support projects that use technology to encourage greater family involvement in education, provide professional development opportunities for classroom teachers and help prepare new teachers, and foster community collaboration for lifelong learning.

Examples of recent AT&T education support are:

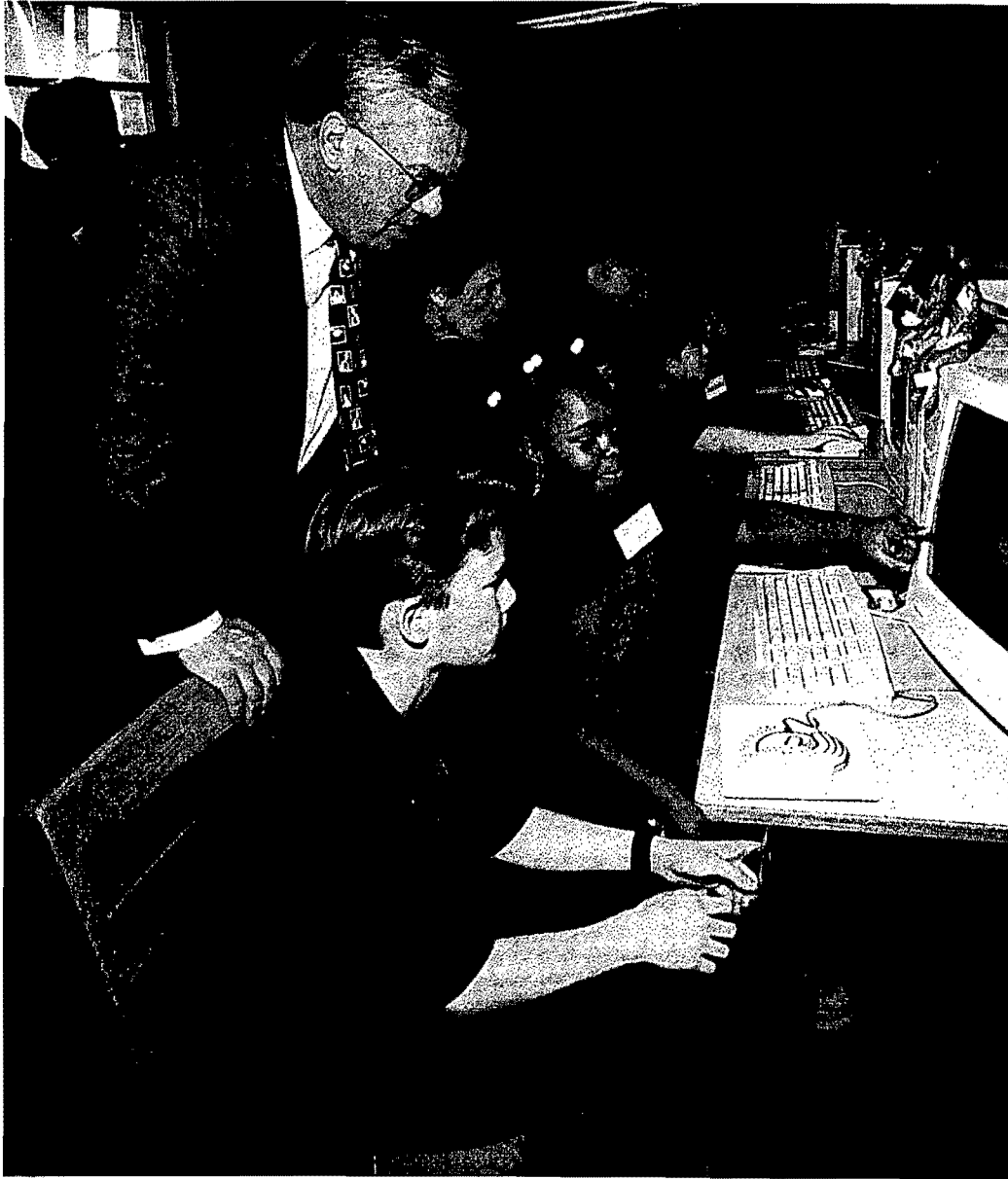
- ◆ **Chicago, IL:** AT&T ENRICH is a three-year commitment by AT&T to support a collaboration involving the Chicago Public Schools, the Archdiocese of Chicago Schools, and the Illinois State Board of Education to develop technology-based school curriculum in Chicago's public and private schools.
- ◆ **Los Angeles, CA:** The Los Angeles County Office of Education, supported by a three-year AT&T Learning Network grant, is developing community-based technology learning centers to give neighborhood residents access to and training in computers and the Internet.
- ◆ **Boston, MA:** The Mass Networks Education Partnership is a collaboration supported by AT&T among education, business, government, and labor that is helping Massachusetts schools use information technology to implement education reform.
- ◆ **West Lafayette, IN:** Purdue University, with support from AT&T, is working with national education organizations and public schools throughout Indiana to develop a comprehensive initiative to prepare new teachers to integrate technology into their classrooms.

For further information, please call:

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