

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. paper	21st Century Program Examples (partial) (3 pages)	n.d.	P6/b(6)
002. memo	Leslie T. Thornton to Cabinet Affairs (1 page)	n.d.	P5

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21294

FOLDER TITLE:

After-School Examples

2011-0103-S

rc158

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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



"De Kanter, Adriana" <Adriana_De_Kanter@ed.gov>
01/13/2000 02:39:58 PM

Record Type: Record

To: John B. Buxton/OPD/EOP

cc:

Subject: FW: junior spokesperson from San Jose

A California example for you.

San Jose, CA. The CLC program was developed through a collaboration between Alum Rock School District, San Jose State University, and San Jose Museum of Art to provide middle school students with intense academic enrichment, homework help, technology, college awareness, learning strategies workshop, and cultural and recreational field trips. The program by design is academically focused, providing opportunities for students to develop self-esteem through academic achievement. The program is in three middle schools (Sheppard, Ocala, and Pala) and available Monday - Thursday until 5:00 pm. Thursday includes an arts program provided by the San Jose Museum of Art. Students rotate by age group into algebra, homework help, and technology center (computer center). The target population are children with a 2.0 grade point average and demonstrate academic need. Most participants are first generation immigrants from various ethnic backgrounds.

Frank Castilla is the San Jose State University coordinator. He has recommended a Hispanic 8th grader, Vanessa Guzman from the Ocala site. Vanessa has been participating in the program since the beginning and has improved her grades, particularly in reading and writing, her studies are more focused, and she has more self-esteem and confidence. She has also been the mistress of ceremonies for the annual banquet and enjoys interacting with people. To contact Vanessa, contact the site coordinator, Anthony Colonna. He may also have additional recommendations. The address of the Ocala school is: 2800 Okala, San Jose CA 95148. The phone number is: 408-928-8350.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. paper	21st Century Program Examples (partial) (3 pages)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21294

FOLDER TITLE:

After-School Examples

2011-0103-S

rc158

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

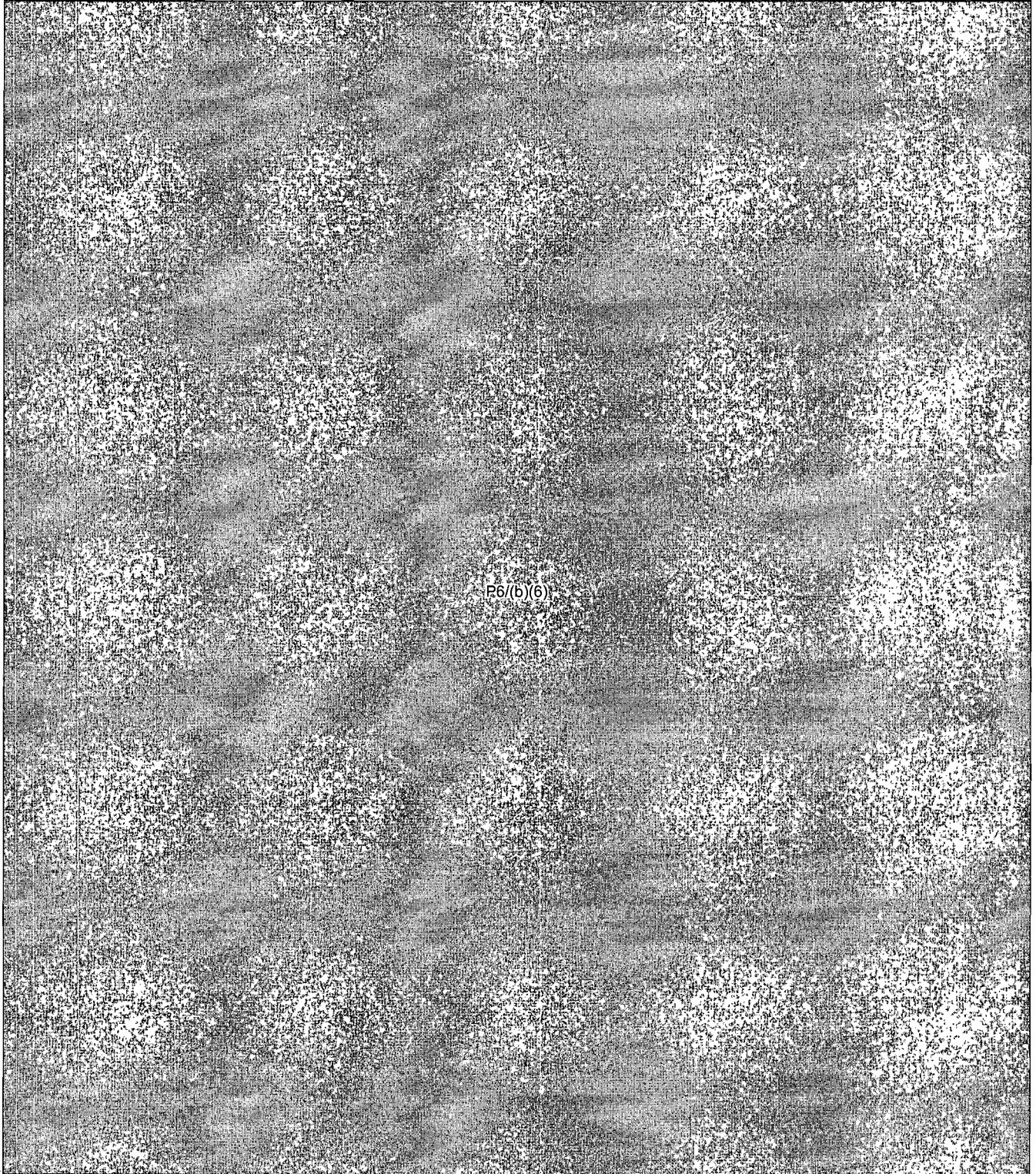
Freedom of Information Act - [5 U.S.C. 552(b)]

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

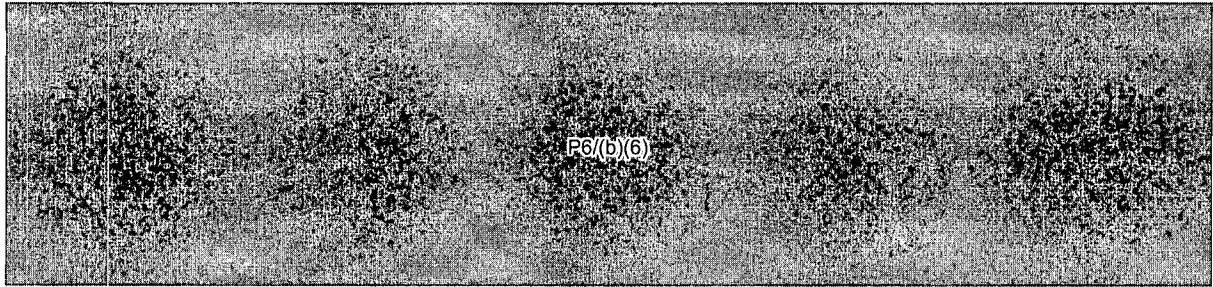
21ST CENTURY PROGRAM EXAMPLES

Child Participants

[001]



P6(b)(6)



Garden City, KS 21st Century Community Learning Center. Maria Lopez who attends Garden City High School (See Kevib Burr's description below) has only been in this country a short time (a couple of years) but has worked very hard, participated in afterschool programs, and is now planning to go to college. The principal says she would be a very convincing spokesperson for afterschool programs. A member of the Mott Foundation met her when she visited the school and was very impressed. [REDACTED]

[REDACTED] P6/(b)(6)

Flint, Michigan 21st Century Community Learning Center. According to information from the Charles Stewart Mott Foundation, two students at Longfellow Middle School, a 21st Century site, could be considered good spokespeople for afterschool programs --Everett Roberts [REDACTED] P6/(b)(6) and Chantal Cotton [REDACTED] P6/(b)(6)

Principals

Garden City, KS. Kevin Burr went to college at Fort Hayes University Kansas and arrived in Garden City three years ago from Wellington HS, Kansas. The high school, a 21st Century Community Learning Center funded by the U.S. Department of Education, has always had at least 40% low income but the school has changed from nearly all white to 50% minority (38% Hispanic) in the last four years. The school had a bad reputation within the community three years ago. Recently they won a pace setter award for the increase in test scores including both Kansas state tests in reading, writing and math and on the ACT. In 1999 Kevin was given a Millikan award. They are working on school reform with heavy emphasis on parent involvement and afterschool programs. Their partners include the YMCA.

Kevin Burr, Principal Garden City HS
work: 1412 N. Main
Garden City KA 67846
316-276-5179

[REDACTED] P6/(b)(6)

Tucson, AZ. Mr. Baker runs one of the highest quality afterschool programs I have seen. I met Mr. Baker while on a site visit to program at Carson Middle School in the

spring of 1999. He attended the 21st CCLC regional training in California last year and is very proud to be a part of 21st CCLC and "the movement". He was an elementary school principal for ten years and has been a middle school principal for 16 years. He has also been a strong proponent for afterschool programs and was involved with Mott's community education work years ago.

Mr. Baker is a fan of afterschool programs because children need to be attached to something during their formative years. Afterschool programs enable students to see that the school does care about them as people, and will even give them "their own space." As middle schoolers grow older their parents lose contact and control - the school needs to step in and give them exciting opportunities for enrichment and learning. Mr. Baker is always concerned about the students who aren't coming - the ones hanging out on the periphery. This year they started a breakdancing class which drew in some other students. While the primary reason for afterschool programs is the children, Mr. Baker also sees them as important for parents - it allows them to do what they need to do, knowing that their children are safe. He has also seen that afterschool programs have an impact on the community, especially in regards to decreasing violence. Also, as a principal, Mr. Baker enjoys seeing the students and teachers interact in a more personal manner. Afterschool programs enable them to get to know each other. Students see their teachers in a different light and begin to understand how much their teachers care about them.

Roy Baker
Principal
Carson Middle School
7777 East Stell Rd
Tucson, AZ 85730
(520) 512-3300

Teacher

Rock Springs, WY - I heard a great story today about a music teacher who wanted to do violin lessons for the afterschool program - She managed to get a bunch of other musicians to volunteer to teach these lessons, including one senior citizen who has been recognized in the community as an outstanding volunteer. They currently have over 40 kids participating in violin lessons with only one paid teacher - everyone else volunteers - and other volunteers pitch in for transportation and other activities to help make this happen. The teacher's name is Sara Wessel - she is at White Mountain Jr. High and her number is (307) 352-3487 (the project director there is Lisa Plant - she can be reached at the same number)

Parent

Seneca, Missouri - Tami Gripka - Tami is heavily involved in the implementation of

the Seneca high school project as high school counselor, but she is also a Mom of one of the participating students at the elementary school program. [REDACTED] P6/(b)(6)

[REDACTED] P6/(b)(6)

NationalThe New York Times
ON THE WEB[Home](#)[Site Index](#)[Site Search](#)[Forums](#)[Archives](#)[Marketplace](#)**How**WINGSPAN
BANK.COM

January 24, 2000

The Bell Rings and the Students Stay

By JODI WILGOREN

The revolution begins at 3 p.m.

Every afternoon, in thousands of schools across America, students are staying after the final bell. They file back into cafeterias for a snack, then filter through classrooms conducting science experiments and creating art projects. They play, but they also study. By the time they go home, the sun has already faded.

The explosion in after-school programs -- federal financing alone has ballooned to \$454 million this year from \$1 million in 1997 -- represents nothing less than a reimagining of the school day for the first time in generations, as educators and policymakers seek to respond to the realities of working families and what may be missing from the classroom.

The lofty goal, says the Afterschool Alliance, a coalition of businesses, foundations and the federal government, is for every American child to have access to high-quality programs by the end of the decade.

"How many hours does it take to truly help a child learn and grow in today's society?" asked Jennifer Davis, executive director of Boston 2 to 6, one of the programs sprouting in communities across the country. "It's no longer enough to just have a school day."

With 78 percent of mothers of school-age children in the work force, and welfare reform pushing more into jobs, millions of children are on their own between 3 p.m. and 6 p.m., the hours when youth are most likely to commit crime -- or be victimized by it. At the same time, the public is increasingly frustrated with school failures, worried about poor performance on standardized tests and that the renewed emphasis on basic skills has squeezed out enrichment programs like music and gym.

Typically offered free but with required attendance in poor urban areas, the burgeoning after-school programs in some ways try to mimic the suburban activity calendar in which the children of cul-de-sacs are shuttled from piano lessons to soccer practice, with time for tutoring and play dates in between. They also imitate the schedules of elite boarding schools, keeping students scheduled until

\$10
REWFOR
DLJ
ACCO**\$10**TOWA
YOUR
INVESTCLICK
for de**\$10**
REWFOR
DLJ
ACCO**\$10**TOWA
YOUR
INVEST

\$20.75

DLJ

dark with experiential learning and athletics -- an agenda laced with academics, yet distinct from what happens during the day.

"If you give kids more time to learn," said Adriana DeKanter, the adviser to the United States Secretary of education for after-school issues, "they're going to learn more."

In Boston, teenagers cook sophisticated meals or stage mock trials after apprenticeships with volunteer chefs and lawyers. In the San Fernando Valley of Los Angeles, children at one school built a miniature golf course. About 500,000 students in 1,000 school districts in 45 states are using curriculums like "Time Warp Egypt" and "Do Cows Eat Sunshine?" that were designed by the Smithsonian Institution with Voyager Expanded Learning, a company based in Dallas.

Up to \$5 billion in public and private money is being spent annually on after-school programs, and estimates on how many students are involved range from two million to five million. The programs have mostly blossomed in underprivileged area, but experts think they will soon spread to middle-class suburbs.

While the notion of keeping idle youngsters out of trouble with meaningful activities has universal appeal, some critics frown at the notion of the government, rather than families, being responsible for children for more hours each day. Considering the shortcomings of public schools, others are skeptical about expanding their reach -- will more time just produce more failure?

"It's got to be a lot more than just baby-sitting," said Herbert Sturz, chairman of the After School Corporation, an initiative funded largely by George Soros which, by next month, will have programs serving 26,000 students in 100 New York schools. At the same time, warned Gil Noam, a professor of medicine and education at Harvard, "we have to be very careful not to overprogram," because it is "very important just to kind of have downtime where kids can be together."

At P.S. 130, the after-school program is centered on a production of "The Wiz," which took the stage last week. Focusing on the musical's themes of home and family, the elementary-school students did research projects about Kansas, drew maps and built cardboard houses modeled on Dorothy's, while also rehearsing songs and dances and painting a backdrop for the set.

One recent afternoon, Washington Chavez, a local artist, led a group of second-graders through a lesson about detail as they outlined the yellow-brick road, as Tamik Davis, who is in fourth grade, tumbled across the auditorium practicing the tornado dance.

"Children that are very quiet and very shy are being more expressive," said Juliet McBride, a reading teacher at the school who also works in the after-school program. "You can see it in their self-esteem. You can see it in their grades."

A variety of small-scale studies have shown that enrollment in after-school programs, particularly through grade 3, helps boost

attendance and reduce behavior problems during the school day, and even improves academic performance in class and on standardized tests. Surveys done for the After School Corporation suggest that students in the programs are more likely to finish their homework, read, use computers and feel comfortable solving math problems, while their parents report being able to work more hours while also developing closer relationships with their children's schools.

In Chicago, where youngsters with low test scores, about 237,000 of them, are required to attend the Lighthouse after-school program, 89 percent of those enrolled saw their scores rise. In the Cabrini Green housing project, the portion of students at the Jenner Academy for the arts who meet the national average has jumped to 21 percent from 14 percent in reading and to 29 percent from 15 percent in math, since Lighthouse began.

"In some of the homes, there's either no parents to help with homework, or parents may not be capable," said Blondean Davis, Chicago's chief of schools and regents. When the city instituted mandatory homework in 1996, Dr. Davis said, "parents wrote to us and said, 'How do I help with inversion of fractions? What do I know about calculus?' The focus of Lighthouse is on the reading, the math, and the homework assistance."

But as the after-school movement skyrockets, with at least 26 states planning to increase funding, along with countless cities, school districts, foundations and private companies, questions abound about how to structure curriculum and recruit and train staff. Many doubt the After School Corporation's estimate that high-quality programs can cost just \$1,000 per child, pegging it closer to \$1,800 (the Children's Defense Fund puts it as high as \$3,000). And summer programs, the obvious next step in needy neighborhoods, are even more complex and expensive.

There is widespread agreement that the new after-school programs should be situated in schools -- rather than the old model of the Y.M.C.A. -- to take advantage of insured public facilities sitting empty, give the added hours an academic air, and help school sites become the hubs of their communities. Most, though, think they are best run not by school districts and teachers but by neighborhood institutions -- the Dance Theater of Harlem, the Children's Museum of Boston, or community-development organizations -- able to bring something beyond books.

Nearly all the programs contain a homework or tutoring component, but the other hours are filled with recreation, adventure, or artistic activities. The federal government provides a free snack.

"If we extend the day, it cannot be more of the same," said Deborah Lowe Vandell, a professor of educational psychology at the University of Wisconsin who is perhaps the nation's leading researcher on after-school programs.

Eric Schwarz, cofounder of Citizen Schools, the apprenticeship program in Boston, said the key is to replace the "drill and kill" approach of the test-focused classroom with something that will "allow kids to learn and have fun at the same time."

One major issue is who should staff the programs. Some places, like Chicago, use only teachers or retired teachers, but most say that is unrealistic because of burnout, or simply too costly. Instead, programs recruit lower-level school employees, college or high school students, local artists and musicians and even unemployed people from nearby neighborhoods, usually offering \$6 to \$15 an hour. Turnover is brisk.

"Children need adults to help them grow up successfully," said Carla Sanger, director of L.A.'s Best, whose employees typically come from the low-income neighborhoods where the schools are situated and go through extensive training. "Good adult supervision requires a lot of generosity. That's not always intuitive. We have to build what that means among staff."

At P.S. 130 in the Bronx, Rosetta Price is a cafeteria worker by day, a counselor in the after-school program.

She has a special rapport with the children she leads in games and helps to make glittery pins out of bow-tie pasta; they relate to her in a different way than they do their more highly educated teachers.

Parents are often in the classroom as well, either as volunteer helpers or as paid counselors.

Attendance is good -- better than in a pure reading program aimed at weaker students in the school -- and the children seem thrilled with the array of activities.

"At home, all you do is watch TV -- over here you do more stuff," said Giovanni Vicenti, 8, as he squirmed in his small chair in Ms. Price's class. "You get to do art, you get to paint, you get to do plays."

The children said they finish all their homework during the after-school program, so in the evening, they are free to play.

"I used to go home and be bored," said Nieka Williams, another 8-year-old. "It's fun here."

How

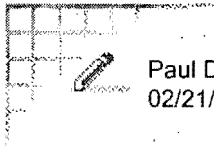
WINGSPAN
BANK.COM

[Home](#) | [Site Index](#) | [Site Search](#) | [Forums](#) | [Archives](#) | [Marketplace](#)

[Quick News](#) | [Page One Plus](#) | [International](#) | [National/N.Y.](#) | [Business](#) | [Technology](#) |
[Science](#) | [Sports](#) | [Weather](#) | [Editorial](#) | [Op-Ed](#) | [Arts](#) | [Automobiles](#) | [Books](#) | [Diversions](#) |
[Job Market](#) | [Real Estate](#) | [Travel](#)

[Help/Feedback](#) | [Classifieds](#) | [Services](#) | [New York Today](#)

[Copyright 2000 The New York Times Company](#)



Paul D. Glastris
02/21/2000 11:02:09 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP

cc:

Subject: afterschool example

[[Send this story to a friend](#) | [Easy-print version](#) | [Add to Daily User](#)]

A BOSTON GLOBE EDITORIAL Making after-school count

or too many children, afternoons are wastelands. School is out, parents aren't home yet, so boredom or trouble flares. Fortunately, some after-school programs are filling the gap. An impressive local example is Citizen Schools.

Founded in 1995, the nonprofit program wants to revolutionize after-school experiences for 9-to-14-year-olds - a forgotten age group, according to Citizen Schools President Eric Schwarz.

The program runs in 11 Boston public schools, offering apprenticeships in areas including law, technology, and the arts. Some students spent 10 weeks preparing for mock legal cases in federal court. Others visited MIT's NanoStructures Laboratory and used optical and electron microscopes.

Last December in Dorchester, students and their computer projects were featured at Technology Night version 2.0. The second of a continuing series of events, Technology Night was like Mardi Gras thrown by the science club. In addition to food and music, there were Web site demonstrations, software slide shows, and an archeology display.

Adult volunteers serve as teachers. Most students do two to five

apprenticeships, so they can sample careers. Some students who perform poorly at school thrive at Citizen Schools. Behind the program is a charismatic vision that after-school programs, like colleges, can build social networks. Boston's public school students who work with their peers can grow up to become members of each others weddings or Internet start-up companies - weaving stronger communities along the way.

The need is great. In 1995 there were 23.5 million school children with working parents, but fewer than 10 percent were enrolled in formal before-school or after-school programs, according to the Annie E. Casey Foundation.

Schwarz estimates that 15 percent of current third-graders will participate in Citizen Schools. The next step is to grow. The middle school student who tries a federal case or uses an electron microscope should have ways to reconnect to these fields in high school. Citizen Schools can do this, if the program has strong public and private support.

This story ran on page C06 of the Boston Globe on 2/20/2000.
© Copyright 2000 Globe Newspaper Company.

[[Send this story to a friend](#) | [Easy-print version](#) | [Add to Daily User](#)]