

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. profile	Lennox School District student profile (2 pages)	01/13/2000	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

[After-School Programs]

2011-0103-S

rc159

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Afterschool Alliance

More than 15 million American children have nowhere to go once the 3 o'clock bell rings. These latchkey children are at significant risk of getting poor grades, being victims of crime, or participating in anti-social behaviors that have grave consequences and costs to society. They are also missing out on tremendous opportunities to learn and grow.

Realizing that this issue will only intensify in the future, a new alliance has been formed to support and promote afterschool programs across the country. This Afterschool Alliance, which grew out of a C.S. Mott Foundation/U.S. Department of Education partnership in support of the 21st Century Community Learning Center initiative, is working to ensure that every child in America has access to quality afterschool programs by the year 2010. The Alliance is made up of a diverse group of public, private and nonprofit organizations. Founding partners are: U.S. Department of Education, C.S. Mott Foundation, Ad Council, JCPenney, Entertainment Industry Foundation, Creative Artists Agency Foundation and *People* magazine. Each partner has committed to help build awareness and expand resources for afterschool through projects, promotions and ongoing public education. The combined talents, resources and expertise present in the Afterschool Alliance will make afterschool an everyday reality for our kids.

The Goal

Ensure that every child in America has access to quality afterschool programs by 2010. Through a national and local dialogue, the Alliance will:

- Spur the growth of programs serving children and families, particularly low-income children and families;
- Increase the quality of afterschool programs; and
- Work toward the sustainability of afterschool programs.

2. Smith
Reynolds
Foundation

4
Columbia
Group
BellSouth Foundation

The Partners



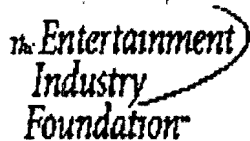
U.S. Department of Education – The department created the 21st Century Community Learning Center program and is seeking \$1 billion over five years to fund local communities to create afterschool programs. There are currently 468 21st Century Community Learning Center grantees in 49 states, the District of Columbia and the Virgin Islands. Through 1,600 schools roughly 400,000 children and 200,000 adults participate in the initiative. The program has grown from \$1 million the first year to \$40 million to \$200 million in 1999. The President has now asked for \$600 million to support the program. The U.S. Departments of Health and Human Services, Justice and Labor are working closely with this initiative.



C.S. Mott Foundation – The Foundation was established in 1926 with a mission to support efforts that promote a just, equitable and sustainable society. During its 60 years of funding community education, Mott has provided more than \$200 million locally, nationally and internationally for the development of community-school partnerships. Mott has committed more than \$83 million to the 21st Century Community Learning Center afterschool program initiative for training, technical assistance, evaluation and promotion.



JCPenney – JCPenney is one of the largest department store, drugstore and catalog retailers in the United States, operating 1,200 retail stores in all 50 states, Puerto Rico, Mexico, Chile and Brazil. It also owns Eckerd Drugstores, comprised of nearly 2,900 drugstores. With a 97-year history of supporting education and families, JCPenney has made a multi-year, \$30 million dollar commitment to increase the number of high quality, affordable afterschool programs in communities through JCPenney CAN DO Afterschool. As part of that effort, JCPenney is contributing more than \$4 million for Alliance activities, plus millions more in donated advertising and outreach on afterschool.



The Entertainment Industry Foundation – Since its creation in the early 1940's, EIF has been raising awareness and resources to address critical issues of the day. Each year, employees of every film studio, television network and allied entertainment business donate funds that are distributed to worthy causes such as cancer research and childhood development.

Creative Artists Agency Foundation – The Foundation's mission is to improve teaching and learning in America and to support youth services. As such, it is committed to using its resources to support and promote afterschool programs.



People Magazine – *People* provides a unique weekly look at the world through individuals who make events happen, from private citizens reacting to extraordinary circumstances to superstars and public figures. Published by Time Inc., *People* has chosen afterschool as one of its primary issues of concern during its 25th anniversary year.



Advertising Council – The Ad Council uses the power of advertising to stimulate action against the problems confronting Americans today. It is joined in this mission by the media, the advertising industry, the business world and the non-profit community.

The Activities

The activities of the Afterschool Alliance encompass five areas: Research, Ongoing Awareness-Raising, Special Events, Local Project Support and Expanding Resources.

- * *Research* will be used to measure the progress of afterschool, from public attitudes to accessibility of programs to the growth of resources for afterschool; an Afterschool Index will report on this information annually
- * *Ongoing awareness-raising* will be carried on continuously through communications activities ranging from a multifaceted national PSA campaign to local community outreach
- * *Special events* will be held throughout the year to increase momentum and issue calls to action
- * Several activities will generate direct *local project support* including funds or donated services or equipment
- * Partners will be recruited to *expand resources* for afterschool

Contacts**Judy Samelson**

Charles Stewart Mott Foundation

810-766-1747

Marianne Kugler

Charles Stewart Mott Foundation

810-238-5651

Web Sites

- **C.S. Mott Foundation**
www.mott.org
- **U.S. Department of Education**
www.ed.gov
- **JCPenney**
www.jcpenney.net
- **National Center for Community Education**
www.nccenet.org
- **Fight Crime: Invest In Kids**
www.fightcrime.org
- **American Business Collaboration**
www.amerbuscollaboration.com
- **National Institute on Out-of-School Time**
www.wellesley.edu
- **Kids Campaign/Benton Foundation**
www.benton.org
- **McREL: The Mid-continent Regional Education Library**
www.mcrel.org
- **Families and Work Institute**
www.familiesandwork.org
- **Afterschool.gov**
www.afterschool.gov



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

October 29, 1999

Dear friends of afterschool programs:

Enclosed you will find the public polling slides I presented last week at the National Academy of Sciences meeting on afterschool programs. Please feel free to disseminate and share them with your colleagues. We believe they show a compelling need for afterschool programming for our young people.

I have also asked my staff to put these slides on the U.S. Department of Education's website. You will be able to find them at the 21st Century Community Learning Center site in about a month's time. In addition, as you think about afterschool programs and would like more information, here are some materials available currently on the U.S. Department of Education's website <http://www.pfie.ed.gov/> and the 21st Century site <http://www.ed.gov/offices/OERI/21stCCLC/> that can be useful to you:

- Bringing Education to the Afterschool Hours
- Safe and Smart: Making Afterschool Programs Work for Kids
- Keeping Schools Open as Community Learning Centers
- Give Us Wings, Let Us Fly

If you would like hard copies, you can order these materials by calling toll free 1-877-4ED-PUBS.

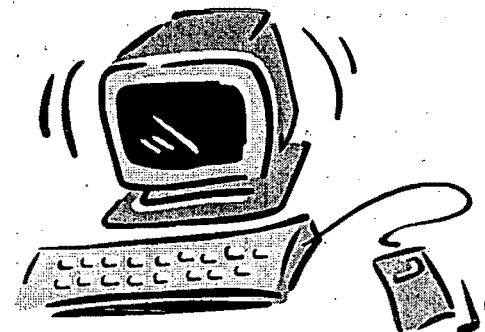
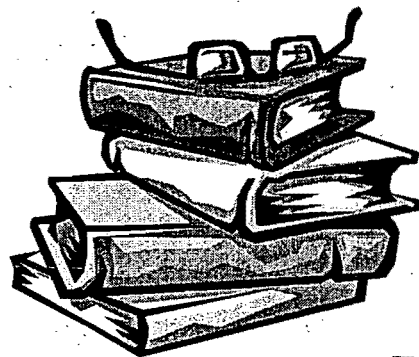
We would like to collaborate with your afterschool endeavors. Please do not hesitate to call Adriana de Kanter at 202/401-3132.

Yours sincerely,

Terry K. Peterson
Counselor to the Secretary

Enclosure

WHY AFTERSCHOOL PROGRAMS

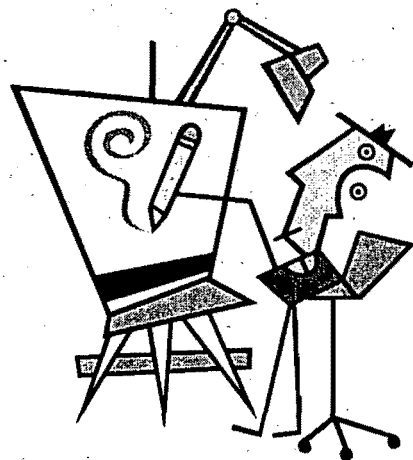


National Academy of Sciences

October 21, 1999

Terry Peterson

Counselor to the Secretary



THERE IS OVERWHELMING SUPPORT FOR AFTERSCHOOL PROGRAMS



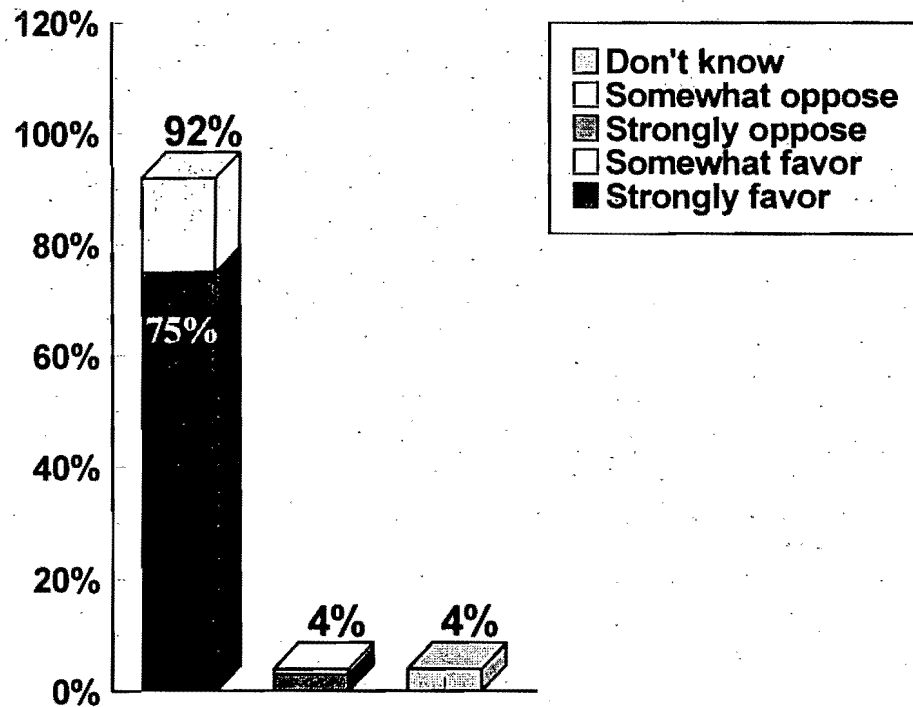
The voting public, parents, school
officials, and youth

THE PUBLIC WANTS AFTERSCHOOL PROGRAMS

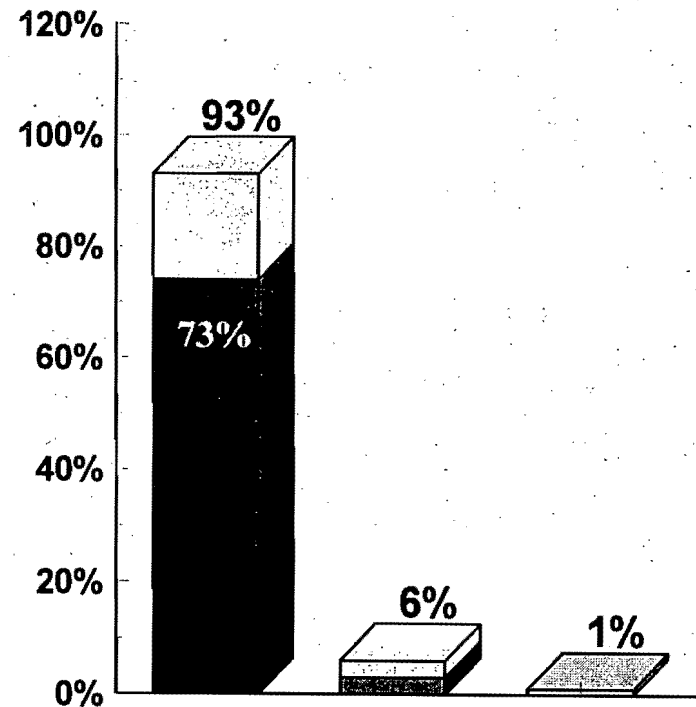


Overwhelmingly, voters favor providing school-based enrichment programs during after school hours in their own community. Support remains unchanged when referred to as making daily after school programs available to all children.

*Do you favor or oppose providing school-based enrichment programs during after school hours in your community?



*Do you favor or oppose making daily after school programs available to all children?

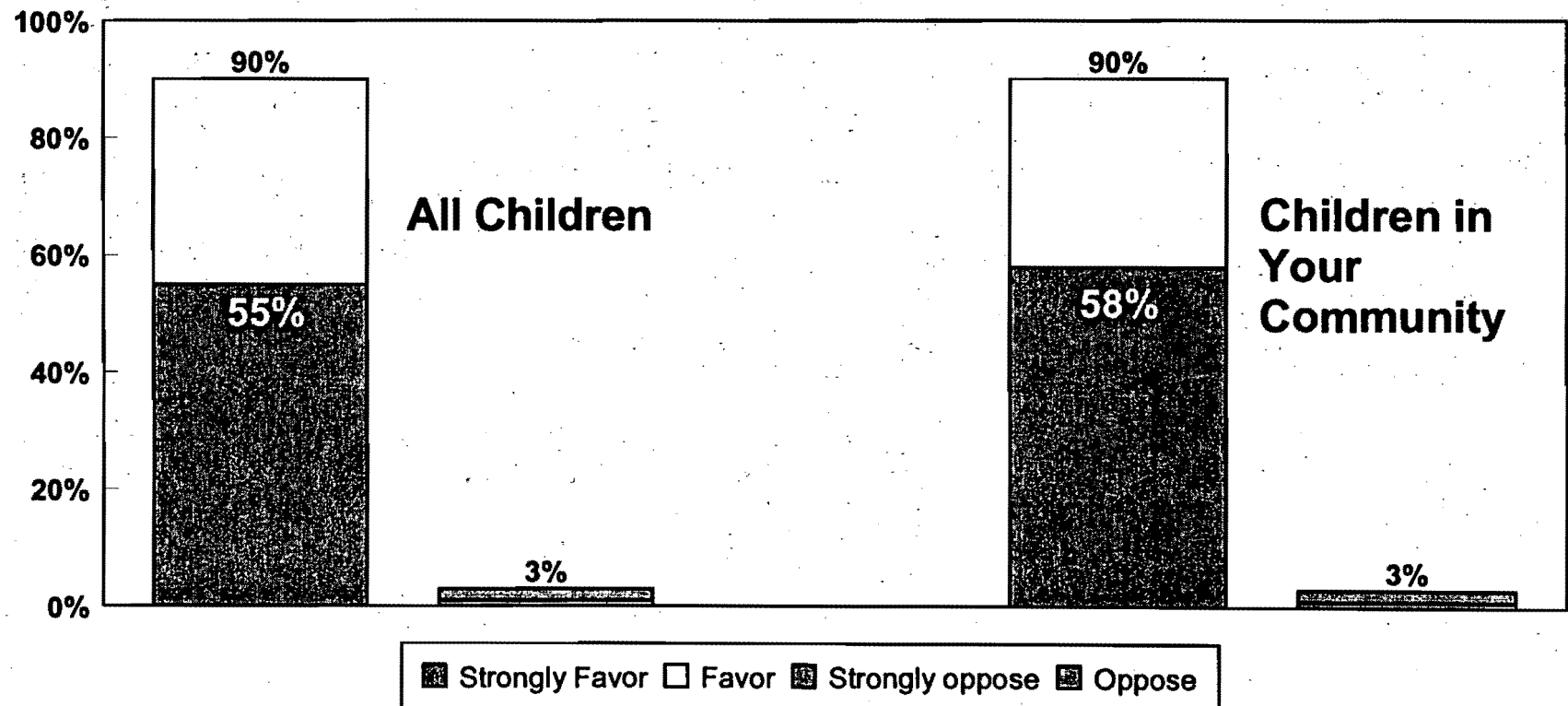


*Asked of only half the respondents



Adults overwhelmingly favor providing daily afterschool programs from 3-6 pm for children in both their communities and nationwide.

Now let me read you a program which some people have recommended implementing. This program would take place during afterschool hours five days a week from 3pm to 6pm to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention. Having heard this description would you favor or oppose providing this program... to children in your community or to all children?

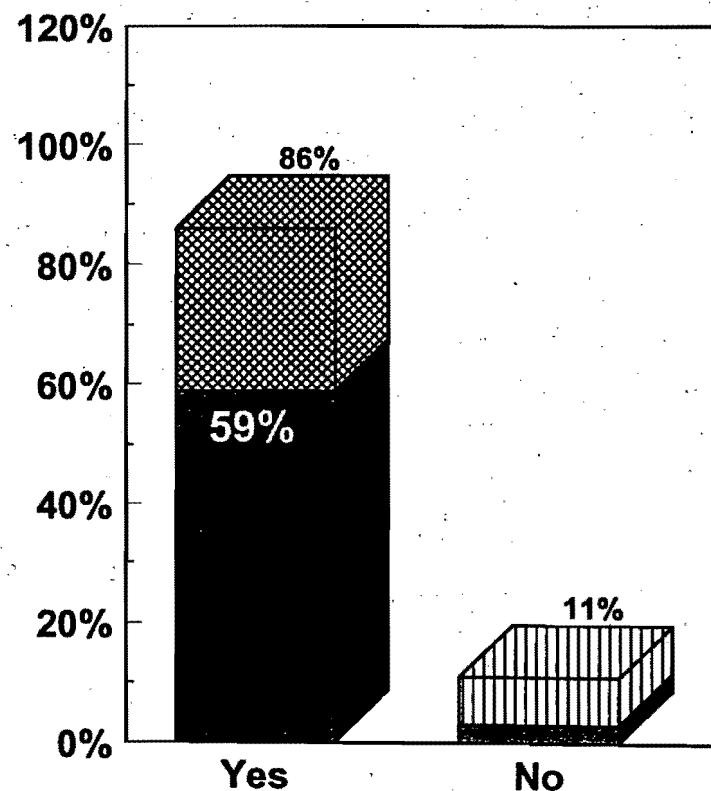
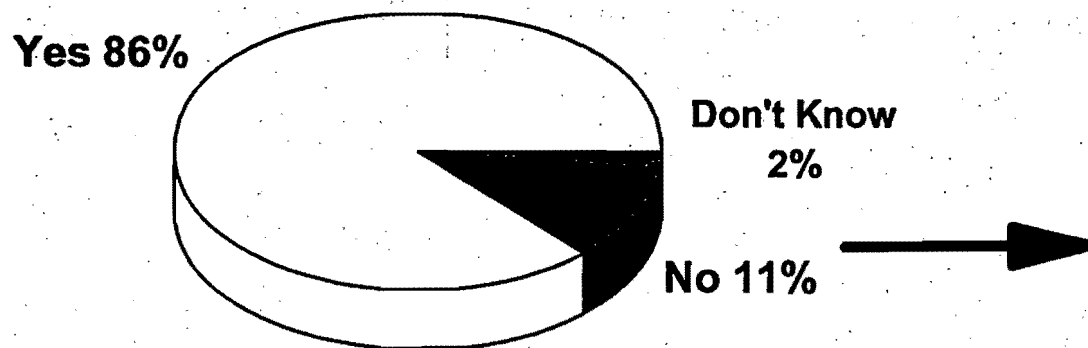


*Split Sampled Questions -- Each question asked to only half of respondents.



Not only do voters think there is a need for an organized activity, but eight out of ten voters believe afterschool programs are a necessity. A strong majority (59 percent) strongly believe afterschool programs are a necessity for their community.

Still thinking about afterschool programs, would you say that afterschool programs are a necessity for your community? Is that strongly or not so strongly yes/no?

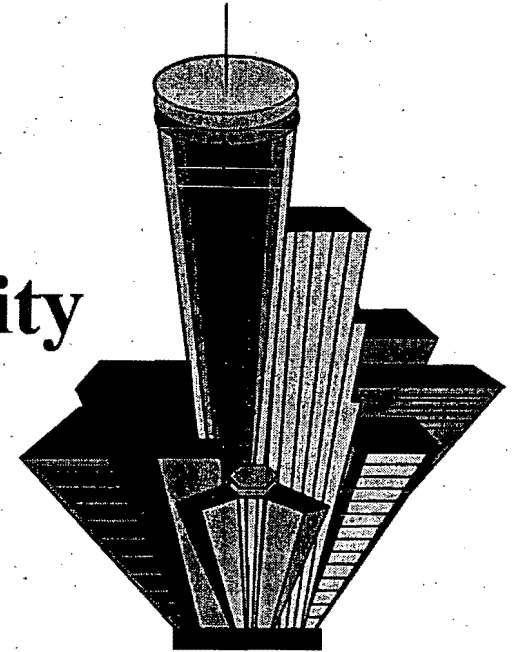


SCHOOL OFFICIALS WANT AFTERSCHOOL PROGRAMS

- 84 percent of elementary school principals believe children in their communities need supervision before and after school and two-thirds believe the schools should offer the afterschool activities (Source: NAESP, 1988).
- Over half of teachers singled out “children who are left on their own after school” as the primary explanation for students’ difficulties in class (Source: 1994 Harris Poll).



Local and State Officials Want Quality Afterschool Programming.



- **One of 5 top recommendations of the 1998 United States Conference of Mayors' National Summit.**
- **One of 3 priorities of Governor Carper, the 1999 Chairman of the National Governor's Association.**

What Parents Want in Afterschool Programs?

- 95 percent wanted technology and computers.
- 91 percent wanted art, music, and drama.
- 90 percent favored basic skills (minority families).
- 90 percent wanted community service (middle school parents).



•Source: The National Opinion Research Center, 1997.

WHAT THE PUBLIC WANTS IN AN AFTERSCHOOL PROGRAM

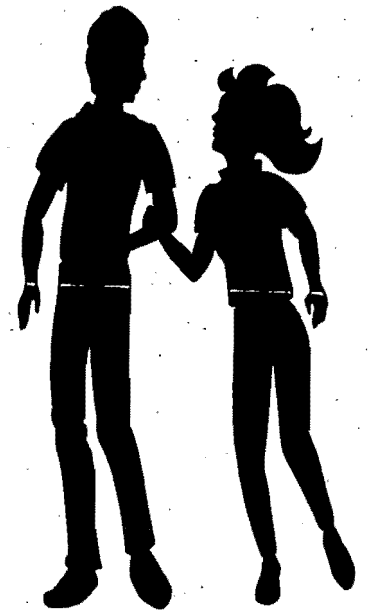
- When safety and conflict resolution activities were included in this question in 1999, the voting public identified as important:
 - providing children with a safe place to go (93%)
 - providing tutoring and homework help (88%)
 - providing structured, adult supervision (87%)
 - teaching ways to resolve conflict with other young people (86%)
 - teaching children to set goals (85%)as the major activities for an afterschool program.



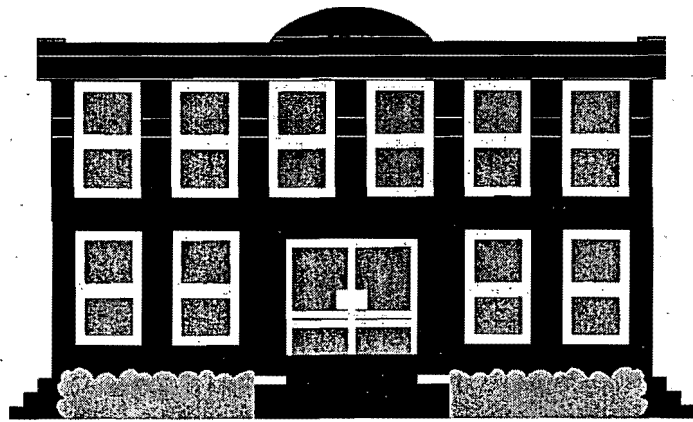
Source: Lake, Snell, Perry/Tarrance Group, 1999

High School Youth in Afterschool Programs Are At Least 5 to 10 Percent More Likely to:

- **Make As and Bs**
- **Attend a cultural event or visit a museum in the past month**
- **Say they love school or like school a lot**
- **Put their best effort into their school work**
- **Believe being a good student is important**
- **Have teachers they feel close to**
- **Had a teacher who changed their life**
- **Understand the courses they need to take**
- **Aim high and have big ambitions**
- **Say their school is preparing them very well for college**
- **Plan on continuing their education after graduation**
- **Be very confident about their group of friends**



Source: Shell Education Poll, 1999



Effective Schools Use Afterschool Programs

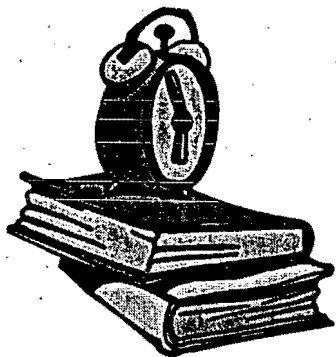
In Maryland, researchers found that the more successful schools were seeing consistent academic gains as a result of extended day programs.

In high-performing, high poverty schools, 86 percent of the schools extended time for reading and 66 percent extended time in mathematics.

RESPONSIBILITY FOR SETTING UP AFTERSCHOOL PROGRAMS

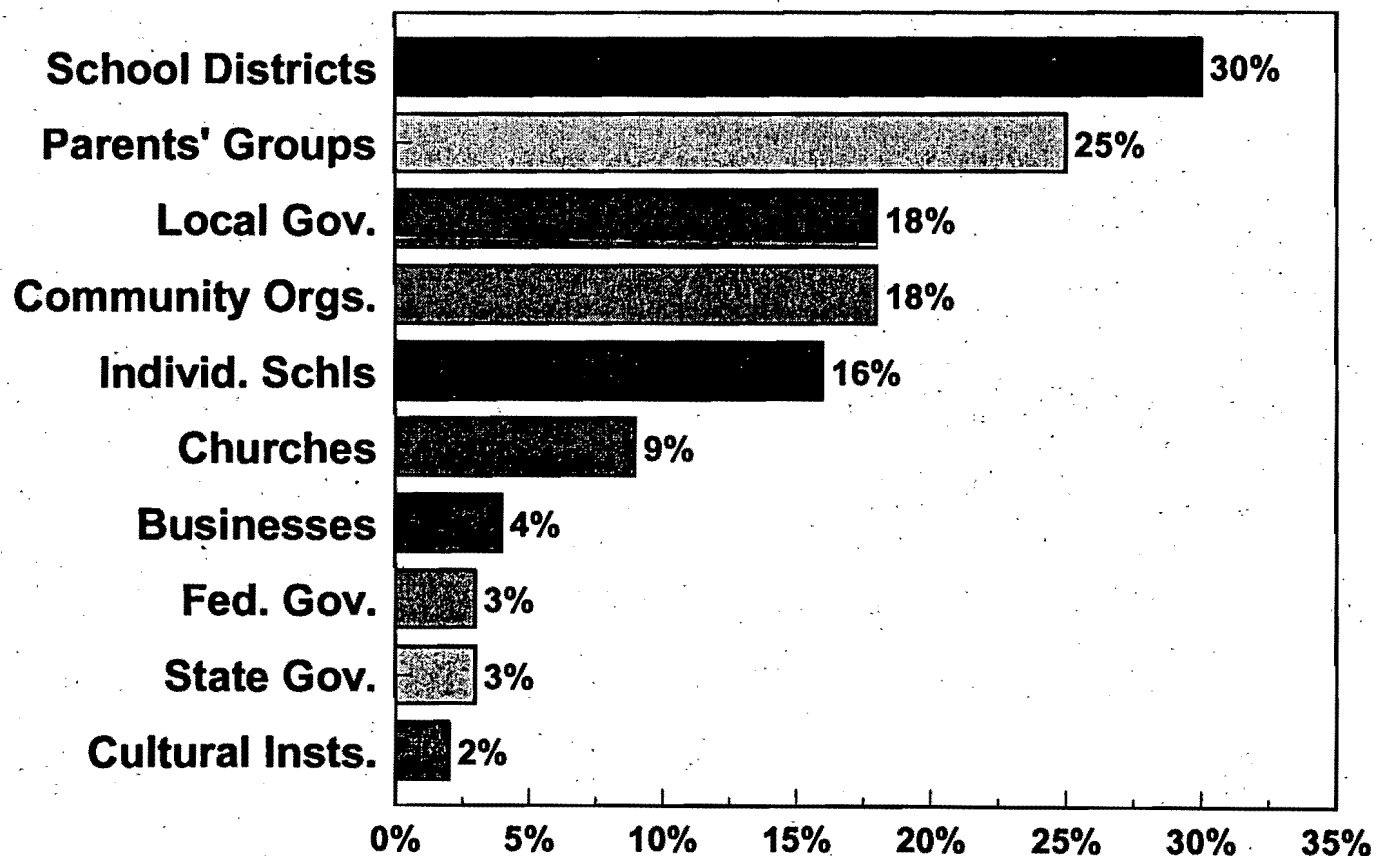


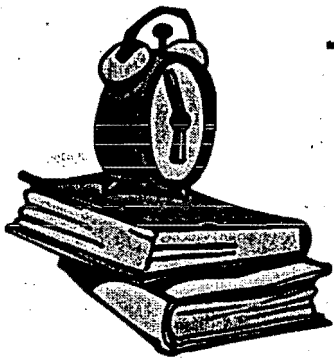
School Districts and Parents' Groups



Voters place the burden on school districts and parents' groups to set up afterschool programs in their communities. Almost a third of voters point to school districts, while a quarter of voters point to parents. These options are trailed by local government, community organizations, and individual schools.

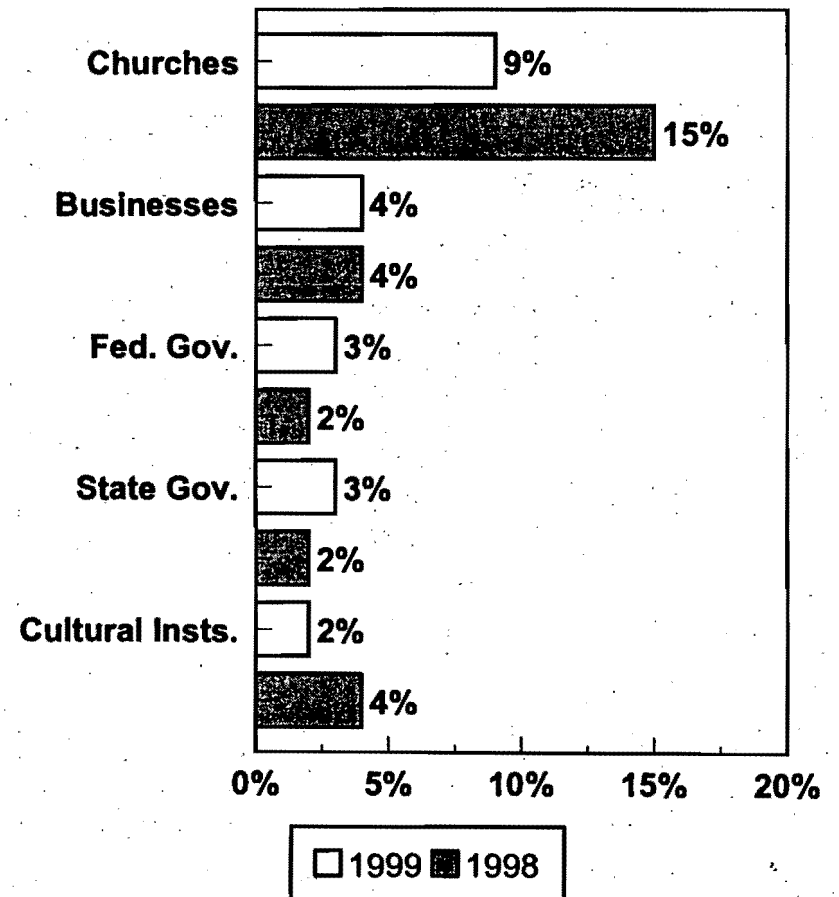
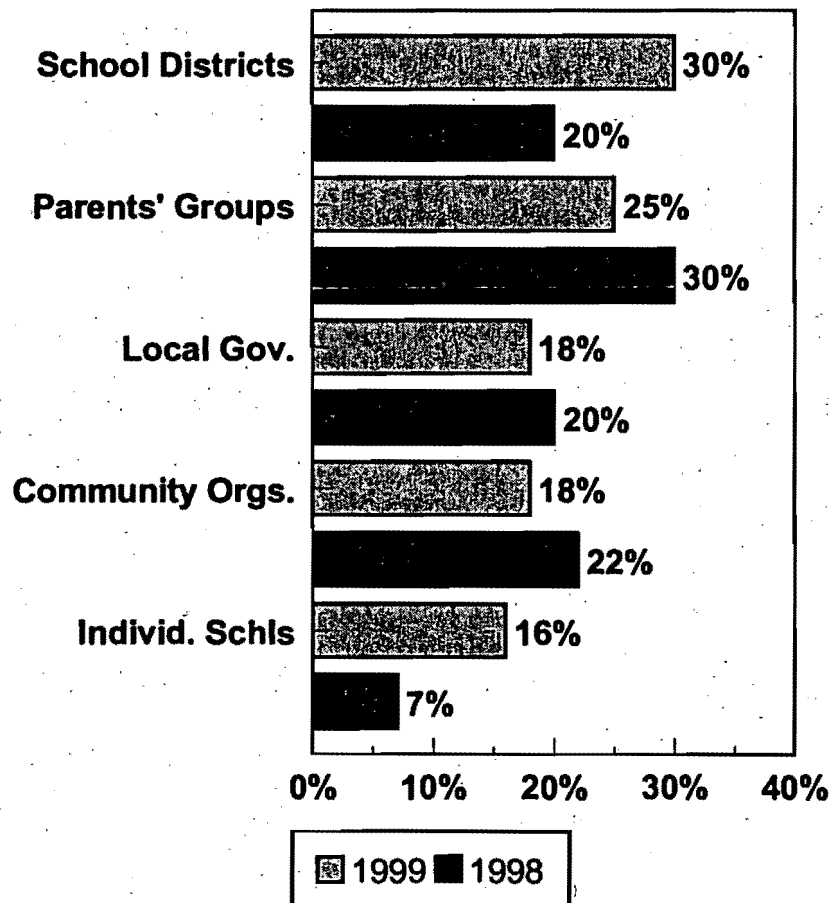
Of the following, who do you think should be responsible for setting up afterschool programs in your community?





There has been a sharp increase over the course of the past year in the number of voters who believe it is the school districts' responsibility to set up afterschool programs. In 1998, school districts ranked fourth, preceded by parents' groups, community organizations, and local government.

Of the following, who do you think should be responsible for setting up afterschool programs in your community?

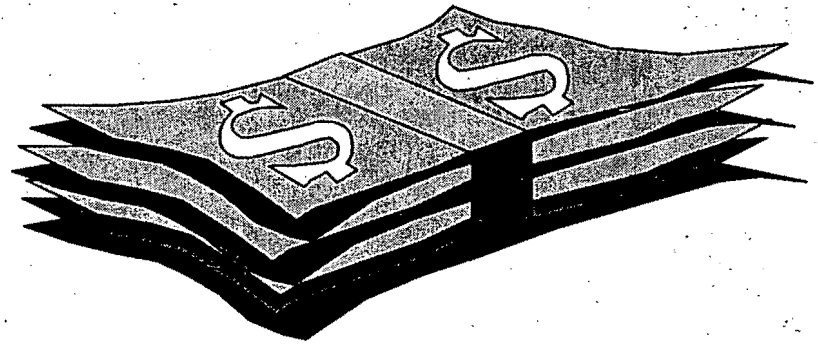


Responsibility for Paying for Afterschool Programs



WILLINGNESS TO PAY FOR AFTERSCHOOL PROGRAMS

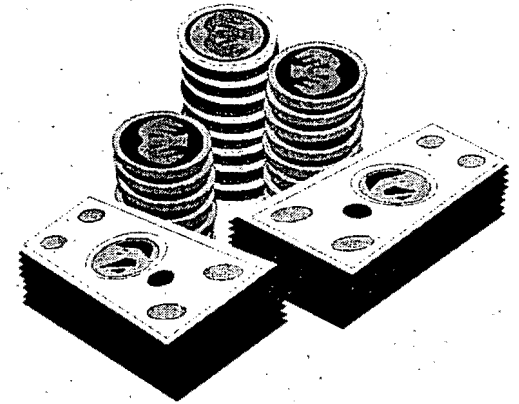
- 79 percent of parents reported that they would be willing to pay a fee for their child to attend an afterschool program, but just 35 percent currently send their children to an afterschool program.



Source: National Opinion Research Center, 1998.

WILLINGNESS TO PAY FOR AFTERSCHOOL PROGRAMS

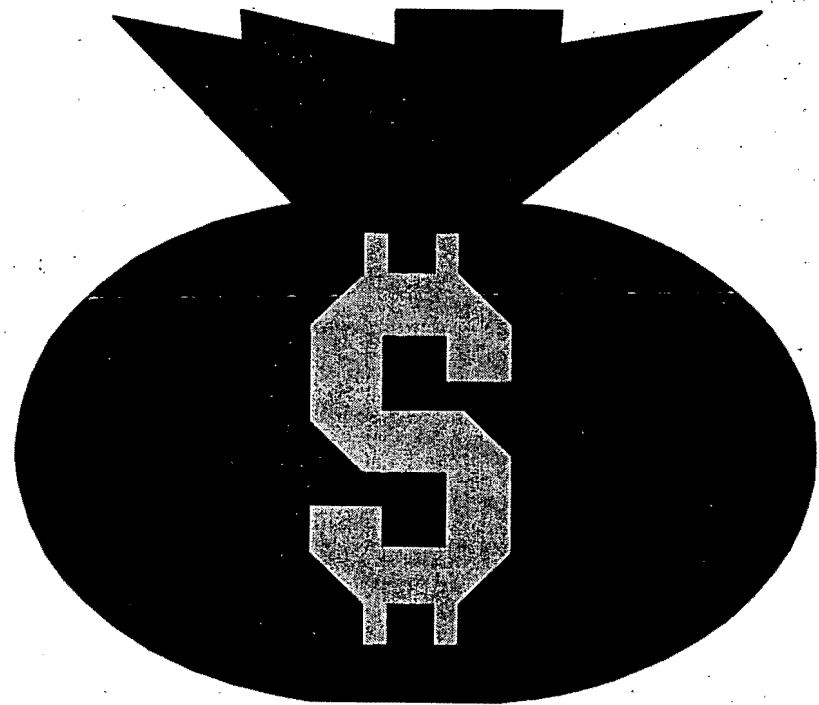
- 90 percent of the public is willing to recommend implementing a daily afterschool program to all children.
- When faced with the financial consequences of \$1,000 per child, per school year, 66 percent of the voting public are willing to use additional federal or state taxpayer money to make afterschool programs available to all children.



Source: Lake, Snell, Perry/Tarrance Group, 1999

WILLINGNESS TO PAY FOR AFTERSCHOOL PROGRAMS

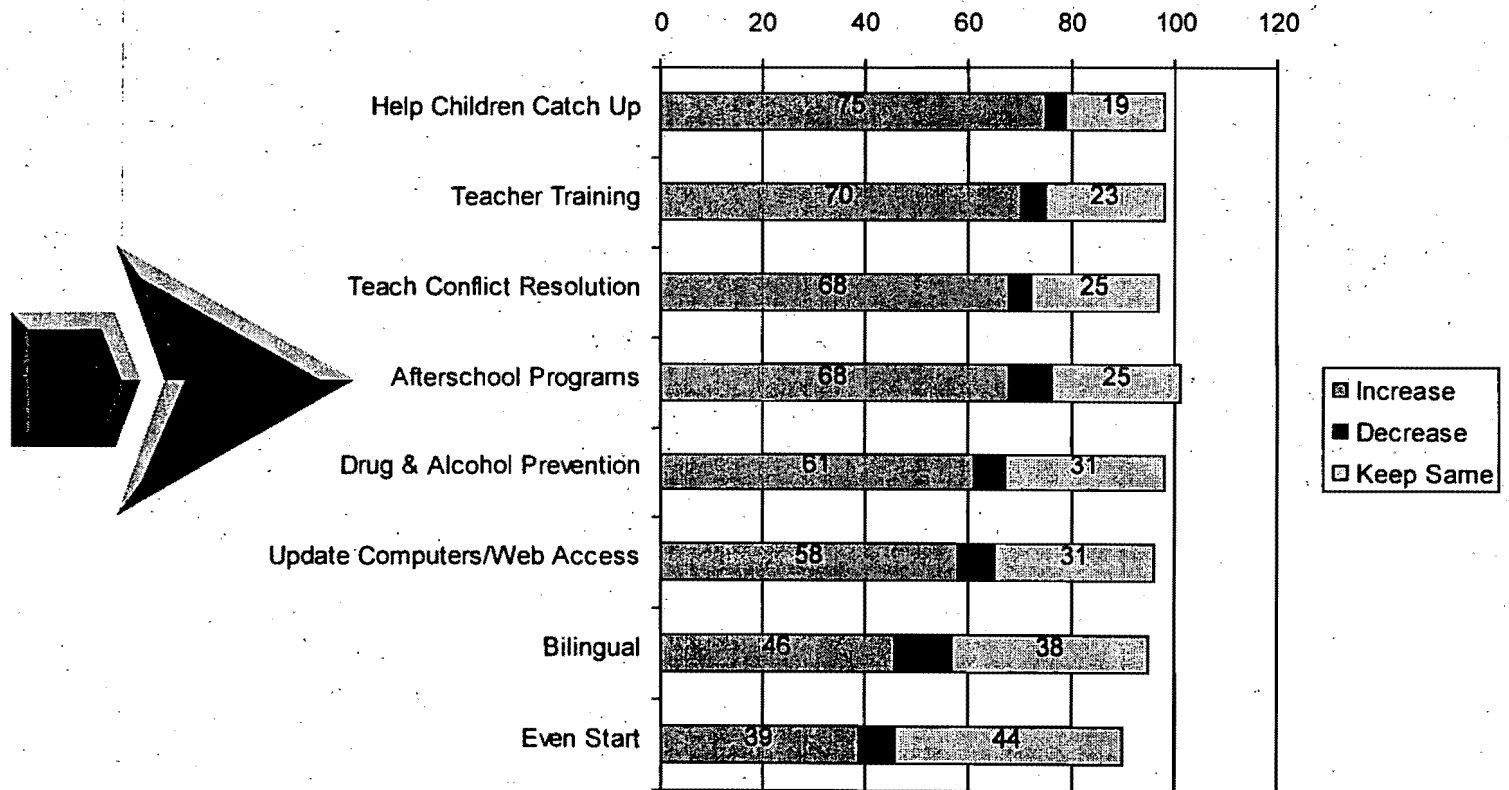
- **Sixty-six percent of the voting public believe “providing access to after-school programs and early childhood development programs like Head Start are more important than cutting taxes - - a virtual tie with the number who selected shoring up Social Security and Medicare, 67 percent.**
- **Fifty percent said they would pay more taxes and an additional 24 percent said they would pass up a tax cut for afterschool programs.**

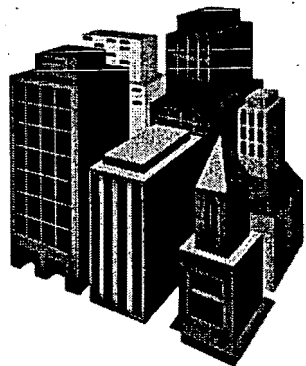


Source: Fight Crime: Invest in Kids, 1999

WILLINGNESS TO PAY:

According to the National PTA, 68 percent of parents with school-aged children support increasing federal funding for afterschool programs.





WHAT CITY PROGRAM DIRECTORS SAY ABOUT LEARNING IN AFTERSCHOOL PROGRAMS:

“It’s not a typical add-on to the school district. We are the school district, we are aligned with the standards of the school. What happens in the hours after school is not only fun for children but a reinforcement of what happens in the regular school day.”

--Carla Sanger, CEO, LA’s BEST

“Boston is making a deliberate effort to bring the schools’ curriculum specialists together with after-school providers to pinpoint ways to boost literacy activities and math and to use computers to enhance classroom learning,” (based on the Massachusetts standards).

--Jennifer Davis, Director,

Boston 2:00-6:00 After-School Initiative



LENNOX SCHOOL DISTRICT

Instructional Services

10319 SOUTH FIRMONA AVENUE
LENNOX, CALIFORNIA 90304

(310) 330-4950

FAX # (310) 671-1795

TO: ATTN: J.P. Buxton FAX NO (202) 456-5581

FROM: Marlene Wilson

DATE: 01/13/00

PAGES: (INCLUDING COVER SHEET)

3

SENDER: Phyllis Patterson

**PLEASE CONTACT US SHOULD YOU NOT RECEIVE ALL PAGES OF THIS TRANSMISSION.*

COMMENTS:

Attached please find the requested profile for the student from the Lennox School District 21st Century Learning Center. Thank you.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. profile	Lennox School District student profile (2 pages)	01/13/2000	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

[After-School Programs]

2011-0103-S

rc159

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]

J.B.
Buxton

January 12, 2000

Jack Lew
Director
Office of Management and Budget
Old Executive Office Building
Washington, D.C. 20502

Dear Mr. Lew:

As the Administration continues its work on the budget for Fiscal Year 2001, we urge you to consider increasing investment in community-based juvenile crime prevention efforts that positively engage children and youth.

To keep all children safe and out of trouble, additional funds must be provided to continue to support youth development and prevention efforts. Study after study has shown that early investment in prevention programs can dramatically reduce youth crime and violence. Providing children, including children with disabilities or emotional or behavioral problems, with constructive alternatives in and out of school is essential to ensuring that our Nation's at-risk children have every opportunity to grow into responsible, law-abiding adults. To this end, we ask that you maintain and expand the Administration's commitment to keep children safe from harm and to help children realize their full potential by increasing investment in 21st Century Community Learning Centers, the Title V Juvenile Delinquency Prevention program, and the Runaway and Homeless Youth program.

The \$250 million increase in FY2000 for the 21st Century Community Learning Centers Program was a hopeful signal for the millions of children home alone, without adult supervision, each week after school. However, this program is still extremely modest given the number of young children and teens who do not have access to constructive after-school activities. Substantial new investments are still needed given the role that after-school programs can play both in keeping children safe from harm and in helping them stay on track academically. **We strongly urge the Administration to increase the 21st Century Community Learning Centers by \$550 million to a total of \$1 billion to help schools and community-based organizations start, operate, and expand programs for children and youth.**

Currently funded at \$95 million, the Title V, Local Delinquency Prevention Program, represents an effective model of community collaboration in which community stakeholders – including locally elected officials, law enforcement, public recreation, private nonprofit organizations, and youth workers – come together to develop a plan for juvenile delinquency prevention. This program, which is cost effective and keeps children and communities safe, has been slightly increased, but continues to receive a fraction of what new incarceration and punishment initiatives like the Juvenile Accountability Incentive Block Grant receive. **We ask that the Administration expand Title V, Local Delinquency Prevention, from \$95 million to at least \$250 million.**

The Runaway and Homeless Youth Act (RHYA) provides critical assistance to youth in high-risk situations all over the country through three major grant programs. The Basic Center Program provides grants to support temporary shelter for youth under age 18, and counseling for youth and their families in order to assist them in a time of crisis. The Transitional Living Program provides grants to support longer-term (up to 18 months) shelter as well as independent living services to youth ages 16-21 who are unable to return home safely, in order to promote their successful transition to adulthood and self-sufficiency. The Street Outreach Program (formally called the Sexual Abuse Prevention Program) provides grants to support street-based outreach and education to runaway, homeless, and street youth who have been sexually abused or are at risk of sexual abuse, in order to connect these most vulnerable youth with services and a chance for a safe and healthy future. RHYA funds also support a national runaway hot-line, regional training, and technical assistance for youth workers and their agencies. **We urge you to provide maximum funding for these programs, including \$100 million for runaway and homeless youth (which includes Basic Centers, the Transitional Living Program, as well as the National Runaway Switchboard and important training, technical assistance, and informational resources), and \$20 million for the Street Outreach Program.**

Thank you for your consideration in support of significant investments to assist in the productive, healthy development of all our Nation's children.

Sincerely,

Alliance for Children and Families
American Academy of Child and Adolescent Psychiatry
American Civil Liberties Union
American Ethical Union, Washington Ethical Action Office
American Psychological Association
Arbor Circle Corporation
Campaign for an Effective Crime Policy
Child Welfare League of America
Children & Adults with Attention Deficit/Hyperactivity Disorder
Children's Defense Fund
Covenant House
Federation of Families for Children's Mental Health
Friends Committee on National Legislation (Quaker)
General Board of Church and Society of the United Methodist Church
Girl Scouts of the USA
Girls Incorporated
Institute for Community Studies
Justice Policy Institute
Mennonite Central Committee U.S. - Washington Office
Michigan Network for Youth and Families
National Association of School Psychologists
National Council for Community Behavioral Healthcare
National Mental Health Association

National Network for Youth
National PTA
National Recreation and Park Association
Ozone House
Presbyterian Church (USA), Washington Office
Unitarian Universalist Association, Washington Office
Union of American Hebrew Congregations
United Church of Christ, Office for Church in Society
Southwest Organizing Project
YMCA
Youth Law Center