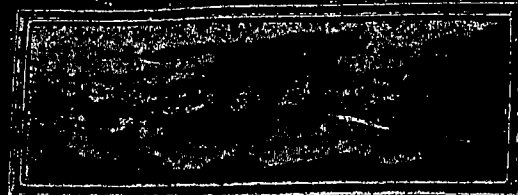


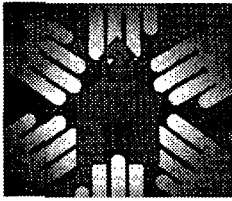
Making After School Count!

*Communities and Schools Working Together to
Create Quality After School Programs*

Making After School Count!

Event Information





Making After-School Count!

*A teleconference with Vice President Al Gore
on creating quality after-school programs.*

A Checklist For Your Event

You've received the video tape, now what?

- ✓ Find a meeting room with a VCR and television.
- ✓ Choose someone to coordinate the event.
- ✓ Invite parents, teachers, principals, superintendents, business and community leaders. Don't forget to include: local members of Congress; state legislators; local agencies that currently serve youth in your community; the Mayor; City Council and County Commission members; faith-based organizations; the School Board; police chief, judges and other law enforcement representatives.
- ✓ Contact local media, including the Editor of your local newspapers and education writer; local television and radio station news directors. You may wish to develop a local press release, inviting the media to attend the teleconference or arrange media visits to existing after-school programs where parents and children can be interviewed about the need for and benefits of after-school programs.
- ✓ If your school has a Web site, contact the Webmaster to discuss using it to promote the event. You may wish to use the site to share ideas for creating and expanding the after-school programs.
- ✓ After the teleconference, spend an hour discussing what the children of your community need, following the "Questions for Community Discussion" format.
- ✓ Set a date to re-convene and determine "Next Steps."

SAMPLE PRESS RELEASE

For Immediate Release

Contact: (local contact)

(LOCAL GROUP) HOSTS TOWN HALL ON AFTER-SCHOOL

**Growing Need For Safe Care and Academic Enrichment Prompts
Community Leaders to Act**

With more parents working and more children home alone than ever before, the need to develop safe and enriching after-school activities has never been greater. Nationwide surveys reveal almost 80 percent of all parents want their child to attend an after-school program, yet 70 percent of public elementary and middle schools do not offer such programs.

(Local community) officials report (insert local information regarding waiting lists for existing programs or survey data, if applicable).

To help address this problem in (local community), the (local group) is inviting parents, teachers, business and community leaders to join in a national teleconference with Vice President Al Gore on Thursday, April 16 at 2:30 p.m. (Central). A local discussion of how (local community) can build local partnerships, identify funding and increase access for families will follow the teleconference.

New public and private resources are available to help create and expand after-school programs. In a unique public/private partnership, the C. S. Mott Foundation and U.S. Department of Education have announced a plan to improve access to after-school activities by expanding the 21st Century Community Learning Centers program.

The Mott Foundation, founded in 1926 in Flint, Michigan, by automotive pioneer Charles Stewart Mott, is a private philanthropy committed to supporting projects that promote a just, equitable and sustainable society.



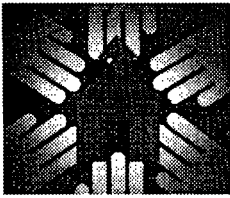
Making After-School Count!

*A live, interactive teleconference with Vice President Al Gore
on creating quality after-school programs.*

Thursday, April 16, 1998

Questions For Community Discussion

- ◆ Do our children need before- or after-school or summer programs? If so, why?
- ◆ Are there other needs – of parents or the community – that could be met by after-school programs?
- ◆ What specific agencies serve youth now that could help us meet these needs?
- ◆ What other partners might be included?
- ◆ Where are the financial resources in our community that we can tap to start up and expand quality after-school programs?
- ◆ What are possible state, federal and private resources?
- ◆ Who will take the leadership responsibilities to:
 - ⇒ Pull a community partnership together
 - ⇒ Design the content of our program
 - ⇒ Find and raise resources
- ◆ What will it take to make this initiative last?
- ◆ What will be our next step?
- ◆ If it's appropriate for our community, should we apply for 21st. Century Community Learning Center grants?



Making After-School Count!

*A teleconference with Vice President Al Gore
on creating quality after-school programs.*

Fact Sheet

Recent studies reveal a growing demand for quality after-school programs

- Almost 80 percent of parents want their child to attend an after-school program, yet 70 percent of public elementary and middle schools do not offer such programs, recent surveys found.
- An estimated 24 million school age children have working parents - including 5 million who get no adult supervision after-school.
- The Carnegie Corporation found that 40 percent of children's time is "unstructured, unsupervised and unproductive," including an average of 40 hours a week watching television.
- After-school hours are the most dangerous - the national rate of juvenile crime triples; youth are more likely to smoke, drink, do drugs and engage in sexual activities.

Funding and support are now available

- The Charles Stewart Mott Foundation has pledged to spend \$55 million over the next five years to provide technical assistance, training and evaluation of the 21st Century Community Learning Centers program. In an effort to increase access to quality programs, the Mott Foundation also will provide technical assistance and training to after-school programs that do not receive 21st. Century grants.
- The Department of Education proposes expanding its existing \$40-million-a-year grant program to \$200 million - or \$1 billion over five years. This expansion, when combined with matching local dollars, would provide start-up funds to 4,000 school-based centers nationwide.

Quality after-school care makes a difference

- A Texas after-school program featuring strong parental involvement and an emphasis on academics boosted student achievement scores in 25 schools by 20 percent between 1993 and 1996.
- In Los Angeles, a study of "LA's Best" found students who attended the after-school program made significant academic gains, felt safer and liked school more. Crime dropped more than 60 percent at schools participating in the program.
- A recent survey found 56 percent of American parents believe children are left alone too much after school. Parents want more than baby-sitting. Overwhelming numbers of those surveyed said their children would benefit from computer classes, art, music and community services.



Making After-School Count!

*A live, interactive teleconference with Vice President Al Gore
on creating quality after-school programs.*

Thursday, April 16, 1998

Partner Contacts



National PTA®

National PTA

Dreama Love
Education Program Manager
330 N. Wabash Avenue
Chicago, IL 60611-3690
(312) 670-6782 ext. 317
(312) 670-6783 fax



National Association of Elementary School Principals

Deborah Reeve
Associate Executive Director for Development and
Special Projects
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345
(703) 548-6021 fax

National School Boards Association

Laurie Westley
Assistant Executive Director
1680 Duke Street
Alexandria, VA 22314-3493
(703) 838-6703
(703) 548-5613 fax



National Community Education Association

Starla Jewell-Kelley
Executive Director
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030-2401
(703) 359-8973
(703) 359-0972 fax

**National Collaboration for Youth
National Assembly of National Voluntary Health
and Social Welfare Organizations**

Gordon Raley
Executive Director
1319 F Street, NW
Washington, DC 20004
(202) 347-2080
(202) 393-4517 fax

**FIGHT
CRIME**



**INVEST
IN KIDS**

Fight Crime: Invest in Kids

John Bartlett
Communications Director
1334 G Street, NW
Suite B
Washington, DC 20005-3107
(202) 638-0690
(202) 638-0673 fax



**PARTNERSHIP
for Family
Involvement
in Education**

**Partnership for Family Involvement in Education
W. Wilson Goode**

Deputy Assistant Secretary
Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
600 Independence Avenue
Washington, DC 20202-3522
(202) 401-0419
(202) 401-8607 fax



U.S. Department of Education

Adriana de Kanter
Deputy Director, Planning and Evaluation Service
Office of the Under Secretary
600 Independence Avenue, SW
Room 4168, FOB 10
Washington, DC 20202-8170
(202) 401-3132
(202) 401-3036 fax



Charles Stewart Mott Foundation

Marianne Kugler
Program Officer
Sheila Gruber McLean
Communications Officer
1200 Mott Foundation Building
Flint, MI 48502-1851
(810) 238-5651
(810) 766-1791 fax

PHOTOGRAPH BY JACOB INLONG

It's 4:00 p.

Do You Know Where You

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 shied 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. r 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

TYRONE 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 Pee wee, 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."



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.

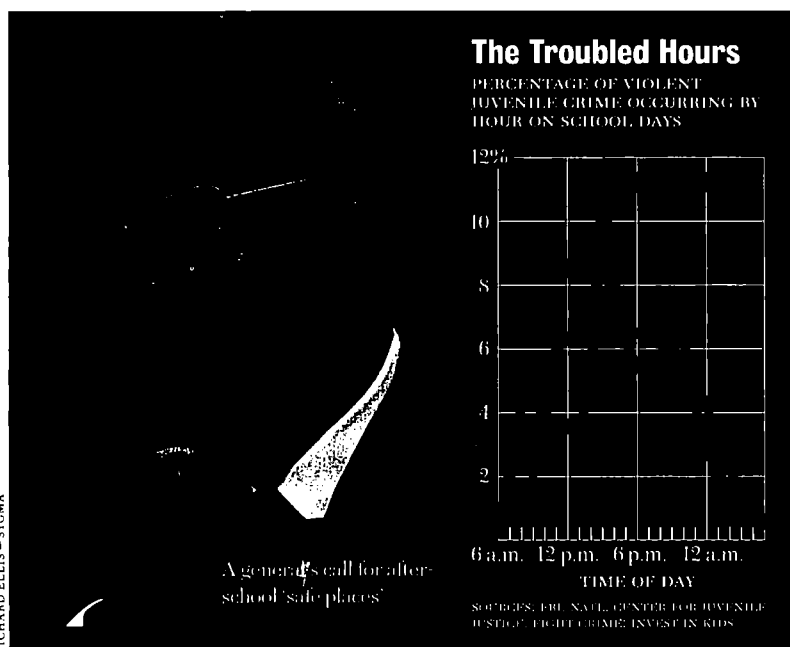
A safe place can be a YMCA, a Boys & Girls Club, a rec room at a house of faith, a playground or a school. Ronald McDonald House Charities has donated \$4 million to keep

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.



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 I.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

A Lift for After-School Programs

George Soros, the philanthropist, has announced that he will contribute up to \$25 million annually for five years to create new after-school programs in the New York City schools. His one condition is that the grants are matched three to one by private and public contributions. The potential total, \$100 million, could make an enormous difference to the city's children, but even a smaller sum would help a great deal. For years, educational leaders have lamented the lack of activities and adult supervision for children after school, particularly in impoverished areas. School buildings are available for use, but many stand empty after 3 o'clock because there is no money to pay for staff.

The Soros project could dramatically change the picture. The funding would go to community-based organizations that would design and run the after-school programs. School principals would have to agree to the use of their buildings. The plan is to serve 6,000 students this fall with programs

running from 3 P.M. to 6 P.M. at 20 schools. Over time, the aim is to make such opportunities available throughout the city school system.

An effective program could extend a child's school day by half, bringing professional arts groups into the schools, offering structured academic tutoring, even connecting teen-agers to community-service projects. The possibilities for academic and cultural enrichment are substantial. The question now is whether the private and public sectors will rise to Mr. Soros's challenge.

City Council Speaker Peter Vallone has proposed spending \$25 million in city money on after-school programs. Although Gov. George Pataki recently and regrettably vetoed \$5 million for after-school programs, there are other sources. The Board of Education could dig into the schools budget, and other private benefactors could step forward. This is a smart investment in the city's children and in its future.

The New York Times

Copyright © 1997 The New York Times

SUNDAY, OCTOBER 26, 1997

In America

BOB HERBERT

3:00, Nowhere to Go

The peak hours for juvenile crime are 3 P.M. to 8 P.M., with the biggest, most dangerous burst coming in the very first hour after school.

"In the one hour after the school bell rings, juvenile crime triples," said Sanford Newman, a lawyer and president of a national organization called Fight Crime: Invest in Kids.

The fundamental problem, of course, is a lack of adult supervision. The number of families that leave children unsupervised for part of the day has increased drastically in the past two to three decades. More women are working, more couples are divorcing and more children are being born to single mothers. After being closely supervised all day, millions of youngsters find themselves suddenly on their own at 3 P.M.

A report prepared for Attorney General Janet Reno by Mr. Newman and James Alan Fox, dean of the College of Criminal Justice at Northeastern University, said: "Experts estimate that between five and seven million 'latchkey children' go home alone after school, and that roughly 35 percent of 12-year-olds are regularly left to fend for themselves while their parents are at work."

A lot of those kids get in trouble. Some will vandalize property, some will do drugs, some will have sex (the hours immediately after school are the peak hours for the conception of teen-age pregnancies), some will join gangs and some will commit violent crimes.

The report to Ms. Reno focused on the crime problem and said a national commitment to well-run after-school programs would be among the most effective ways of responding to it.

"When we send millions of young people out on the streets after school with no responsible supervision or constructive activities, we reap a massive dose of juvenile crime," the report said.

"If, instead, we were to provide students with quality after-school programs, safe havens from negative influences, and constructive recreational, academic enrichment and community service activities, we would dramatically reduce crime while helping students develop the values and skills they need to become good neighbors and responsible adults."

Fight Crime: Invest in Kids is a bipartisan crime prevention group. Its membership is composed primarily of high-ranking police officials, prosecutors and victims of crimes.

Youth programs are seen as a critical crime-fighting tool by police departments across the country. A national survey of police chiefs found that 92 percent believed the nation could make much sharper inroads against crime if there was a willingness to invest more in youth development programs and activities.

In an interview last week, Police Chief George Sweat of Winston-Salem, N.C., said: "In our local system

Chief Sweat said Winston-Salem had been considering the possibility of an 11 P.M. to 6 A.M. curfew for young people, but when he looked at the peak hours for juvenile crime he quickly found that the overnight period was not the problem.

"It just blew us away," he said. "There was no comparison. It was that period after school when we were finding our juvenile suspects and our juvenile victims. Right after school is when most of the kids are still congregated together, they haven't totally dispersed, and that's when you see the influence of the bad kids. You know, 'Let's follow the leader.'"

"The other kids get caught up in it. The fisticuffs. They go the 7-Eleven and shoplift. The statistics will show you that the after-school programs are far more important than a curfew."

Mr. Fox said the need for after-school programs will only grow over the next several years as the nation's teen-age population increases substantially. But he cautioned against seeing such programs simply as a way of fighting crime.

"They will reduce crime," he said, but they are needed for other reasons as well. "It is not a great idea that we have more and more kids who are getting less and less supervision. For their general well-being, we need to get more adults into their lives." □

Peak time for youth crime.

we used to have after-school sports and they cut back on them in the late '80's, and I think that's been one of the problems we've had with crime after school. It's since then that we've felt the brunt of the juvenile crime."

Study says youth crime peaks before 8 p.m.

Justice officials want Congress to spend more on after-school programs

Knight-Ridder Newspapers

WASHINGTON — Violent juvenile crime on school days occurs much more frequently between 2 p.m. and 8 p.m. than late at night, says a report released Wednesday.

With violent juvenile crime rising, the Justice Department is promoting the report to persuade the Republican-controlled Congress to spend more money on after-school youth programs. Several bills are pending and may be taken up this week.

"In the afternoons, we used to have sports, drama and music. We had violins, and now it's violence," said James Alan Fox, dean of Northeastern University's College of Criminal Justice in Boston and an author of the report. "We've closed down ball fields. We've closed down community centers. We have disoriented in childhood, and kids literally have too much time to kill."

The report also raises questions about the need for curfews, a popular crime-control measure. Although many civil rights groups and individuals challenge the constitutionality of curfews, about three-fourths of the nation's 200

biggest cities have them.

The report says that on school days, nearly half of violent juvenile crime — murders, rapes, robberies and aggravated assaults — occur from 2 p.m. to 8 p.m. It found that just one-seventh occurs from 11 p.m. to 7 a.m., when curfews typically are in effect.

"What a curfew does is tell kids, 'You should not commit crimes when you are asleep,'" Mr. Fox said.

The report was released by Fight Crime: Invest in Kids, a youth-advocacy group made up of police chiefs, prosecutors and crime survivors.

The study, billed as the most comprehensive on the relation of crime by people under 18 and the time of day, details how crime tracks juveniles' movements.

Violent juvenile crime triples from 3 p.m. to 4 p.m., the hour immediately after school, compared with 1 p.m. to 2 p.m., when school is still in session. It dips around dinner time, rises slightly, then declines in the later evening as most parents want their children home for bed.

In contrast, Mr. Fox said, adult

crime rises all through the day and evening and peaks at 11 p.m.

The new report focuses on school days, when 57 percent of violent juvenile crime is committed. Mr. Fox said that juvenile crime on weekends and during the summer is also higher in the afternoon and evening than the morning or late night, but without the 3 p.m. peak. "Prime time for juvenile crime," Mr. Fox said, is when parents are working and kids are hanging out on street corners with little to do.

The study's findings did not surprise Detroit Police Chief Isaiah McKinnon, whose city struggles with violent juvenile offenders.

Mr. McKinnon said most cities confront a "triple-edge sword," meaning they need to worry about kids during school hours, after school and late at night. He said police officers have to monitor truants who gather at "skip houses" where parents aren't home, as well as youths who are unsupervised after school.

He also said the report is evidence that curfews affect crime.

"Those communities that are enforcing curfews, where children

are being told to stay in their homes, that is why less crime is occurring," said Chief McKinnon, whose city has an 11 p.m. curfew.

Attorney General Janet Reno and leaders of the youth-advocacy group use these figures to criticize pending crime legislation.

Over the next few weeks, Congress will consider two measures that deal with juvenile crime. In one, President Clinton proposed \$63 million for after-school programs, but House and Senate legislators want to cut that.

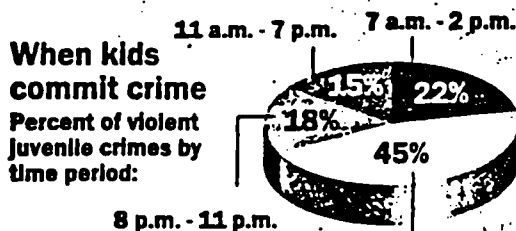
Another Senate bill would spend \$868 million over five years on juvenile justice. But a big chunk of that — \$500 million — would be a block grant in which after-school programs would compete with juvenile facilities, drug testing, juvenile records and truancy programs for a share of new funding.

"There is no doubt that prevention is important, but throwing more money at these programs is not necessarily the answer," Sen. Jeff Sessions, R-Ala., chairman of the Senate's youth crime subcommittee, said in a statement. "Before spending more money on prevention we need to first take a close look at the programs currently in place."

Distributed by Knight-Ridder Tribune News Wire

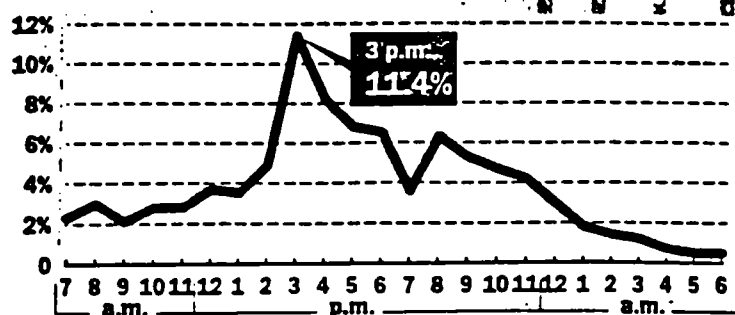
After school is crime time

A new study documents what time of day children under 18 commit violent crime on school days. Some highlights:



By the hour

Percent of violent juvenile crimes by hour:



This Knight Ridder story about FIGHT CRIME: INVEST IN KIDS' joint press event with Attorney General Janet Reno appeared on September 11 and 12, 1997, the *The Atlanta Journal-Constitution*, the *Philadelphia Inquirer*, the *Arkansas Democrat Gazette*, the *Denver Post* and many other newspapers totaling a circulation of over 3 million.

Sacramento, CA

BEE

Sacramento
Met Area

Tuesday

D 287,505

SEP 16, 1997

Santa Cruz, CA

SENTINEL

Santa Cruz
Met Area

Saturday

D 28,983

SEP 20, 1997

P1416

LUCE

PRESS CLIPPINGS

After-school crime

Keeping kids busy can improve public safety

California Middle School in Sacramento's Old Land Park neighborhood lets out at 2 p.m. A few blocks away at McClatchy High School, students are dismissed at 3:17. Across town at Del Paso Heights' Grant High School, the last class is finished at 2:40, while at San Juan High School in Citrus Heights, the final bell rings at 2:41.

Exactly when the last bell rings at schools across the country takes on greater significance in light of a new report that documents high rates of juvenile crime after school. According to the report released this week by "Fight Crime: Invest in Kids," a national crime prevention organization composed of police, prosecutors and crime victims, the hours immediately after school but before parents come home from work are the most active and dangerous for juvenile criminals and their victims.

Using FBI data from eight states, researchers found that peak hours for violent juvenile crimes are between 3 p.m. and 8 p.m. When plotted on a graph, violent juvenile crime can be seen to increase sharply just after 2 p.m., when most schools let out peaking at 3:30 and declining dramatically between 5:30 and 6:30 — presumably just when mom and dad are getting home from work.

Strongly backed by Attorney General Janet Reno, the Fight Crime organization has urged Congress to invest more in after-school programs for kids. Both the House and the Senate budget committees have failed to provide adequate funds for alternatives to keep adolescents busy. A wrongheaded juvenile crime bill set for debate in the U.S. Senate provides incentives for states to increase penalties when juveniles commit crimes but

precious little for prevention.

In California, a bill by Sacramento Assemblywoman Deborah Ortiz to provide \$3.5 million for after-school tutorial and recreational programs for grade schoolers was sent to the governor's desk. Unfortunately, a second after-school bill by Berkeley Assemblywoman Dion Aroner, targeted for older kids, didn't make out of the Legislature this year, although it remains in play for possible funding next year. It's precisely at the high school and middle school levels, when kids are too old for child care, yet not old enough to resist some dangerous teen peer pressure, that supervised activities after school are most needed.

The situation is made worse by the rise in the number of single-parent homes. Even where two parents are at home, these days both often work. As schools have cut back on traditional after-school programs — sports, music, art and clubs — too many kids have been left without adult supervision.

Beyond more investment in after-school programs, another obvious solution would be to extend the school day or perhaps push back start times so kids would be released later. Sadly, such adjustments have been resisted in a country that too often conducts business so as to accommodate the convenience of adults, not the needs of children.

The new report on after-school crime is a reminder of an obvious truth: If adults don't make investments of time and money to guide children and occupy their energies, we will be forced to invest instead in police and prisons to lock them up. It's 3 p.m., grown-ups. Do you know where the teenagers are?



This AP article appeared in hundreds of papers around the country including the Denver Rocky Mountain News, Santa Rosa Press Democrat, the Chicago Tribune, the Baltimore Sun, the Kansas City Star, the Washington Times, the Atlanta Journal, New York Daily News, The Boston Globe, the Portland Oregonian and the Orlando Sentinel.

Reno: After-school programs are needed to prevent crime

■ A private study found that most juvenile crime occurs between 2 p.m. and 8 p.m.

By CASSANDRA BURRELL,
Associated Press

WASHINGTON — Congress must put more money into after-school crime prevention programs to head off a juvenile crime wave expected over the next decade, Attorney General Janet Reno said Wednesday.

She spoke as a private group released a study that found that most violent juvenile crime occurs between 2 p.m. and 8 p.m., between the end of the school day and the time parents return home from work.

"It is better to prevent another crime from occurring than to punish the criminal after another victim is harmed," Reno said

at a treatment center for at-risk youth in Rockville, Md.

The study buttresses the Clinton administration's drive to keep after-school programs, such as sports, music and drama activities, intact and to provide balance to the legislation that may be voted on in the near future," the Justice Department said in a written statement.

Reno and leaders of the group, called Fight Crime: Invest in Kids, have been critical of legislation pending in Congress, saying it doesn't put enough emphasis on prevention. The bills toughen federal laws dealing with juvenile crime and give states strong in-

centives to do the same.

According to the study, half of all violent juvenile crime occurs between 2 p.m. and 8 p.m. on school days. Two-thirds of all violent youth crime occurs between 2 p.m. and 11 p.m.

In contrast, only 21.5 percent happens from 11 p.m. to 7 a.m., a period when some communities have sought to impose curfews on teen-agers.

The most violent hour of the day for juvenile offenders begins at 3 p.m., just as classes end, the report said.

"When the school bell rings, leaving millions of young people without responsible adult supervision or constructive activities, juvenile crime suddenly triples and prime time for juvenile crime begins," the report said.

About 11.4 percent of all violent juvenile crime occurs from 3 p.m. to 4 p.m. — a sharp increase from the 3.5 percent occurring from 1 p.m. to 2 p.m. Crime begins to drop around 8 p.m. and makes another sharp dip after 11 p.m., when most parents insist teen-agers be home, the report said.

The problem will only worsen because the number of U.S. teen-agers is expected to increase 17 percent by 2005.

Supporters of get-tough measures being examined in Congress this week defended them. Rep. Bill McCollum, R-Fla., said his bill was designed to fix weaknesses in the juvenile justice system, and prevention is addressed in other legislation.



Kristin Barr

Going it alone

There's no one to tell you to get off the phone or turn down the music — or to fix the lights

Monday, Thursday and Friday are Amy Krueger's favorite days. Those are the days the 14-year-old Metro Detroit teen is in charge at home. With her mom working until 10 p.m. some nights, she lets herself in after school, fixes something to eat, does homework and chills out. She's been doing this since she was 11. Studies show Amy is among a growing number of middle-schoolers spending more time unsupervised at home.

Amy talks to Detroit News Staff Writer Ruby L. Bailey about the night the lights went out, playing dress-up in Mom's closet and the best and worst things about being home alone.

I always start with the same routine: I run into the house, turn on the stereo and dance all over the living room. That's just to warm up the place. Sometimes coming home and opening the door with my own key kind of makes me feel grown-up, but the house seems kind of cold, you know.

"But there's a real cool rush when I first get in the house, like 'All right! I'm on my own.' My mom always leaves a note letting me know what time she'll be home and if she needs me to do something for her. It's like we're a team.

"I don't really think about the fact that I'm alone because I do things that I do alone when she's here, like homework or talking on

the phone. Who wants their mom to hear what they're saying to their friends? I've been staying home by myself so long that I'm used to it, so I don't feel sad or anything. Most of the time, I don't want to go with her anyway. It's boring.

"The first time my mother left me at home, she was afraid, not me. She'd call every five minutes and say things like, 'Make sure the stove is turned off' and 'Don't go in the basement, you might fall down the steps.'

"It was like, 'So, OK, mom, go away.'

"Sometimes I get scared at night, if there's a storm or something. Once, the lights went out and the whole house was dark. I called my mom, but she was on her way home, stuck in the storm.

"When my mom got home, I had stuck little (birthday) candles in all the plant pots in the house and burned a couple of leaves.

"Things go pretty smoothly. Sometimes, I stay in her room and try on clothes and makeup. The only time it's a little depressing is when I have to go to bed and there is no one in the house with me.

"There are times when I don't feel like being alone, like if she has to work late on a night I wasn't expecting to be home by myself. Or if somebody at school really irked me or I got a bad grade I wasn't expecting.

"Sometimes, by the time she gets home, I'm over it and don't mention it. If I mention it later, she says stuff like, 'That was two days ago, why didn't you tell me then?' So I try to keep her up to date.

"Sometimes there are so many things you can't do. I can't have company or leave the house. If I talk on the phone, I can't let anyone know I'm here alone. But I really think they've figured it out, you know? Duh.

"I can see where some other

Make the best of it

At only 14, Amy Krueger is an old pro at staying home alone. She offers some tips on beating boredom and staying safe:

- Get a hobby you can do alone. (Amy likes to write and sew.) It makes the time go faster.
- No matter how tempting it may be, don't brag to your friends about staying home by yourself. They may end up tempting you into inviting them over for a party — and getting you in big trouble.
- Always lock the doors.
- Don't be afraid or embarrassed about calling someone if you're frightened by a strange noise or think someone's breaking in.

kids might get in trouble. There's so much you can get away with when no one is home.

"My mom says it's good practice for when I'm on my own. But I don't think so. My mom's a neat freak. The first thing I'm going to do when I get my own place is leave stuff on the floor."

Tuesday: Parents, come back to Accent for a report on our Parental Guidance (PG*) page about when's the right time to leave children home alone.



David Guralnick / The Detroit News
Brooke and Taylor Bones, 11 and 14 respectively, stay home alone a few nights while their parents run errands.

Home alone?

No laws, just common sense, can avoid dangers for unsupervised kids

By Ruby L. Bailey
The Detroit News

Through the unopened door, the 11-year-old is screaming "Go away!" at a door-to-door window solicitor.

Not long after, the phone rings, and in his lowest octave, the boy claims to be the babysitter and asks the caller to call back.

Matthew Andrews is home alone. But disregard whatever cute movie images that conjures up. His less-than-adventurous day includes reheating leftovers, completing homework and cleaning his room.

"Sometimes it's like a spy movie, but mostly, it's boring," says Matthew. "But I like that I can do it."

Once left at home alone after school while Mom and Dad worked, children like Matthew now supervise themselves while parents attend functions, go to the store or view a movie. Because there are no state laws that govern the age at which kids can be left alone — and some child advocates say they would frown on one — parents are left to decide if their child is emotionally ready to stay home unattended.

"We just put together a list of rules and a plan and tried it out," says Matthew's father, Thomas Andrews.

"We didn't know if it would work, we just knew we had to try it and see."

While the Child Welfare League of America acknowledges that 40 percent of all American kids between the

ages of 5 and 9 are home alone at least occasionally (the rate goes up with age), it does not provide suggestions as to how to make the situation work safely for parents and children.

"We don't endorse any programs that teach kids how to be alone, because we don't want children home alone," says Joyce Johnson, the organization's spokeswoman.

And seemingly for good reason.

The 1996 issue of the Journal of Drug Education says children left unsupervised for long periods of time are more likely to use drugs earlier in life and more frequently than supervised kids, and do not perform as well academically.

"There's all kind of potential for misconduct," says Larry Schweinhart, research division chair of the High Scope Educational Research Foundation in Detroit. To help children make the most of the experience, parents must look for the "degree to function independently without getting into any trouble," says Schweinhart.

"Do it as incrementally as possible," he says. "If you put too much responsibility on a child and he's not successful, you've got a really big problem in terms of the child's attempts towards self-sufficiency in the future."

Being in an empty house is only part of a greater issue, says Jerry Miller, director of the University of Michigan's Center for Child and Family.

"It's not so much children

How long is too long to leave a child home alone?

Because every child matures at his own pace, it may not be safe to leave your 13-year-old at home for longer than 30 minutes, while someone else's 11-year-old can handle staying home alone for three hours. While experts say it's best if parents find supervised alternatives, below are some general, age-based guidelines showing the amount of time children might safely stay

home alone.

- Age 7 or younger: Not recommended
- Age 8-9: Twenty minutes maximum ("And a lot can happen in 20 minutes," says Jerry Miller of the University of Michigan.)
- Age 10-11: One hour
- Age 12-13: Up to two hours
- Age 14-15: Up to three hours

— Ruby L. Bailey

Are you planning to leave your child home alone?

Experts provide the following tips to keep kids safe:

- Make sure they know basic safety rules regarding answering the door and telephone.
- Call as often as possible.
- Always leave a phone number where you or

another adult can be easily reached.

- Alert a neighbor that your child is home unsupervised.
- Do not leave a child in charge of younger children.
- Make sure they know basic first aid.
- Do not leave them alone at night.

being home alone, it's how long," says Miller.

"There are two issues, the issue of feeling cared for and the issue of safety."

When Robin Bones leaves her daughters at home, she takes her cellular phone and calls them often. Taylor, 14, and Brooke, 11, know not to answer the door or the telephone unless it's Mom or Dad.

The Oakland County

mother leaves the girls at home a few nights a week, sometimes to view a movie or to avoid making them tag along to places like Home Depot.

"We were losing our minds," says Bones, when she couldn't find a sitter for the girls. "Now I definitely would leave them for the evening. I've got a pretty good system going."

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

June 1998

Communities & schools working together

making **after school** count

spotlight

Cover story: Vice President Gore begins national debate on the need for quality after-school activities.

texas

Page 6: Parents help shape their children's future with a "Microsociety."

los angeles

Page 9: LA's BEST creates safe learning centers in tough neighborhoods



CHARLES STEWART
MOTT FOUNDATION

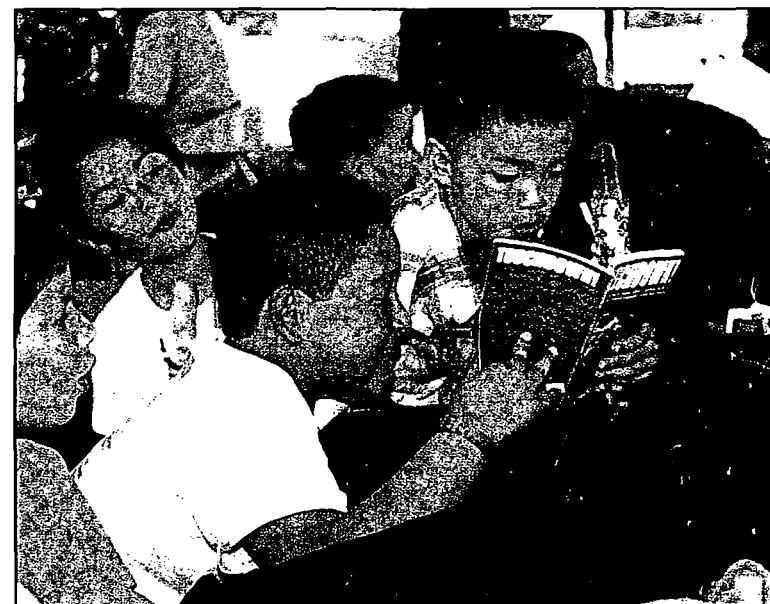
Teleconference

By SHEILA BEACHUM-BILBY

From Chicago to San Francisco, groups involved in the "Making After-School Count!" teleconference have used the event to help meet the growing need for meaningful after-school activities.

In Chicago, the April 16 discussion with Vice President Al Gore helped win the support of school officials who had been unwilling to get involved. In San Francisco, the teleconference helped an existing coalition identify new partners and begin to assess community needs.

"This was a mechanism to bring people together and start the dialogue in earnest," said Greg Graham, a collaborative partners associate with the Chicago MOST program. "We have been talking for the past few years with the schools, trying to get a foot in the door to get them to understand what we're trying to do, that we're not trying to take from them. This was a big hurdle to get past and it really gives us hope."



Reading is part of LA's BEST program.

A broad-based coalition of parents, community groups, politicians, school officials, and church and business leaders is forming to tackle the problem,

continued on page 2

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



"Increasingly, our schools are critical to bringing our communities together. We want them to serve the public not just during school hours but after hours: to function as vital community centers; places for recreation and learning; positive places where children can be when they can't be at home and school is no longer going on;

gathering places for young people and adults alike. Bringing our schools into the 21st century is a national challenge that deserves a national commitment."

— *President Bill Clinton*

July 11, 1996

\$55-million pledge

Mott foundation supports expansion of after-school programs nationwide

A five-school experiment to create community learning centers in Flint, Michigan, 60 years ago, has come full circle with a presidential announcement that the federal government hopes to partner with the Charles Stewart Mott Foundation to create thousands of community-based, after-school programs in rural and inner-city public schools over the next five years.

The 21st Century Community Learning Centers Program is a proposed \$1-billion initiative of the U.S. Department of Education. It builds upon a

\$40-million program the department currently is overseeing as part of the government's 1998 fiscal year ending September 30. The Foundation, which committed \$2 million to the current program, has pledged \$55 million to the multi-year expansion effort.

In his White House announcement, President Bill Clinton, flanked by First Lady Hillary Rodham Clinton, Vice President Al Gore, Education Secretary Richard Riley and Foundation President William S. White, said he will ask Congress to

@mott.now

LA's Best



Los Angeles Times

8 inches; 281 words

SATURDAY, SEPTEMBER 27, 1997, METRO, PART B, PAGE 3
COPYRIGHT 1997 / THE TIMES MIRROR COMPANY000086372
FAX page #1

NORTH HILLS VALLEY FOCUS

School Worker Wins LA's BEST Award

When Guillermina Pulido was named winner of the Al Minturn Humanitarian Award for her work as the LA's BEST site coordinator at Langdon Avenue Elementary School, the honor came as a surprise to nobody but Pulido herself.

"I was so ecstatic when I heard. I did not expect it one bit," Pulido said.

Named after a retired coordinator, the award is given annually to the employee who best embodies the ideals of LA's BEST. The 24-campus after-school program provides free activities to elementary school kids in neighborhoods deemed most vulnerable to gangs, drugs and crime.

"Guille has this burning passion to help kids. The children always come first, regardless," said Langdon Principal Dan Balderrama.

"She's got a very easygoing personality, but at the same time she's very focused and very organized," Balderrama said.

Under Pulido's direction, the once-languishing Langdon program has reached its capacity of 200 kids and has been forced to start a waiting list.

Pulido, who also works as a teaching assistant at Langdon, often spends 12-hour days at the school, acting at various times as teacher, doctor, psychologist and mom, she said.

"The only thing I don't have here is bed. I like to say, 'I'm not married, but I have 200 kids,' " said Pulido, who lives in Pacoima.

"My main objective is to keep the kids entertained and off the streets. When they are here on campus, they are safe, but out there it isn't safe at all."

Among her accomplishments at Langdon, Pulido has started a free computer skills class for parents and has overseen successful science and sports programs, Balderrama said.

Pulido, 28, who attends Santa Monica College and plans to transfer to UCLA and eventually earn a law degree, will be honored today during an LA's BEST staff training session at El Sereno Middle School in East L.A.

"For me, this is all about giving kids choices," said Pulido. "I want them to realize that there is a world outside of their own neighborhood, and that they have the ability to make choices about their lives."

—DARRELL SATZMAN

Photo:

Guillermina Pulido with children at Langdon Avenue Elementary School in North Hills.

Photographer:

DAVID BOHRER / Los Angeles Times

Photo:

HUMANITARIAN AWARD: Guillermina Pulido is being honored by the LA's BEST after-school program for her work at Langdon Avenue Elementary School in North Hills. B3

Photographer:

DAVID BOHRER / Los Angeles Times

Type of Material

Column
Brief

Descriptors

CHILD CARE;
HONORS

NOTE:

May not be reproduced or retransmitted without permission. For permission, call: 800 LA TIMES, Ext. 74564.

Los Angeles Times

9 inches; 305 words

THURSDAY, JANUARY 22, 1998, METRO, PART B, PAGE 3
COPYRIGHT 1998 / THE TIMES MIRROR COMPANY000007056
FAX page #1

VALLEY FOCUS

VALLEYWIDE

LA's BEST Program Gets State Funding

LA's BEST, a highly regarded after-school program that provides tutoring, sports and arts to 5,000 students at 24 Los Angeles elementary schools, will receive more than \$1 million from the State Department of Education in the next school year, officials said.

The program was one of five state-wide selected by the Education Department to receive funds from a bill passed in October that provides \$3.5 million for literacy-based activities, said LA's BEST President Carla Sanger.

The award, which totals \$1,087,182, came at a good time for LA's BEST (Better Educated Students for Tomorrow). Because of a change in state law, the organization will no longer receive money from the city's Community Redevelopment Agency, which has covered most of its operating budget since the program was established by Mayor Tom Bradley in 1988. About 25% of the LA's BEST budget comes from private donations.

"It was quite a struggle because we don't fit in the typical mold," Sanger said. "This was a vote of confidence from the state Department of Education about alternative after-school programs."

Despite vows by Mayor Richard Riordan and other government leaders to keep LA's BEST running, the future of the program seemed in doubt in September, when it became clear that the CRA money would dry up at the end of the fiscal year in June.

LA's BEST must still raise \$1.5 million to meet its \$3.3-million budget for the 1998-99 school year, officials said.

"I am confident that the political will exists to keep this program going," Sanger said. "I can't imagine that a program with these collective results is going to go out of business. We should be talking about expanding, not survival."

Located in areas deemed most vulnerable to drugs, gangs and crime, LA's BEST offers a safe and productive alternative to being home alone or out on the streets after school and is enormously popular with its young participants and their parents.

But although LA's BEST has won acclaim and emulators across the country, budget problems have stalled program expansion. It operates at just 24 of the Los Angeles School District's 418 elementary campuses.

Valley schools account for five of the 24 LA's BEST sites.

—DARRELL SATZMAN

Photo:

(B1) TIME TO LEARN: Lynne Phan helps Eric Lopez with math homework at Canoga Park Elementary School during after-school program called LA's BEST. The program will receive \$1 million from the state for 1998-99.

ID NUMBER: 19980122fme0245

Photographer:

FRANK WIESE / Los Angeles Times

Photo:

Natalie Strauss reads a story as part of LA's BEST after-school activities at Canoga Park Elementary School.

ID NUMBER: 19980122fme0246

Photographer:

FRANK WIESE / Los Angeles Times

Photo:

Marisol Campos, 8, takes part in LA's BEST with a math computer game.

ID NUMBER: 19980122fme0247

Type of Material

Brief

Descriptors

LA'S BEST (PROGRAM);
ELEMENTARY SCHOOLS — LOS ANGELES;
CALIFORNIA DEPARTMENT OF
EDUCATION;
LOS ANGELES — SCHOOLS — STATE AID;
LOS ANGELES — SCHOOLS — FINANCES

NOTE:

May not be reproduced or retransmitted without permission. For permission, call: 800 LA TIMES, Ext. 74564.

Alliance Schools



[Austin 360](#)
[NEWS](#)
[INTERACTIVE](#)
[ENTERTAINMENT](#)
[SPORTS](#)
[MARKETPLACE](#)
[SEARCH](#)

The Archives **Your Document** from the **Austin American-Statesman**

[GO TO BEST PART](#)
[SEARCH AGAIN](#)

Use your browser's **BACK** button to return to your search results list — this may require two **BACK** button clicks.

Alliance schools backers preach to choir, to tune of \$10 million

Busloads of people from throughout the state gathered at a church across the street from the Capitol last week to get the Legislature to increase spending on a program designed to build community alliances in schools — and to involve parents in these mostly poor, mostly minority schools in their children's educations.

Supporters of the Alliance Schools Initiative found a receptive audience at Austin's First United Methodist Church. A dozen legislators were seated where the choir usually is, and Education Commissioner Mike Moses occupied the preacher's tall chair.

Ernesto Cortes Jr., the Austin-based head of the Southwest Industrial Areas Foundation Network, introduced audience members who touted the community-building process that the Alliance program promotes — and resulting gains in student achievement — at their schools.

Some, including Virginia Caudle, principal of Pecan Springs Elementary School in Northeast Austin, said they hoped for more state money so their schools could join the program. "We want to become an Alliance school because we are convinced that this is a proven path to achievement," Caudle said.

They indeed were preaching to the choir. Most of the legislators present enthusiastically endorsed the proposal to double the state's spending on the Alliance program, to \$10 million over the next two years.

Rep. Ray Allen, conservative Republican from the Dallas suburb of Grand Prairie: "What's required is a public/private partnership ... with people of faith. ... All we're asking for is just a few million dollars from the state, out of a budget of \$82 billion. I think we can afford \$10 million."

Rep. Glen Maxey, liberal Democrat from Austin: "It's time that we put children ahead of highways, time that we put children at the top of our list. I have no higher priority than finding this five additional million dollars. ...

"We don't need more money for welfare if we educate our children. We don't need more money for prisons. We don't need more money for criminal justice if we educate our children."

Many in the audience of parents, teachers, principals and business people — called "stakeholders" in the Alliance program's terminology — rode chartered buses for hours to attend Monday's gathering.

The schools are predominantly inner-city, their students mostly poor and minority. They have received an organizational community-building boost from groups such as Austin Interfaith, of which

the Southwest Industrial Areas Foundation Network is the parent organization.

“Teachers and principals agree to collaborate with parents, with each other, and with the (Interfaith-type) groups to restructure their campus,” the **Alliance** program description says. “Each stakeholder commits to improving the quality and performance of that **school**. TEA (the Texas Education Agency) promises to provide maximum flexibility to campuses willing to rethink and redesign the way they educate children.”

The program began with \$2 million from the Texas Legislature in 1993. Two years later, its success boosted the appropriation to \$5 million. The money was distributed on a competitive basis to 189 **schools**, of which 89 are **Alliance schools** — including 12 in Austin, Cortes said.

The **schools** whose proposals win grant money use it for staff development, parent and community development, curriculum reform and enrichment programs. Up to 25 percent of the money goes for after-**school** programs — a boost to scholarship, and an antidote to gangs.

Of almost 63,000 students involved in the program, the great majority are poor, and all but 5 percent are minority. More than a third speak limited English, if any.

Despite all that, two-thirds of the **schools** met or exceeded their districts' rate of students passing one or more sections of the 1996 Texas Assessment of Academic Skills, and almost all boosted scores from the year before.

Community organizations around the state have identified 100 more **schools** interested in becoming **Alliance schools**, Cortes said.

Perhaps the effort to double the money got its most important endorsement from Moses, whom Gov. George W. Bush named to head the state education agency.

“You don't talk about your needs, and I think that's important,” Moses said. “You talk about your goals. ... What I see that has impressed me the most is you have results.”

McNeely writes about politics on Sundays, Tuesdays and Thursdays.

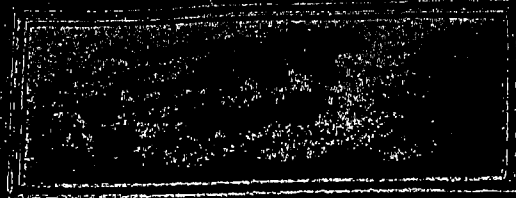
Copyright © 1997, The Austin American-Statesman

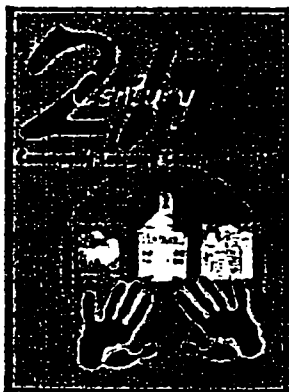
DAVE McNEELY, Alliance schools backers preach to choir, to tune of \$10 million., 02-27-1997.

➤ GO TO BEST PART

➤ SEARCH AGAIN

21st Century





News/Events

Application

Frequently Asked Questions

General Information // Size and Scope // Range and Nature // Selection

Criteria // Application // Budget and Forms **NEW**

General Information

What is the 21st Century Community Learning Centers Program?

The 21st Century Community Learning Centers Program (authorized under Title X, Part I of the Elementary and Secondary Education Act) will provide \$40 million to rural and inner-city public schools to establish or expand after-school programs. Although the statute requires these programs to offer a broad range of services to address the educational, health, social services, cultural, and recreational needs of the community, grants awarded through this program must focus primarily on providing children and youth with expanded learning opportunities in a safe, drug-free environment.

What is the definition of a Community Learning Center?

A Community Learning Center is an entity *within a public elementary, middle or secondary school building* that (1) provides educational, recreational, health, and social service programs for residents of all ages within a local community, and (2) is operated by a local educational agency in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

Who is eligible to receive grants?

Only rural or inner-city public elementary, middle or secondary schools, consortia of such schools, or local educational agencies (LEAs) applying on their behalf are eligible to participate. We do not recommend that individual schools apply without the endorsement of their LEA.

What is the definition of a local educational agency (LEA)?

An LEA--usually synonymous with a school district--is an entity defined under state law as being legally responsible for providing public education to elementary and secondary students. In some states this may include an entity performing a service function for public schools, such as an intermediate service agency. The full definition of this term is set out in Section 14101(18) of the Elementary and Secondary Education Act (20 U.S.C. 8801(18)).

May multiple centers be funded under one application?

Yes. LEAs are encouraged to apply for this grant on behalf of interested schools under their jurisdiction or as the fiscal agent for a group of schools in cooperating districts.

Can other public and private agencies and organizations become involved?

Public schools applying for these grants are strongly encouraged to collaborate with other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges or universities), recreational, cultural, and other community service entities. By statute, applicants are required to describe in their applications "the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations."

Size and Scope of Grant Awards

When, and how many, awards will be made?

The Department anticipates making awards on or about May 15, 1998. We expect to award between 200-300 new grants that will support approximately 400 centers.

What is the expected size of an award? How will grants to LEAs involving multiple centers be awarded?

The Department estimates the range of awards to be between \$35,000 - \$200,000 per center. The average amount for an award is anticipated at \$100,000 per center. By statute, no award will be less than \$35,000. Awards to consortia or LEAs involving multiple centers will be adjusted to reflect the number of centers included; for example, a consortium of three schools may be considered for an award ranging from \$105,000 to \$600,000. However, an applicant may receive less funding than it requested if the Department determines the applicant can fully carry out its proposal with a lower amount of funding.

Can I request increased funding in years two and three of the grant?

We recommend that applicants request level funding for the three years of the grant period.

What is the project duration?

21st Century Community Learning Center grants are awards for up to three years. Each applicant may propose up to three years of activities and must provide a budget for each year.

Range and Nature of Services Provided

What is the target population to be served?

The 21st Century Community Learning Centers Act requires that centers serve the entire community with a broad range of services. However, in this year's competition the Secretary will only fund centers that--among the array of services they propose--will provide expanded learning opportunities for children and youth.

Are there any required activities that must be provided?

The absolute priority established for this program provides that the Secretary is to fund only those applications for 21st Century Community Learning Centers grants that include, among the array of services required

and authorized by the statute, *activities that offer significant expanded learning opportunities for children and youth in the community and that contribute to reduced drug use and violence*. In addition, grantees under this program are required to carry out *at least four* of the following activities:

- literacy education programs;
- senior citizen programs;
- children's day care services;
- integrated education, health, social service, recreational, or cultural programs;
- summer and weekend school programs in conjunction with recreation programs;
- nutrition and health programs;
- expanded library service hours to serve community needs;
- telecommunications and technology education programs for individuals of all ages;
- parenting skills education programs;
- support and training for child day care providers;
- employment counseling, training, and placement;
- services for individuals who leave school before graduating from secondary school, regardless of the age of such individual; and
- services for individuals with disabilities.

What entities may provide services under this program?

In collaboration with the public school(s) applying, other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities may provide services for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools.

May private school students participate in this program?

Yes. Community Learning Centers supported under this program are intended to serve all community residents. Students attending private schools may participate in the after-school programs of local public schools in their communities that are awarded these grants.

Are there any requirements for the hours of operation of a center or the number of persons to be served?

No. There are no set requirements governing a center's hours of operation or the numbers of persons to be served. However, applications will be evaluated on the basis of how well a center will meet the needs of its community.

Are there certification requirements for project personnel?

There are no federal requirements regarding certification of project personnel. However, applicants are expected to adhere to their State and local guidelines and regulations for standards of personnel in educational facilities.

Can program activities take place only within a public school?

The statute defines a community learning center as an "entity within a public elementary or secondary school building." The intent of the legislation is that the center be located on the site of a public secondary or elementary school and that activities funded under this program take place at that site. However, we do not require that all activities be conducted at the public elementary or secondary school where the center is located. For instance, if a public school is not air conditioned, summertime activities may be conducted at an alternative site. Also, field trips or service learning activities off-site may be appropriate.

May project funds be used to rent, purchase or construct facilities?

Renting facilities is permissible, but purchase or new construction of facilities is not allowed under the Education Department General Administration Regulations (EDGAR 75.553). These three-year grants are intended to fund activities for the specified period. If new construction or purchase of facilities is planned, schools must use other funds for these purposes.

May project funds be used to: (a) purchase equipment, (b) remodel, (c) address participants' health, nutritional, or social needs, or (d) provide transportation?

Yes. By working in conjunction with other community organizations and agencies, schools are encouraged to utilize funds to accomplish a variety of activities that may benefit the students and community that surrounds the school. According to the legislation and applicable regulations, all the activities listed above are permissible. Programs may include features to support health needs, provide equipment, remodel facilities, and provide transportation to better serve their participating students and community. *However, grantees may need prior approval for remodeling school facilities to ensure, among other things, that it is not considered new construction.*

May schools use 21st Century Community Learning Center funds in conjunction with other federal or state funded programs?

Yes. Within the description of the proposed project, there should be an identification of federal, state, and local programs to be merged or coordinated so that public resources may be maximized. Examples of federal programs that can support these activities include ESEA Title I, Goals 2000, School-to-Work, the Individuals with Disabilities Education Act, Medicaid, Title V of the Social Securities Act Maternal and Child Health Block Grant, the Family Support Act of 1988, the Child Development Block Grant, and the Alcohol, Drug Abuse, and Mental Health Block Grant. Grantees under this program, however, will be required to document how the 21st Century Community Learning Center funds were spent.

1998 Competition Selection Criteria**Have priorities been established for this grants competition?**

Yes. In recognizing needs expressed by the education community, the

Secretary will only fund programs that will, among other activities, provide expanded learning opportunities for children and youth. In addition, the Secretary will give a competitive priority (that is, up to five extra points in the selection criteria) to (1) projects that propose to serve early adolescents and middle-school students, and (2) projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children.

In support of communities identified as working toward long-term economic growth and revitalization, the Secretary will also give competitive preference to projects that will use a significant portion of the program funds to address substantial problems in an Empowerment Zone (EZ) or an Enterprise Community (EC). In this case, competitive preference means that in evaluating applications of comparable merit, those applications serving EZs or ECs will be given preference.

What are Empowerment Zones and Enterprise Communities? How can I find out if my school is located in one?

EZs and ECs are designated by the United States Department of Housing and Urban Development or the United States Department of Agriculture to receive grants and tax incentives that will provide opportunities for growth and revitalization in areas of pervasive poverty, unemployment, and general distress. The EZ and EC program is designed to demonstrate how distressed communities can achieve self sufficiency through innovative and comprehensive strategic plans developed and implemented by alliances of private, public and nonprofit entities. A list of EZs and ECs is available in the application package. To find out if your school is located within an EZ or EC neighborhood, visit the <www.ezec.gov> website and follow the instructions.

Will applicants from communities not designated as Empowerment Zones or Enterprise Communities be able to win grants?

Yes. Eligibility for a grant under this program is open to all rural and inner-city public elementary or secondary schools, consortia of those schools, or LEAs applying on their behalf, not just applicants that propose to serve EZs or ECs. In the review process, technical merit is paramount. Factors such as community need, program quality, evaluation and management will be assessed before EZ or EC status is considered.

What requirements must applicants meet in order to be considered as rural or inner-city?

The legislation requires that 21st Century Community Learning Centers grants go to public schools in rural and inner-city environments; however, there is neither a statutory nor a regulatory definition of the terms "rural" or "inner-city." Applicants must determine--and justify--whether they meet the program purpose as being a "rural" or "inner-city" school. Applicants can justify such status by addressing specific conditions of their community that often appear in rural or inner-city situations. For example, areas of pervasive poverty, unemployment, distance or isolation, neglect, and general distress may exhibit the needs associated with rural or inner-city conditions. Applicants might cite applicable census data on population density, population losses or other relevant factors; unemployment, crime

and violence rates; percentages of poverty, ethnic and racial minorities; students eligible for Title I funding or free or reduced lunches; students home alone or with special needs; parental education levels, drop-out rates, limited availability of advanced courses; or any other special circumstances.

What components can help ensure a high quality after-school program?

The most important part of any after-school program is that children have a safe learning environment with adults who clearly care for them. Overall, after-school programs should strive to be fun, challenging, and comforting and to use innovative curricula and activities to promote children's learning. When the Department of Education analyzed exemplary school-based programs that offer both enrichment and instructional activities, the following common elements were most often present:

- coordination with the regular school day learning program;
- participation of students in learning activities;
- linkages between after-school and regular school day personnel;
- hiring of qualified staff and provision of on-going training;
- a low student-staff ratio;
- active involvement of parents;
- continuing attention to program evaluation and continuous improvement strategies to ensure that children benefit from and enjoy the program.

What must be included in the application narrative and budget?

Applications must include a narrative--no longer than 20 pages--that describes a comprehensive local plan that enables the school or consortium to serve as a center for the delivery of education and human resources for members of the community. An evaluation of needs, available resources, and goals, as well as a description of the proposed project, its management, and how it will meet these needs should also be included. A budget must be submitted for each year of the project. Complete instructions are provided in the application package.

What needs assessment information is to be included in the application?

The 21st Century Community Learning Centers Program is designed to ensure that schools and communities that demonstrate the clearest needs and propose the strongest programs receive assistance. Conducting a community needs assessment is one way to identify the nature and magnitude of gaps or weaknesses at the site and how these will be addressed by the proposed project. Schools should poll and discuss needs with members of their faculty, families and students, businesses and community organizations, and neighborhood representatives to focus on the services that will best serve their program participants and communities.

What are the evaluation requirements under this program?

Grantees are required to evaluate their programs. The quality of the proposed project evaluation will be measured by the extent to which the methods of evaluation provide for examining the effectiveness of project

implementation strategies and the extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. Grantees will also be required to participate in any national evaluations of the program.

What are the reporting requirements under this program?

Grantees are required to submit annual progress reports, which in part will be the basis for continued funding. Financial reporting requirements are set out in Parts 75 and 80 of the Education Department's General Administrative Regulations.

Completing the Application Package

How can I obtain an application package?

Application packages can be requested by fax, e-mail, mail or telephone. The fax number is 202-219-2198, and the e-mail address is 21stCCLC@ed.gov. Mailed requests should be sent to: Amanda Clyburn, U.S. Dept. of Education/OERI, 555 New Jersey Ave., NW, Washington DC 20208-5644. To request an application by telephone, call 800-USA-LEARN or 202-219-2180. The application is also on the Internet at <http://www.ed.gov/offices/OERI/21stCCLC>.

When is the deadline for applying?

Applications must be received or postmarked *no later than* March 9, 1998. Any applications postmarked after March 9 will not be considered. Applications delivered by hand on or before the deadline date will be accepted by the U.S. Department of Education Application Control Center daily between the hours of 8:00 am and 4:00 pm, except Saturdays, Sundays, or Federal holidays.

Where shall applications be mailed?

21st Century Community Learning Centers
ATTN: CFDA No. 84.287
U.S. Department of Education
Application Control Center
Washington, DC 20202-4725
Telephone: (202) 708-8493

Shall each applicant notify the State of its application prior to submittal? If so, what is the date for intergovernmental review?

Yes. Applicants must contact the appropriate State Single Point of Contact to comply with, the State's process under Executive Order 12372 and the regulations in 34 CFR Part 79. Applicants proposing to perform activities in more than one State should contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in the application package. The date for the intergovernmental review given in the application package is May 1, 1998.

Is there a page limitation and if so, what is it?

Yes. There is a 20-page limit on the application narrative. Applications with narratives exceeding this limit will not be considered. Whether the applicant is one school or a consortium of schools, the page limit remains 20 pages per application.

Will the Department provide technical assistance to applicants?

Yes. In February, 1998, a series of 11 regional workshops for those who are developing applications for the 1998 21st Century Community Learning Centers Program was sponsored by the C.S. Mott Foundation, the U.S. Department of Education, the National Community Education Association (NCEA) and the National Center for Community Education. A videotape of the workshop highlights is available at a cost of \$17.95 by downloading the order form from http://www.nccenet.org/news_events/workshop_video.htm or by calling NCEA at (703) 359-8973. The Department, in collaboration with the Mott Foundation, will also be providing ongoing technical assistance, staff training, and networking support for the duration of this program.

If a state does not have a State Single Point of Contact listed in the application package, must an applicant contact someone at the state level?

No. If a state does not have a Single Point of Contact listed, simply follow the instructions for forwarding the application to the U.S. Department of Education Application Control Center.

The State Single Point of Contact for California listed in the application package is incorrect. Who is the contact for California?

The California contact is:

Penny Sadri, Grants Coordinator
Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814
(916) 323-7480

Budget and Forms

What Sections of the Budget form (Federal Form 424a) must be completed by applicants for this grant?

The most important thing to bear in mind when filling out this form is that your total budget should be accurate and should reflect the funds you will need to carry out your program. If you want to provide a short narrative which explains some of the budget items (e.g., how many staff are being supported under "Personnel" or what "Contractual" services will provide) you may do so. To help you complete this new federal form easily and accurately, the following instructions apply specifically to this competition.

SECTION A -- Budget Summary.

Line 1. Insert in (a) 21st CCLC and in (b) 84-287. Leave (c) and (d) blank. In (e), indicate first-year budget request, in (f) indicate the total funds from sources other than federal for year one of this grant, in (g) indicate total funds from (e) and (f) combined for the first year.

Lines 2-4. Leave blank..

Line 5. Repeat the figures of Line 1 as totals.

SECTION B -- Budget Categories.

Line 6. In column (1) indicate your first year (1998) budget request for federal funds, in (2) your second year (1999) budget request, and in (3) your third year (2000) budget request for each of the Object Class Categories. Leave column (4) blank. In column (5), indicate the totals (all three years) for each of the Object Class Categories.

For all of the above (1-3, 5), Object Class Category "Construction" (letter g) may include funds for remodeling and renovation, but not new building construction. If applicable, list on a separate sheet the non-federal funds anticipated for the (1) first year, (2) second year, and (3) third year of the project for each of the Object Class Categories (letters a-j).

Line 7. If you anticipate that your program will generate income (for example, from participant fees), estimate the income amount for each year.

SECTION C -- Non-Federal Resources.

This section is not required for this program, but if you would like to demonstrate the extent to which you are providing matching contributions from other sources please do so on Line 8.

SECTION D -- Forecasted Cash Needs.

Lines 13-15. Leave blank.

SECTION E -- Budget Estimates of Federal Funds Needed for Balance of the Project.

Lines 16-20. Leave blank.

SECTION F -- Other Budget Information.

Lines 21-23. Complete these according to the instruction form.

For more information: visit our web site at

<http://www.ed.gov/offices/OERI/21stCCLC>, send e-mail to 21stCCLC@ed.gov, or fax your inquiry to 202-219-2198

For more information:

Visit our web site at <http://www.ed.gov/offices/OERI/21stCCLC>

Send e-mail to 21stCCLC@ed.gov

Fax your inquiry to 202-219-2198

[Applications]



Last updated February 26, 1998 by (sjl)

Community Learning Centers: Keeping School Open After School Lets Out

A new guidebook, available on the Internet, can help school leaders in establishing programs that keep kids off the street and benefit all members of a community.

Many children in the United States struggle to learn in the face of enormous challenges, including learning disabilities, violence, drugs, and lack of supervision by adults. Dynamic Community Learning Centers can help these children and their communities, asserts the new guidebook *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School*. The guidebook outlines the steps in converting a school into a Community Learning Center and lists resources for further information and assistance.

Children, parents, and other community members use Community Learning Centers, which provide a haven from violence, drugs, and lack of supervision for children. "Community Learning Centers get us 'back to basics,' back to active community involvement in raising and educating all of our children," the guidebook concludes.

Why are Community Learning Centers needed? According to the guidebook, as recently as the 1993-94 school year, "only 3.4 percent of children in public elementary and combined schools were enrolled in the 18,111 before- or after-school programs at public school." In many cases, there are no organized before- and after-school programs available to children in public schools. In addition, less than 1 percent of 7th and 8th graders were in programs in 1991, despite what the report cites as substantial need for programs serving older children.

Working parents often want their children to have learning opportunities that extend beyond the school day. In a 1994 survey, 56 percent of parents said that many parents leave their children alone too much after school. A 1989 survey of school principals showed that 84 percent believed there is a need for before- and after-school programs.

SPOTLIGHT ON THREE COMMUNITY LEARNING CENTERS

Three profiles demonstrate the wide range of programs Community Learning Centers can offer. Essentially, a Community Learning Center needs to reflect and meet the needs of the whole community it serves.

Safety. The city of Madison, Wisconsin, operates a Safe Haven after-school program at three elementary schools in communities with high crime and poverty rates. More than 200 children participate in the program. The program offers homework help, academic enrichment, arts and crafts, supervised games and physical education, and field trips. Each school integrates its own approach to conflict resolution into the program by linking after-school activities to such in-school strategies as peer mediation and a drug-prevention program. The results: As Safe Haven enters its third year, Safe Haven schools report improved attendance and reduced conflicts during after-school hours. Children in the program also demonstrate increased interest in their homework.

Family focus. The Twilight Family Learning Center in the Elk Grove (California) Unified School district consists of programs at four large elementary schools in the district. The Learning Centers are open year round, as are the schools that house them; all the schools have school-wide Title 1 programs. Centers offer homework/tutoring, preschool classes, and a

variety of classes for adults on Tuesday, Wednesday, and Thursday from 4 to 7 p.m. The programs emphasize literacy development because many participants are recent immigrants. The overall program focuses on improving student performance through parental involvement. Parents can choose from a variety of classes, including ESL, citizenship, parenting, and other adult education classes. Participants take a break at 5:30 to eat soup donated by Campbells, a large local employer.

The basics. Carmen Elementary School in Flint, Michigan, serves 280 students in grades 4-6. The principal, teachers, and parents who operate the school developed an after-school and summer program that focuses on educational opportunities for all students. The program assists many students who are at-risk for dropping out of school. Student instruction includes the use of computers for learning as well as workshops in reading, science, math, and social studies. Program funding comes from the Title 1 program, a state program for at-risk students, and the school district's general fund. In the state assessment, students score near the 80th percentile on reading, writing, math, and science tests.

WHY COMMUNITY CENTERS IN PUBLIC SCHOOLS?

Public schools, the guidebook says, are uniquely suited to provide before- and after-school care because:

- Research shows the need for young people to learn in a safe and drug-free environment.
- Public schools can offer a low-cost, accessible place to extend learning.
- Community Learning Centers are qualified to help younger children meet the America Reads Challenge that all children will read independently and successfully by the end of third grade.
- Such centers can provide the added support many children need to pass Algebra and Geometry in middle and junior high schools and succeed in challenging courses in high school necessary to prepare for college.

HOW TO ESTABLISH A COMMUNITY LEARNING CENTER

Practical tips for how to create a community learning center abound in the guidebook. The suggestions include:

- Estimate typical costs. Costs of Community Learning Centers vary greatly. Programs can meet costs in different ways: user fees; a mix of local, state, and federal government funding; public or private grants; partnerships with community and private sector sponsors; asking parents, community members, or others to volunteer time.
- Develop a Community Learning Center budget. Developing a budget is a must for gaining financing. Itemizing expenses commonly associated with establishing and running a program and then itemizing the potential sources for financing the expenses is a useful way to begin.
- Build consensus and partnership. Not only parents and educators but also community residents, service providers, and public officials may need and want to be involved in the process.
- Conduct a community assessment of needs and resources. Use interviews, surveys, focus groups, and community forums to arrive at a community assessment. Bring all local stakeholders into the assessment process.

- Design an effective program. Every school and community must determine how best to address local concerns. Each successful program, however, must establish vision and focus, address needs appropriately, coordinate participants' contributions, and set up a system of accountability from the beginning.
- Consider logistical issues. School governance, liability, and building maintenance are vital in making a Community Learning Center work.
- Obtain qualified staff. Staff can come from the school, a partner organization, or the community but must have relevant experience, realistic goals, and true concern for children.
- Evaluate a program's accomplishments. Ongoing monitoring of the progress of a program can help all involved maintain their focus, improve effectiveness, and identify needed modifications.

Article by Sharon Cromwell

Education World™

Copyright © 1997 Education World

Related Resources

- **Error! Bookmark not defined.** The contents of the guidebook *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School* can be found at this site. The guidebook is the product of a partnership of the National Community Education Association, the U.S. Department of Education, Policy Studies Associates, Inc., and the American Bar Association, Division of Public Education.
- **Error! Bookmark not defined.** provides examples of before- and after-school programs that provide safe havens for young people who want to stay away from gangs and drugs.
- **Error! Bookmark not defined.** is a before- and after-school program located on elementary school campuses, licensed by the State of California Department of Social Services. The program combines enrichment activities and extended day care.

RESOURCE ORGANIZATIONS

These organizations are involved in extended-time learning programs and can be resources in the efforts of others.

AmeriCorps

Corporation for National Service

1201 New York Avenue, NW

Washington, DC 20525

1-800-97-ACORPS

Boys and Girls Clubs of America

1230 West Peachtree Street, NW

Atlanta, GA 30309

(404) 815-5765

National Community Education Association

3929 Old Lee Highway

Suite 91-A

Fairfax, VA 22030

(703) 359-8973

National Guild of Community Schools of the Arts

P.O. Box 8018

Englewood, NJ 07631

(201) 871-3337
School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 283-2547

Click Error! Bookmark not defined. for additional organizations involved in extended learning-time programs that can serve as resources.

PUBLICATIONS FROM THE U.S. DEPARTMENT OF EDUCATION

The following are among the publications that can be ordered free, while supplies last, from the U.S. Department of Education by calling 1-800-USA-LEARN.

- **Error! Bookmark not defined.**
- **America Goes Back to School Partners' Activity Guide.** Click **Error! Bookmark not defined.** for an online version of the 1996-97 edition of this publication.
- **Error! Bookmark not defined.** Part of the Department of Education's *Read * Write * Now* program, this site provides a resource directory of learning partners, reading sites, and other literacy organizations that serve children and their families.

The following is available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

Creating Safe Schools: A Resource Collection for Planning and Action This resource package of seven previously published documents provides school administrators and community leaders with an effective way to view, select and integrate violence prevention policies and programs in schools. (1996)

OTHER RESOURCES FROM THE U.S. DEPARTMENT OF EDUCATION

Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, DC 20202-8173

Making Schools Safe and Drug Free

The Safe and Drug-Free Schools and Communities Act provides funding through the U.S. Department of Education.

Call 202-260-3954.

21st Century Community Learning Centers
Call 202-219-1591.

09/29/97

21ST CENTURY COMMUNITY LEARNING CENTERS FUNDING GUIDELINES SUMMARY

- *The program is designed to stimulate and expand significant learning programs available to children and youth beyond regular school hours. Funds may be used to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of a rural or inner city community.**
- * Rural and urban public elementary or secondary schools or consortia of such schools can apply. Centers must serve high-needs neighborhoods, and be open to all community members.**
- * According to an absolute priority, only projects that include significant expanded learning opportunities for community children and youth, and contribute to reduced drug use and violence will be funded.**
- * Although the absolute priority requires that children and youth be served, applicants may propose projects that also serve and involve other members of the community.**
- * Two competitive priorities give preference to 1) projects that serve early adolescents and middle-school students, and 2) projects that assist students to meet or exceed state and local standards in core academic subjects such as reading, math, or science, as appropriate to the needs of targeted children.**
- * Applications must include at least four of the activities listed in Section 10905 of the Elementary and Secondary Education Act (20 U.S.C. 8245) and should propose an array of inclusive and supervised services that include extended learning opportunities but may also include safe and drug-free interventions; recreational, musical and artistic activities; and the chances to use advanced technology, particularly for kids who do not have access to computers or telecommunications at home.**
- * The estimated range of awards is \$35,000 - \$200,000 per center. The estimated average award size is \$100,000 and applicants may be funded at this level for up to 36 months.**
- * Additional information is on the World Wide Web at: <http://ocfo.ed.gov/fedreg.htm> and <http://www.ed.gov/news.html>. The application is at: www.ed.gov/offices/oeri/.**
- * Funding of particular projects depends on the availability of funds, the content of the final priorities, the quality of the applications received, and the requirements in the law for equitable representation nationally and within states of rural and inner-city programs.**
- * To receive an application, contact: Amanda Clyburn, U.S. Department of Education, OERI, 555 New Jersey Avenue, NW, Washington, DC 20208-5644, ATTN: 21st Century Community Learning Centers. Requests may also be faxed to 202/219-2198 or e-mailed to amanda_clyburn@ed.gov.**

DETAILS ON MOTT FOUNDATION'S EFFORTS INVOLVING 21ST CENTURY COMMUNITY LEARNING CENTERS

- \$2-million grant to fund 11 regional workshops to assist schools applying for the \$40-million federal pilot program.

Goals of program:

1. Integrate learning into after-school programs
 2. Expand access to quality, extended learning programs
 3. Ensure program availability among low-income and hard-to-reach populations
 4. Develop innovative models to be shared with the field.
- Up to \$55 million pledged over five years to provide technical assistance for the proposed \$1-billion federal program.

Goals of program and potential Mott activities:

1. Integrate learning into after-school programs
 - Fund 50 state community school entities to provide training and technical assistance to local grantees
 - Develop and maintain a national training network through technology
 - Establish an annual two-day technical assistance summer institute
 - Establish a network of 80 best-practices schools to host visiting schools
2. Expand access to quality, extended learning programs
 - Develop a sustaining collaborative arrangement between Mott and DOE
 - Evaluate program impact through surveys
 - Develop local capacity and provide seed money for communities to raise the required local match
 - Plan and run bidders' conferences
3. Ensure program availability among low-income and hard-to-reach populations
 - Develop and air a PBS satellite program on quality after-school programs with local community outreach
 - Provide additional funds to make grants to applicants that have potential but need technical assistance to run good programs
 - Provide a fund for special access workshops
 - Speak at major education and community conferences
 - Survey principals' attitudes toward after-school programs
 - Develop materials for principals on the importance of extended learning programs

- Policy seminars for district leaders (superintendents and school board members) on how to start and implement extended learning programs
 - Monitor applicants for representation of low-income communities and hard-to-reach populations
4. Develop innovative models to be shared with the field
- Develop a manual for potential grantees about technical assistance
 - Identify sample of best practices and undertake a comprehensive evaluation

For further information about this program, check the Mott Foundation's Web site (<http://www.mott.org>)

AFTER-SCHOOL



21ST CENTURY COMMUNITY LEARNING CENTERS

AFTER-SCHOOL, WEEKEND AND SUMMER PROGRAMS FOR YOUTH

PARTNERSHIP
for Family
Involvement
in Education

WHAT IS THE 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM?

The 21st Century Community Learning Center program is authorized under Title X, Part I (21st Century Community Learning Centers) of the Elementary and Secondary Education Act. The funds can be used to build the school's capacity to address the educational needs of its community after-school, weekends and summers. The focus of this program is to provide extended learning opportunities for participating children in a safe, drug-free and supervised environment.

WHY DO WE NEED THIS PROGRAM?

While some communities are already developing after-school programs, they are not widespread, particularly in the public schools. In 1995, there were 23.5 million school-aged children with parents in the workforce. But as recently as the 1993-94 school year, 70 percent of all public elementary and combined schools did not have a before- or after-school program. In rural areas, 82 percent of public schools did not have such programs. In addition, the majority of extended-day programs are aimed at kindergarten and early elementary school students, and focus on supervised care rather than academic instruction.

A 1994 survey of parents found that 56 percent think that children are left alone too

much after school, and a 1989 survey showed that 84 percent of school principals expressed a need for before- and after-school programs. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m.--a time when they are not in school.

Many children and youth can benefit from extra learning time after school, summer and weekends. The 21st Century Learning Center program provides a safe place for

WHAT IS THE PROPOSED EXPANSION OF THE 21ST CENTURY LEARNING CENTER PROGRAM?

As part of the President's historic \$21 billion child care proposal, a dramatic expansion of the 21st Century Community Learning Center Program would provide funds to school-community partnerships to start or expand after-school, extended learning programs for school-age children. For the 1999 budget before Congress, Secretary Riley has requested \$200 million for the program or **one billion dollars over five years**, which will fund competitive grants to approximately **4,000 centers**, including continuation grants to the centers funded in 1998.

homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, help for middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects, as well as opportunities to participate in chorus, band and the arts, technology education programs and services for children and youth with disabilities. Before- and after-school and summer programs can help children stay on the right track.

HOW MUCH FUNDING IS AVAILABLE FOR 21ST CENTURY COMMUNITY LEARNING CENTERS?

The President received \$40 million in his FY 1998 budget. It is estimated that this amount will fund 200 to 300 new after-school grants that can include more than one local project, as in the case of a local education agency applying to serve several local schools.

WHO IS ELIGIBLE TO RECEIVE FUNDING?

A school or consortia of schools, but they must be in collaboration with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions. By and large, according to a 1992 Gallup poll, the public favors keeping school buildings open for use by school children (with adult supervision): 87 percent

after school; 67 percent on weekends; and 72 percent during vacation. Grants will be funded for a period not to exceed three years.

WHOM DO I CONTACT?

For information on the program, please contact:

Amanda Clyburn

U.S. Department of Education

Office of Educational Research and Improvement

555 New Jersey Avenue, NW

Washington DC 20208-5644

E-mail: amanda_clyburn@ed.gov

FAX: 202-219-2198

You can also find program information on the U.S. Department of Education's Web site at www.ed.gov/offices/OERI.

The announcement of grant awards for this year's competition is expected in late May 1998.







Before- and After-School Care

Background

An estimated 5 million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Children being left on their own after school was named as the number one cause of school failure by half of the teachers surveyed in a Louis Harris poll. Furthermore, from 3:00 p.m. to 8:00 p.m. the juvenile crime rate triples. Latchkey children, whether suburban, rural, or urban, are in greater danger of engaging in risky behavior, being truant from school, experiencing stress, and earning poor grades than children who have some form of adult supervision.

Currently, only about 1.7 million children from kindergarten through grade 8 are enrolled in 49,500 formal before- and after-school programs of any type. Care is especially hard to find for families in rural areas, families whose children have special needs, and families with children in middle school. By the year 2000 according to the Government Accounting Office, school-age child care will meet as little as 25 percent of the demand in some urban areas.

At present, however, 70 percent of all public elementary and combined schools do not offer such programs. A 1997 survey of elementary and middle-school parents found that 87 percent favor keeping schools open after school hours, 67 percent favored opening schools on weekends, and 72 percent favored opening schools during school vacation breaks.

High quality after-school programs, staffed by trained, caring adults, can have a measurably positive effect on children. These types of programs can help meet the critical child care needs of working families and their children. Programs based in schools are highly desirable for a number of reasons. Schools exist in every community and offer valuable resources that could be utilized to provide after-school programs. And because children are already at school, there is no transportation needed in the middle of the day.

National PTA Position

The National PTA supports federal and state incentives for child care programs that include:

- Affordability and accessibility
- Parent involvement in planning, implementation, and evaluation of programs
- Coordination between federal, state, and local governments that permits flexible services that reflect local needs
- Quality standards for care giver and teacher training and for health and safety

The National PTA believes that child care programs and facilities are important in addressing the education, nutritional, recreational, developmental, and safety needs of school-age and preschool children. The PTA encourages the effective use of existing facilities, such as public schools, for child care programs during non-school hours and days.

THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

"Better Education Is Everybody's Business"
—U.S. Secretary of Education Richard W. Riley

The Partnership's Mission

- To increase opportunities for families to be more involved in their children's learning at school and at home.
- To use family-school-community partnerships to strengthen schools and improve student achievement.

Our Partners Thousands of partners pledge their support for student learning to high standards through this growing grassroots movement. Partners belong to one of four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

Together, partners support efforts to:

- Strengthen family-school partnerships through good communication and mutual responsibility for children's learning;
- Adopt family- and student-friendly business practices;
- Provide before- and after-school learning activities for children;
- Make effective use of facilities—schools, community buildings, churches—for children and families; and
- Give parents the resources, training, and information they need to help children learn, and teachers and principals the tools they need to engage families.

The benefits of joining include:

- Connecting with other groups to share and learn from one another;
- Working together to strengthen and improve efforts to help children learn;
- Keeping up with the latest information and activities nationwide; and
- Receiving recognition for visible commitments at the local, state, and national levels



PARTNERSHIP
for Family
Involvement
in Education



Activities of the Partnership In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

READ*WRITE*NOW! As part of the America Reads Challenge, this activity focuses on reading during the summer months. Participating children read and write for thirty minutes every day, and teenagers and adults share a love of reading as reading partners to young children.

America Goes Back to School. During the months of August through October, join Americans across the country as they go back to school to share their talents and experiences. Make a year-long commitment, starting in the fall, to help improve education and to help students learn.

Think College Early. Help increase awareness and support for middle and high school students to take the courses needed to enter college and to be prepared financially through this new initiative.

Priority on After-School Extended Learning. Partner members have placed new emphasis on the importance of providing before- and after-school activities that extend learning for children in a safe, drug-free environment.

TO JOIN Call 1-800-USA-LEARN for more information. Visit the Web site at www.ed.gov/PFIE.

AMERICA READS CHALLENGE: READ*WRITE*NOW!



"We must do more to ensure that every child can read well and independently by the end of third grade. The America Reads Challenge will accomplish this by marshaling the resources of entire communities – schools and libraries, religious institutions, universities, college students and senior citizens – to work together with teachers and parents to teach our children to read."

–President Bill Clinton

PARTNERSHIP
for Family
Involvement
in Education

★How You Can Get Involved in the America Reads Challenge ★

Each of us can help meet the goal of the America Reads Challenge through our personal and professional commitments. Here are some simple things you can do to ensure that every child reads well and independently:

PARENTS

- ★ Read to and with your child every day for 30 minutes.
- ★ Talk with infants and young children to develop their language skills before they learn to read.
- ★ Encourage children to read on their own, outside of school, to enhance their in-school performance.
- ★ Set a good example for your children by reading newspapers, magazines, and books.
- ★ Read and write with your children in your native language.
- ★ Restrict the amount and kind of TV your children watch; encourage viewing of educational programs.
- ★ Make sure your child has a library card and uses it.

SCHOOLS

- ★ Start a school-wide or community reading program. Invite volunteers to read and write with students at least once a week for 30 minutes.
- ★ Encourage family members to get

involved in teaching and learning reading skills and raising academic standards.

- ★ Publish a multilingual school newsletter that suggests ways parents can support their children's development in reading and writing.

EMPLOYERS

- ★ Encourage parents, employees, and customers to read and write with children.
- ★ Develop a program to bring children to your work site for tutoring.
- ★ Develop Public Service Announcements (PSAs) for newspapers, billboards, television, and radio to help spread the message about the importance of reading.

GRANDPARENTS, SENIORS, NEIGHBORS, AND OTHER CONCERNED CITIZENS

- ★ Become a learning partner or reading tutor to a child in your family or neighborhood. Volunteer to read with or to a child for 30 minutes, once each week for at least eight weeks.
- ★ Encourage community businesses and non-profit organizations to help support community reading programs.
- ★ Develop a monthly program at your library, school, community or religious

center and invite seniors to tell their stories to children as oral history.

COMMUNITY, CULTURAL, AND RELIGIOUS ORGANIZATIONS

- ★ Encourage your staff or members to volunteer as tutors to read with children.
- ★ Help train other volunteer tutors.
- ★ Share books which you believe accurately teach children about the issues in which your organization is involved.
- ★ Hold an essay writing contest for local children so they can share "How Reading Makes a Difference in My Life."

COLLEGES AND UNIVERSITIES

- ★ Sign up for the America Reads Challenge Federal Work-Study program. Students benefit by providing community service while earning financial aid, and institutions benefit from the waiver of the 25 percent match.
- ★ Offer training on how to become an effective reading partner to students, community members, and parents who want to get involved.
- ★ Provide space for local reading programs; sponsor an on-campus summer reading program for elementary school children.

**To learn more about the
America Reads Challenge and
to receive a free copy of
*Simple Things You Can Do to Help a
Child Read Well and Independently*,
call 1-800-USA-LEARN.**

★READ*WRITE*NOW! ★

To participate in READ*WRITE*NOW!, children agree to read and write thirty minutes a day and learn a new vocabulary word, five days a week. Once or twice a week, children meet with reading partners for extra help. While this reading partnership is important throughout the year, it is especially critical during the summer when many children lose reading skills. Materials are available to help in both English and Spanish by calling 1-800-USA-LEARN or by looking at the Web site listed below.

★Find Out More about the America Reads Challenge ★

President Clinton asks every American to identify ways to support the America Reads Challenge to ensure that every child reads well and independently by the end of third grade. To learn more about how to become involved or to identify organizations in your community that support literacy, contact:

The America Reads Challenge
U.S. Department of Education
600 Independence Avenue, SW, Room 6100
Washington, DC 20202-0130
202-401-8888
202-401-0596 (fax)

Toll free number for comments or ordering
publications:
1-800-USA-LEARN or
TDD 1-800-437-0833

Web site: www.ed.gov/inits/americanreads
Listserv at majordomo@etr-associates.org
then type: subscribe americanreads


AmericaReads
CHALLENGE



AMERICA GOES BACK TO SCHOOL



"If we are going to seize the promise of our times and educate our children so they can keep their dreams alive, we must all work together. Not government alone, not individuals alone, but as parents and children, employers and employees, teachers and students, community leaders and community members, as government and citizens.

We must renew our schools so every American child has the opportunity to get the best possible education for the 21st century."

– President Bill Clinton

PARTNERSHIP
for Family
Involvement
in Education

Thirty years of research show that when children can count on their family and community, in addition to their teachers, for involvement in their education, it makes a significant difference in their learning. A survey by *Money* magazine found that the factor determining the best school districts in the country was the amount of support received from parents and the community.

since the effort began in 1995. Along with U.S. Secretary of Education Richard W. Riley, past co-chairs include Tipper Gore, Michael Keaton, Bo Jackson, and presidents of the National PTA.

Who Can Get Involved?

YOU CAN ! Families, schools, colleges and universities, employers, and community, cultural, and religious organizations – any caring adult or young person – everyone has something to offer, something to share, and something to gain by participating in *America Goes Back to School*.

What Can You Do to Participate?

Spend time reading to a child. Educate students to prevent substance abuse. Recruit and organize tutors. Mentor a child in math. Help start or expand an after-school program. Sponsor career days and internships at work sites. Plan an event that connects middle and high school students with colleges. Volunteer your time to assist teachers. Use your own talents and resources to get involved!

AMERICA GOES BACK TO SCHOOL

encourages parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult and young person to take a more active role in improving education in their communities.

America Goes Back to School focuses attention on improving education across America during the back-to-school period of August through October. With the support of the U.S. Department of Education and members of the Partnership for Family Involvement in Education, thousands of *America Goes Back to School* events have taken place across the nation, in every state,

When Does *America Goes Back to School* Take Place?

All Year Long! Our focus is on the back-to-school months of August through October, when people make or renew their year-long commitments to get involved.

How Do You Get Involved?

To find out more information about hosting an *America Goes Back to School* event or to let us know what you are doing, call 1-800-USA-LEARN or visit the *America Goes Back to School* Web site at www.ed.gov/Family/agbts.

Highlights from 1997

- Tens of thousands of people attended back-to-school rallies in Birmingham, Alabama, Flint, Michigan, and Travers City, Michigan, during the month of September. These rallies drew attention to the strong community-school partnerships built in these cities and helped renew the enthusiasm of children, parents, educators, and community members alike to work together throughout the school year.
- Over 12,500 community members in Memphis, Tennessee, visited schools during "Memphis Goes Back to School" week in October. One highlight was the "CEO Principal for a Day" event, through which over 80 local business and civic leaders, including the Memphis mayor, spent the day shadowing school principals. Many visitors made commitments to volunteer and help throughout the school year. One participant said, "A good idea to connect parents and schools -- keep doing it!"
- CNN's educational program, CNN Newsroom & WorldView, went "on the road" from September 8-12, traveling around the country and stopping in a different city each day. In each city, CNN broadcast a live education story on the national network, and then in the afternoon, CNN held a locally broadcast town hall meeting on education. Topics included community service, peer pressure, and teaching with technology.
- The student body president at Oregon State University organized a statewide conference for educators, parents, and students with a satellite downlink to communities across the state. Building on the conference, Oregon State has continued to focus on two issues in particular: helping students learn to read and to open the doors of college to more students by helping them take the right courses in middle and high school.

**AMERICA
GOES BACK
TO SCHOOL**





NCEA

National Community Education Association

3929 Old Lee Highway • Suite 91-A • Fairfax, VA 22030-2401 • (703) 359-8973 • FAX (703) 359-0972

NATIONAL COMMUNITY EDUCATION ASSOCIATION

The National Community Education Association (NCEA), a nonprofit 501(c)(3) membership association, was founded in Flint, Michigan, in 1966 as the National Community School Education Association. Its purposes are to promote parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for community residents of all ages and educational backgrounds. In 1978, the association's name was changed to the National Community Education Association, and its national headquarters were moved to the Washington, D.C., area.

NCEA members include about 1500 individuals and institutions from every state, six Canadian provinces, and several foreign countries. Thirty-eight state community education associations are affiliated members of the national association. The combined membership of the state and national associations is about 9,500.

Many NCEA members are community education directors or coordinators at the level of the local school district. Others are school superintendents, state department of education administrators, education professors in colleges and universities, community college administrators, members of state and local school boards and advisory councils, and state legislators.

NCEA is governed by a 14-member Board of Directors; 12 directors are elected by the membership in national and regional elections, and two at-large directors are appointed by the Board. The association provides its members with national leadership and advocacy; specialized periodicals, publications, and products; national and regional training conferences and workshops; opportunities for peer support and networking; and information and referral services.

NCEA is a member of the Educational Leaders Consortium, the National Coalition for Parent Involvement in Education, and the Coalition of Adult Education Organizations, all based in Washington, D.C.



National Community Education Association

3929 Old Lee Highway • Suite 91-A • Fairfax, VA 22030-2401 • (703) 359-8973 • FAX (703) 359-0972

The National Community Education Association (NCEA) is a nonprofit 501(c)(3) membership association founded to promote: parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of life-long learning opportunities for all community residents.

Mission

NCEA's mission is to provide leadership to those who build learning communities in response to individual and community needs.

Community Education

Community Education is a way for people to enhance their lives and communities through learning and collaboration.

It is a concept that provides opportunities for local community members, schools, and other organizations to become partners in addressing educational and community concerns.

Community Schools

A Community School is a facility that is open beyond the traditional school day to provide academic, extracurricular, recreational, health, social services, and work force preparation programs for people of all ages.

Components of Community Education

Lifelong Learning:

Understanding that learning continues throughout life.

Providing formal and informal learning opportunities throughout all of life's stages.

Providing programs and services for all community members, including opportunities for intergenerational interaction.

Community Involvement:

Promoting a sense of civic responsibility.

Providing opportunities for community members to develop and use their leadership skills.

Promoting the inclusion of diverse populations in all aspects of community life.

Encouraging community involvement in local decision making.

Efficient Use of Resources:

Using fully the community's physical, financial, technical, and human resources to meet diverse needs.

Reducing duplication of services by promoting collaborative relationships among schools, organizations, and agencies.

Principles of Community Education

Community education provides local residents and community agencies and institutions the opportunity to become active partners in addressing community concerns. It is based on the following principles:

- **Self-Determination.** Local people are in the best position to identify community needs and wants. Parents, as children's first and most important teachers, have both a right and a responsibility to be involved in their children's education.
- **Self-Help.** People are best served when their capacity to help themselves is encouraged and enhanced. When people assume ever-increasing responsibility for their own well-being, they acquire independence rather than dependence.
- **Leadership Development.** The identification, development, and use of the leadership capacities of local citizens are prerequisites for ongoing self-help and community improvement efforts.
- **Localization.** Services, programs, events, and other community involvement opportunities that are brought closest to where people live have the greatest potential for a high level of public participation. Whenever possible, these activities should be decentralized to locations of easy public access.
- **Integrated Delivery of Services.** Organizations and agencies that operate for the public good can use their limited resources, meet their own goals, and better serve the public by establishing close working relationships with other organizations and agencies with related purposes.
- **Maximum Use of Resources.** The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.
- **Inclusiveness.** The segregation or isolation of people by age, income, sex, race, ethnicity, religion, or other factors inhibits the full development of the community. Community programs, activities, and services should involve the broadest possible cross section of community residents.
- **Responsiveness.** Public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents.
- **Lifelong Learning.** Learning begins at birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings.

SOURCE: *Community Education: Building Learning Communities* by Larry E. Decker & Associates. Alexandria, VA: National Community Education Association, 1990.

**NATIONAL ADVISORY
COMMITTEE**

POLICE

Philip Arreola

Chief, Tacoma, WA
John A. Block
Chief, LA County, CA
Sam Bratton

Fmr. Commiss'r., NYC
Sam A. Cabral

President, Int'l Union of
Police Ass'ns, AFL-CIO

Dean M. Esserman
Chief, Metro North, NY

Thomas C. Frazier
Police Commissioner,
Baltimore, MD

Gilbert G. Gallegos
President, Fraternal
Order of Police

E. Douglas Hamilton
Chief, Louisville, KY

Phil E. Keith
Chief, Knoxville, TN

R. Gil Kerlikowske
Commissioner, Buffalo, NY

Charles A. Moose
Chief, Portland, OR

Patrick V. Murphy
Former Commiss'r., NYC,
DC, Detroit, Syracuse

Dennis E. Nowicki
Chief, Charlotte, NC

Reuban B. Ortega
Chief, Salt Lake City, UT

Matt L. Rodriguez
Fmr. Police Sup't, Chicago, IL

Joseph Samuels
Chief, Oakland, CA

Darrell Sanders
Chief, Frankfort, IL

Darrel W. Stephens
Fmr. Chief, St. Petersburg, FL

Jack J. Sullivan, Jr.
Chief, Arapahoe Co., CO

David H. Warshaw
Miami, FL

Robert S. Warshaw
Chief, Rochester, NY

Elizabeth M. Watson
Former Chief, Austin, TX

PROSECUTORS

Ronald Earle

District Atty., Travis Co., TX
Norman S. Early, Jr.

Former D.A., Denver, CO
Ralph C. Martin, II

District Atty., Suffolk Co., MA
Jack O'Malley

Fmr. State's Atty., Cook Co., IL
Elliot L. Richardson

Former Attorney General
and Secretary of HEW, of
Defense and of Commerce

Jim Ryan

Attorney General, IL
Grant Woods

Attorney General, AZ

CRIME SURVIVORS

Frances Davis

Fdr., Mothers of All Children
Ellen Halbert

Editor, National Crime
Victims Report

Carole Grant Hall
Director, Ginger Ridge

Residents' Initiative
Marc Klaas

Fdr., Klaas Fdn. for Children
Annis Lees, Ph.D.

Mental Health Clinic
Lewis

President, Parents of
Abused Children

**Gordon Rondeau &
Elaine Rondeau**

Founders, Action America:
Murder Must End Now

**FIGHT
CRIME**



**INVEST
IN KIDS**

**QUALITY CHILD CARE AND
AFTER-SCHOOL PROGRAMS**

POWERFUL WEAPONS AGAINST CRIME

A Report

from

FIGHT CRIME: INVEST IN KIDS

February 1998

Executive Summary

Full Report is available on the
FIGHT CRIME: INVEST IN KIDS web site at
<http://www.fightcrime.org/>

President
Sanford A. Newman

Associate Directors

Amy R. Dawson

Brendan J. Fitzsimons

Communications Director

John W. Bartlett

**NATIONAL CRIME AND
VIOLENCE PREVENTION
RESOURCE COUNCIL**

J. Lawrence Aber, Ph.D.

Director, National Center for
Children in Poverty

Barbara T. Bowman, M.A.

President, Erickson Institute of
Advanced Study in Child
Development

John A. Calhoun, M.P.A.

Executive Director, National
Crime Prevention Council

Donald J. Cohen, M.D.

Director, Yale Child Study Ctr.

Sanford Dornbusch, Ph.D.

Professor Emeritus, Stanford;
Advisory Board Chair, Stanford
Center on Adolescence

Craig W. Floyd

Chair, National Law Enforce-
ment Officers Memorial Fund

James A. Fox, Ph.D.

Dean, College of Criminal
Justice, Northeastern University

John W. Gardner, Ph.D.

Former US Secretary of Health,
Education, and Welfare;
Consulting Professor, Stanford

Richard Gerber, M.D.

Associate Clinical Professor of
Psychiatry, GWU Med. School

Alice S. Honig, Ph.D.

Professor Emerita, Child
Development, Syracuse Univ.

Thomas C. Joe, M.A.

Director, Center for the
Study of Social Policy

J. Ronald Lally, Ed.D.

Dir., Ctr. for Child and Family
Studies, Far West Laboratory

Steven Marans, Ph.D.

Director, Program on Child
Development-Community
Policing, Yale Child Study Ctr.

Ray Marshall, Ph.D.

Former US Secretary of Labor;
Chair in Economics and Public
Affairs, Univ. of Texas - A & M

Jack McDewitt, Ph.D.

Professor, College of Criminal
Justice, Northeastern Univ.;

Co-Director, Center for C
Justice Policy Research

Lisbeth B. Schorr

Lecturer in Social Medicine,
Harvard University

David P. Weikart, Ph.D.

President, HighScope
Educational Research Fdn.

Bernice Weissbourd

Pres., Family Resource Council

Richard Weissbourd, Ph.D.

Professor, Kennedy School of
Government, Harvard

Chuck Wexler, Ph.D.

Executive Director, Police
Executive Research Forum

Edward Zigler, Ph.D.

Director, Bush Center in Child
Development and Social Policy,
Yale University



QUALITY CHILD CARE AND AFTER-SCHOOL PROGRAMS: POWERFUL WEAPONS AGAINST CRIME

EXECUTIVE SUMMARY

WE MUST SPARE NO EFFORT in making sure that dangerous criminals are behind bars. But that strategy by itself will never be enough to make our communities safe. Police, prosecutors, crime survivors, criminologists and child development experts all report the same conclusion: **Quality educational child care for preschool children and after-school programs for school-age kids are among the most powerful weapons in America's anti-crime arsenal.**

The time for philosophical debate about whether such investments "might work" is over. The proof is in: Good child care and after-school youth development programs for at-risk youngsters sharply reduce crime and help children develop the skills and values to become good neighbors and responsible adults instead of criminals. When we fail to invest in the proven programs that help kids get the right start, we all pay an enormous price.

**IT IS TIME TO CUT CRIME'S
MOST IMPORTANT SUPPLY
LINE: ITS ABILITY TO TURN
KIDS INTO CRIMINALS.**

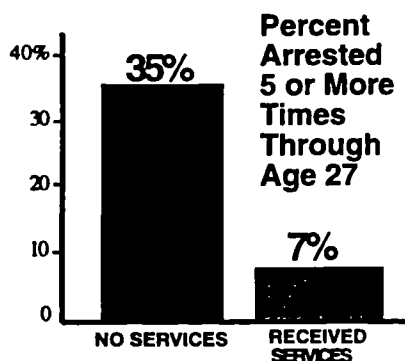
It is time to cut crime's most important supply line: Its ability to turn America's kids into criminals.

QUALITY CHILD DEVELOPMENT PROGRAMS: PROVEN TO CUT CRIME DRAMATICALLY

Perry Preschool & Home Visit Program's Impact

Decrease In Crime

Preschool and weekly home visits led to an 80% drop in the number of chronic offenders.



"OUR FIGHT AGAINST CRIME NEEDS TO START IN THE HIGH CHAIR, not wait for the electric chair," says Winston-Salem (NC) Chief of Police George Sweat.

He's right.

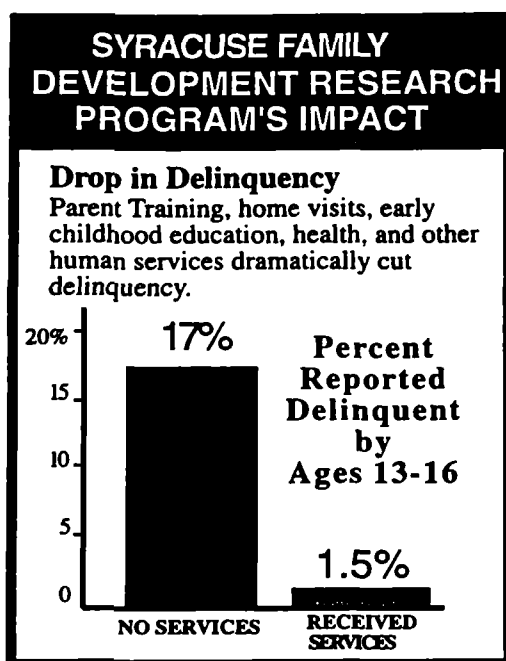
Powerful evidence from one study after another proves that quality child care in the first five years of life can greatly reduce the risk that today's babies and toddlers will become tomorrow's juvenile delinquents and criminals.

The early childhood development programs for at-risk children which have proven most effective in preventing future delinquency and crime are those which, like the Head Start program for three- and four-year-olds and the Early Head Start

**"OUR FIGHT AGAINST CRIME
NEEDS TO START IN THE
HIGH CHAIR, NOT WAIT FOR
THE ELECTRIC CHAIR."**

program for children younger than three, supplement educational day care with programs to involve parents and to coach and support them in child-rearing.¹ For example:

- ◇ A High/Scope Foundation study at the Perry Preschool in Michigan offered at-risk three- and four-year-olds a quality Head Start-style preschool program, supplemented by weekly in-home coaching for parents. Twenty-two years later, those who had been denied the services as toddlers were *five times more likely* to be chronic lawbreakers by age 27.²
- ◇ A similar program in Syracuse, providing child development and health services for at-risk infants and toddlers and parenting support for their mothers and fathers, found that kids denied the services were *ten times more likely* to be delinquent by age 16.³



ONE OF THE MOST EFFECTIVE WAYS to provide coaching in parenting skills for at-risk parents is through home visits to those parents who want help. Home visitor programs have been proven to strikingly reduce child abuse and neglect while they improve parenting, help children develop into good neighbors, and even reduce the risk that the parent will engage in criminal activity.

Although abuse and neglect are not normally included in crime statistics, most Americans would agree that they are among the nation's most serious crimes. If we included them in our definition of serious crimes, abuse and neglect would make up nearly one-fifth of all serious crimes reported each year. Child abuse and neglect also sharply increase the risk that a child will grow up to become a criminal.⁴

The risk of abuse and neglect declines when parents have adequate knowledge of how children develop in their early years. The potential for abuse skyrockets, for example, when a parent thinks infants are supposed to be toilet-trained at six months, or doesn't understand that young children "go to pieces" when they are tired, or doesn't know that shaking a child can cause brain damage.

**IF WE INCLUDE THEM IN OUR
DEFINITION OF SERIOUS
CRIMES ABUSE AND NEGLECT
MAKE UP NEARLY ONE FIFTH
OF ALL SERIOUS CRIMES
REPORTED EACH YEAR.**

Studies show that roughly half of all abuse and neglect among high-risk families might be eliminated if such parents were offered family support programs, including parenting-coaching visits to those who want them.⁵

QUALITY AFTER-SCHOOL PROGRAMS BUILD VALUES AND SKILLS WHILE THEY SHUT DOWN "PRIME TIME FOR JUVENILE CRIME"

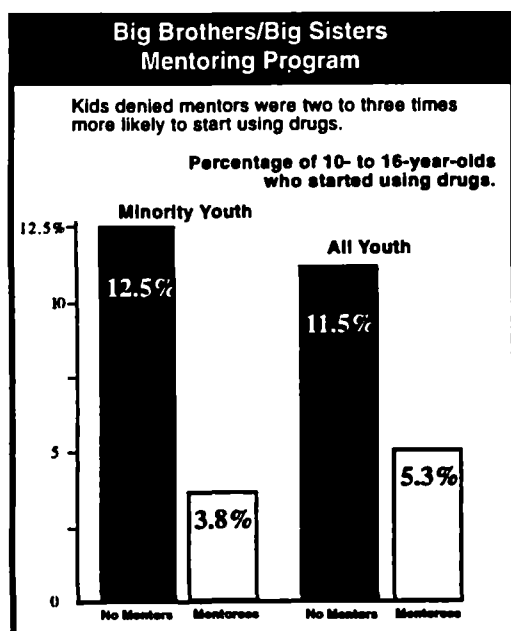
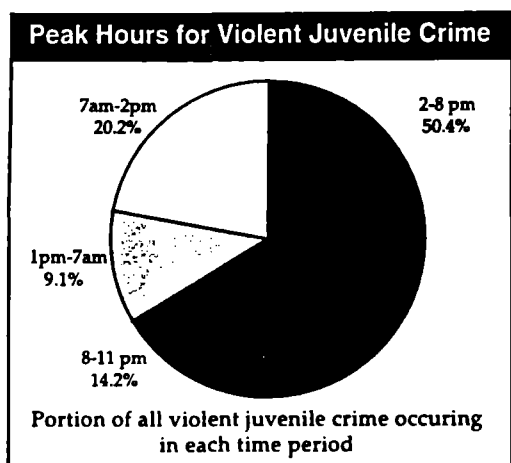
THE PEAK HOURS FOR VIOLENT JUVENILE CRIME ARE FROM 2:00 P.M. TO 8:00 P.M.

THE PEAK HOURS FOR VIOLENT JUVENILE CRIME are from 2:00 p.m. to 8:00 p.m. In the hour after the school bell rings, juvenile crime suddenly *triples* and prime time for juvenile crime begins. Half of all violent juvenile crime occurs between 2:00 p.m. and 8:00 p.m., and *two-thirds* occurs in the nine hours between 2:00 p.m. and 11:00 p.m.⁶

Quality after-school, weekend and summer programs for children and youth can cut crime dramatically — by offering school-age kids a safe haven from negative influences, and providing constructive activities that teach them not only the skills they need to succeed, but also core values like responsibility, hard work, and respect and concern for others.

For example:

- ◇ A study of juvenile arrests in a public housing project which instituted an after-school skills development program showed that the number of juvenile arrests declined by 75 percent by the end of the after school program.⁷
- ◇ In the first year after the Baltimore Police Department opened an after-school program in a high-crime area, crime in that neighborhood dropped 42%.⁸
- ◇ A Public/Private Ventures study of Big Brothers/Big Sisters' carefully-designed mentoring program showed that young people randomly assigned to receive a trained mentor were only about half as likely to begin illegal drug use or to hit someone as those randomly assigned to the control group.⁹
- ◇ Participants randomly assigned to a high school Quantum Opportunities Program of counseling, academic and life skills support, community service, and financial incentives, were less than one-quarter as likely to be convicted of a crime during the high-risk high school years as those in a control group. In other words, denying kids these services *quadrupled* the likelihood that they would be convicted of a crime while in high school. *The impact on crime was virtually immediate*, and those who participated in the program were



DENYING KIDS THESE SERVICES QUADRUPLED THE LIKELIHOOD THAT THEY WOULD BE CONVICTED OF A CRIME WHILE IN HIGH SCHOOL. THE IMPACT ON CRIME WAS VIRTUALLY IMMEDIATE.

fifty percent more likely to graduate high school on time and two-and-a-half times more likely to attend post-secondary schooling.¹⁰ Programs like Quantum Opportunities show what can happen when after-school enrichment activities are integrated with in-school help for at-risk youngsters.

Quality school-age programs have been shown to have special importance for low-income youngsters, especially those growing up in neighborhoods where “hanging out” means being exposed

to negative influences from peers and from older children and adults. These youngsters learn to be more cooperative, get along better with others resolve conflicts more amicably, read more, participate in more academically enriching activities, and improve grades and school conduct, when they are provided quality after-school programs.¹¹

As the Carnegie Council on Adolescent Development observed in its seminal report on youth development programs, “risk will be transformed into opportunity” when we provide young people with the out-of-school youth development programs that can turn “their non-school hours into the time of their lives.”¹²

CHILD CARE: A SYSTEM IN CRISIS

OUR NATION’S CHILD CARE SYSTEM IS IN CRISIS.

As this decade began, the Committee for Economic Development, made up of executives from America’s largest corporations, declared, “The lack of availability of quality child care that is developmentally appropriate, has educational value, and is affordable has created a crisis of national proportions that affects most families but hits low-income families the hardest.”¹³

AS WE NEAR THE END OF THE DECADE, THAT CRISIS HAS ESCALATED.

As we near the end of the decade, that crisis has worsened.

AS OF 1995, more than three out of five women with children younger than six, and more than three out of four women with school-age children, were working outside the home.¹⁴ Even among mothers of one-year-olds, more than half work full- or part-time.¹⁵ For many of these parents, especially those at the bottom of the income ladder, debate about whether they should work or stay home ignores reality.

With full-time work at the minimum wage bringing in about \$9,000 a year after social security taxes, many families find that they can’t possibly make ends meet and provide for their children unless both parents work outside the home. Moreover, one out of four children live with only one parent,¹⁶ and half of all children can now expect to live an average of at least five years in a single-parent family.¹⁷

In some two-parent, middle-income families, adjustments in the tax code may modestly affect parental decisions to work outside the home. But such measures are no substitute for ensuring access to quality child care in the pre-school years, and quality after-school, summer and weekend child and youth development programs for our most at-risk population — the youngsters who must be our first crime prevention priority.

THE HEAD START CHILD DEVELOPMENT PROGRAM FOR AT-RISK PRESCHOOLERS IS SO UNDERFUNDED IT CAN REACH JUST FOUR IN TEN ELIGIBLE KIDS — AND USUALLY FOR JUST HALF OF THEIR PARENTS' WORK DAY, FOR ONLY PART OF THE YEAR.

The issue for many families — and for law enforcement — is not whether parents will work. It is whether the care children receive while their parents are working will be good enough to help the kids get a good start in life, or whether it will be care that damages their development and ultimately damages the public safety.

TODAY, QUALITY CHILD CARE AND AFTER-SCHOOL PROGRAMS are financially out of reach for millions of America's most at-risk children and youth. Their families — mostly young and still near the lowest earning levels of their working lives — can no more afford to pay for quality child care during these years than they could afford to pay the full cost of the education we provide through public schools.

Yet the Head Start child development program for at-risk preschoolers is so underfunded it can reach just four in ten eligible kids — and usually for just half of their parents' work day, for only part of the year. And despite all the evidence that the first three years of life are critical to brain development, programs like Early Head Start, designed for kids under three, have funds to serve only a tiny fraction of the babies and toddlers who need them.

FOR THOSE OF US ON THE FRONT LINES OF THE BATTLE AGAINST CRIME, THE ONCE-QUIET CRISIS IN CHILD CARE IS NOW NOISY, PERVERSIVE, INSISTENT, AND TRAGIC. IT SCREAMS THROUGH OUR POLICE SIRENS RUSHING TO YET ANOTHER CRIME THAT NEVER HAD TO HAPPEN. IT IS HEARD IN THE CRIES OF AGONY OF THOUSANDS OF CRIME VICTIMS AND THEIR FAMILIES WHOSE LIVES ARE NEEDLESSLY LOST OR SHATTERED EACH YEAR. IT IS VISIBLE AS YELLOW CRIME SCENE TAPE, BODY BAGS, AND BLOOD-STAINED SIDEWALKS ON THE NIGHTLY NEWS.

Meanwhile, the Child Care and Development Block Grant, which assists communities in helping working families afford quality care, today can serve only one in ten of the kids who most need it. Parenting education and family resource programs, whether linked directly to child care or operating separately, can serve only a tiny fraction of the at-risk families who would benefit most. And after-school programs are largely unavailable, especially for the children who need them most.

FOR THOSE OF US ON THE FRONT LINES of the battle against crime, the once-quiet crisis in child care is now noisy, pervasive, insistent, and tragic. It screams through our police sirens rushing to yet another crime that never had to happen. It is heard in the cries of agony of thousands of crime victims and their families whose lives are needlessly lost or shattered each year. It is visible as yellow crime scene tape, body bags, and blood-stained sidewalks on the nightly news.

IF WE WANT OUR OWN
FAMILIES TO BE SAFE, WE
ALL HAVE A STAKE IN
MAKING SURE THAT EVERY
WORKING FAMILY HAS
ACCESS TO QUALITY CHILD
CARE AND AFTER SCHOOL
PROGRAMS.

If there is one point in the discussion of child care that no American can afford to miss, it is this: If we want our own families to be safe, we all have a stake in making sure that every working family has access to quality child care and after school programs, and that all at-risk families have access to parenting education coaching.

Make no mistake about it: *Our nation's child care crisis is a crime prevention crisis.*

THAT'S THE BAD NEWS. THE GOOD NEWS is that there is no mystery about how to solve that crisis.

PENNY-WISE, POUND-FOOLISH POLICY CHOICES: WASTING MONEY AND LIVES

WHEN AMERICA FAILS TO INVEST IN CHILDREN, we all pay far more later — not just in lives and fear, but also in tax dollars. For example:

- ◇ Economist Steven Barnett found that the High/Scope Foundation's Perry Preschool study saved \$150,000 per participant in crime costs alone. Even after subtracting the interest that could have been earned by investing the program's funding in financial markets, the project produced a net savings of \$7.16 — including more than six dollars in crime savings — for every dollar invested.¹⁸

THE HIGH/SCOPE
FOUNDATION'S PERRY
PRESCHOOL STUDY SAVED
\$150,000 PER PARTICIPANT
IN CRIME COSTS ALONE.

Barnett estimates that the cost, including increased crime and welfare costs among others, of failing to provide at least two years of quality early childhood care and education to low-income children is approximately \$100,000 per child. That's a total of about \$400 billion for all poor children now under five.

- ◇ A recent unpublished study prepared by Professor Mark A. Cohen of Vanderbilt University estimates that each high-risk youth prevented from adopting a life of crime could save the country from \$1.7 million to \$2.3 million.¹⁹

PROFESSOR MARK A.
COHEN OF VANDERBILT
UNIVERSITY ESTIMATES
THAT EACH HIGH-RISK
YOUTH PREVENTED FROM
ADOPTING A LIFE OF CRIME
COULD SAVE THE COUNTRY
FROM \$1.7 MILLION TO
\$2.3 MILLION.

AS AMERICA DEBATES how to use expected budget surpluses, we should consider this reminder from the business executives of the Committee for Economic Development:

"Education is an investment, not an expense. If we can ensure that all children are born healthy and develop the skills and knowledge they need to be productive, self-

supporting adults, whatever is spent on their development and education will be returned many times over in higher productivity, incomes, and taxes and in lower costs for welfare, health care, crime, and myriad other economic and social problems.”²⁰

“WHEN CHILD CARE AND AFTER-SCHOOL PROGRAMS SAVE DOLLARS AND CUT CRIME, WHY SHOULDN'T OUR FEDERAL AND STATE GOVERNMENTS PROVIDE THE FUNDING THAT WILL ENABLE COMMUNITIES TO GET THE JOB DONE?”

“The question is not whether we can afford these programs,” says former U.S. Attorney General and Secretary of Health, Education and Welfare Elliot L. Richardson. “It is whether we can afford to jeopardize the safety of millions of Americans and saddle future generations with the cost of failing to make these proven investments today. When child care and after-school programs save dollars and cut crime, why shouldn't our federal and state governments provide the funding that will enable communities to get the job done?”

AN EMERGING UNANIMITY AMONG ANTI-CRIME LEADERS

THE PEOPLE FIGHTING CRIME ON THE FRONT LINES are less concerned with political ideology than with hard-nosed practical solutions. They insist on dealing with the real world as they find it, and on doing what really works to fight crime.

Everyone agrees, of course, that dangerous criminals need to be locked up. But those who work day in and day out to track down, arrest, and prosecute criminals know that this vital defense is only a stop-gap measure. In the words of Baltimore Police Commissioner Thomas C. Frazier, “Police know that we cannot just arrest our way out of the crime problem.”

“We can make ourselves and our children safer,” says Buffalo Police Commissioner R. Gil Kerlikowske, “by investing in child care and after-school programs for America's most vulnerable kids, instead of waiting to spend far more — in money and lives — on those who become America's ‘Most Wanted’ adults.”

92 PERCENT OF POLICE CHIEFS NATION-WIDE AGREED THAT “AMERICA COULD SHARPLY REDUCE CRIME IF GOVERNMENT INVESTED MORE IN PROGRAMS TO HELP CHILDREN AND YOUTH GET A GOOD START.”

It is now clear that crime fighters have reached a nearly unanimous conclusion: We need to go on the offense by investing in the child care, parenting education and after-school programs that can keep kids from becoming criminals in the first place.

A POLL OF POLICE CHIEFS conducted for FIGHT CRIME: INVEST IN KIDS by Northeastern University criminologist Jack McDevitt tells the story:²¹

- ◊ 92 percent of police chiefs nationwide agreed that “America could sharply reduce crime if government invested more in programs to help children and youth get a good start” by “fully funding Head Start for infants and toddlers, preventing child abuse, providing parenting training for high-risk families, improving schools and providing after-school programs and mentoring.”
- ◊ Nine out of ten chiefs also agreed that “if America doesn’t pay for greater investments in programs to help children and youth now, we will all pay far more later in crime, welfare, and other costs.”
- ◊ When asked to pick the strategy that would be “most effective” in the long term in reducing crime and violence, the chiefs chose “increasing investment in programs that help all children and youth get a good start” nearly four to one over “trying more juveniles as adults” or even “hiring additional police officers.”

“IGNORING PREVENTION INVESTMENTS LEAVES US STUCK ON A TREADMILL,” says former U.S. Attorney General Richardson, “running harder and harder to put people in jail while more kids are turned into criminals about as fast as we can lock them up.”

MANY CRIME VICTIMS agree. Their tragedies have given them a deep and fundamental understanding that wait-for-the-crime approaches are too little, too late for too many Americans. The voices of crime survivors speak eloquently of the need for a comprehensive and aggressive “invest-in-kids” prevention strategy:

CRIME VICTIMS' TRAGEDIES
HAVE GIVEN THEM A DEEP
AND FUNDAMENTAL
UNDERSTANDING THAT
WAIT-FOR-THE-CRIME
APPROACHES ARE TOO
LITTLE TOO LATE FOR TOO
MANY AMERICANS.

“What happened to me didn’t have to happen. If we as a nation were investing in programs like quality child care and after-school programs, to give kids the right start, I probably wouldn’t have needed those 600 stitches and all those surgeries to repair the damage.”

— Ellen Halbert, former Vice-Chair, Texas Board of Criminal Justice.
Ms. Halbert, of Austin, was brutally raped, beaten and stabbed by an intruder in her home in 1986.

“To make America safe, we need to be as willing to guarantee our kids space in child care or an after-school program as we are to guarantee a criminal room and board in a prison cell. If we want to do more than flex our muscles and talk about crime — if we want to really keep Americans safe — we must start investing in the programs we know can steer kids down the right path.”

— Jean Lewis, President,
National Organization of Parents of Murdered Children

"WE COULD BE SAVING THOUSANDS OF LIVES... BY INVESTING NOW IN THE PROGRAMS PROVEN TO GIVE KIDS THE RIGHT START IN LIFE."

"Saying we can cure crime by building more prisons is like saying we can cure death by building more cemeteries. But we could be saving thousands of lives — and sparing thousands of families unimaginable heartbreak — by investing now in the child care and after-school programs proven to give kids the right start in life."

—Marc Klaas, President, Klaas Foundation for Children

Mr. Klaas' 12-year-old daughter Polly was kidnapped and murdered in 1993.

FROM THE FRONT LINES OF THE BATTLE AGAINST CRIME: A CALL FOR ACTION

TODAY HUNDREDS OF OUR NATION'S MOST DISTINGUISHED POLICE CHIEFS, sheriffs, prosecutors, crime victim advocates and scholars have joined in calling on all public officials to protect the public safety by adopting common sense policies to:

- Provide for all infants, toddlers and preschool children access to quality child care at a price their parents can afford.

That means child care in which staffing levels are high enough and training good enough to assure that children receive the nurturing and stimulation they need to start school ready to succeed and to learn the concern for others and other core values which begin to develop in the first years of life. To be most effective in reducing crime, quality child care and development programs for our most at-risk families should be linked to parenting education and family support.

At the federal level, this means we should be assuring through Early Head Start or other quality programs that our most at-risk babies and toddlers receive the care they need from birth to age three. It means that we should be assuring that Head Start has enough funding to serve all the low-income children who need it, and to provide full-day, high-quality year-round care for the children of working parents. And it means sufficient increases in funding for the Child Care and Development Block Grants to states so that all families will have the help they need to access quality care.

CHILD CARE IN WHICH STAFFING LEVELS ARE HIGH ENOUGH AND TRAINING GOOD ENOUGH... EARLY HEAD START... HEAD START... [AND] SUFFICIENT INCREASES IN FUNDING FOR THE CHILD CARE AND DEVELOPMENT BLOCK GRANTS TO STATES

For states, it means that more should follow the lead of states like North Carolina and Ohio, which have sharply increased their own investment in quality child care and development programs to help their children get the right start.

[STATES] SHOULD FOLLOW THE LEAD OF STATES LIKE NORTH CAROLINA AND OHIO, WHICH HAVE SHARPLY INCREASED THEIR OWN INVESTMENT IN QUALITY CHILD CARE AND DEVELOPMENT PROGRAMS. AND OF STATES LIKE MISSOURI AND HAWAII, [WHICH] HAVE LED THE WAY IN SHOWING THAT THEY CAN IMPLEMENT LARGE-SCALE, EFFECTIVE, PARENTING EDUCATION AND FAMILY RESOURCE PROGRAMS.

- Strengthen families and reduce child abuse, neglect and delinquency by offering all parents (at their option) “parenting coaches” through proven home visiting programs, as well as access to community-based family resource programs.

States like Missouri and Hawaii have led the way in showing that they can implement large-scale, effective, parenting education and family resource programs, including coaching by home visitors for those who want them, without intruding on family privacy. And the plain fact is, many parents desperately need — and want — more knowledge about normal child development and coaching in parenting skills.

When at-risk parents who want to learn more about parenting — including many young parents who may never have seen healthy parenting in their own homes — are denied that help, their children and all of us are endangered.

- Provide for all of America’s school-age children and teens access to after-school, weekend and summer programs that offer recreation, academic support and community service experience.

Neither the risk that children will go astray, nor the opportunity to help them realize their potential to become good neighbors and responsible adults, ends when they start school. Early childhood programs must be followed by school-age child care and child and youth development programs. Of course, the after-school options needed for a first-grader, an eighth-grader, and a high school junior differ markedly from one another. But all our youngsters, and especially those in low-income or high-crime areas who are

most at risk of delinquency or of becoming crime victims, need access to programs that can help them develop the skills and values they need to succeed as adults.

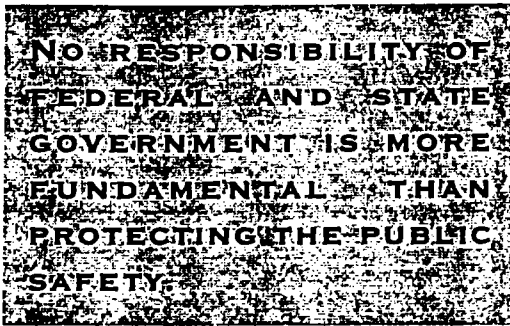
ALL OF OUR YOUNGSTERS, ESPECIALLY THOSE IN LOW-INCOME OR HIGH-CRIME AREAS WHO ARE MOST AT RISK OF DELINQUENCY OR OF BECOMING CRIME VICTIMS, NEED ACCESS TO PROGRAMS THAT CAN HELP THEM DEVELOP THE SKILLS AND VALUES THEY NEED TO SUCCEED AS ADULTS.

For the federal government, that will require a major increase in a commitment currently so small that it barely begins to be noticed. For states and localities, it may mean implementing programs like New York City’s Beacon schools, through which community groups provide after-school programs in coordination with schools. Other states and localities may choose models which enable children and teens to access the services of community organizations off the school premises — models like the Schools of the 21st Century, sometimes called Family

Resource Centers, now in over 500 schools in 17 states, which use public schools as the hub of a network of services, such as parenting education, full-day, high-quality care for 3-5 year-olds, and child care before and after school and during summer vacations.²²

CONCLUSION

TAKEN AS A WHOLE, OUR FEDERAL AND STATE GOVERNMENTS are falling far short of the investment in child care, parenting-education, and after-school programs needed to meet their responsibility to protect the public safety. That shortfall is part of a gaping crime prevention deficit that jeopardizes the safety of every American.



It is time that leaders at the state and federal level laid out a plan to eliminate that deficit.

We all know that the actual delivery of services like child care and after-school programs must take place not in our legislatures but in our communities, through partnerships of parents, federal, state and local government, and community organizations. But no responsibility of federal and state government is more fundamental than protecting the public safety.

That responsibility simply cannot be met without providing communities with the resources to assure that all families, and especially those whose children are most at risk of going astray, have access to quality child care, parenting-education, and after-school programs at a price they can afford.

ENDNOTES

- ¹ Yoshikawa, H., "Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency," *Long Term Outcomes of Early Childhood Programs, The Future of Children*, Vol. 5., No. 3 (Winter 1995), pp. 56, 59; Zigler, E. and Styfco, S.J., "Can Early Childhood Intervention Prevent Delinquency? A Real Possibility," *Constructive and Destructive Behavior: Implications for Family, School and Society* (forthcoming), 25-27.
- ² Schweinhart, L.J., Barnes, H.V., Weikart, D.P., *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27* (Ypsilanti, MI: High/Scope Press, 1993).
- ³ Lally, J.R., Mangione, P.L., and Honig, A.S., "The Syracuse University Family Development Research Program: Long-Range Impact of an Early Intervention with Low-Income Children and their Families." In D.R. Powell, ed., *Parent Education as Early Childhood Intervention: Emerging Directions In Theory, Research and Practice* (Norwood, NJ: Ablex Publishing, 1988), pp. 79-104.
- ⁴ Widom, C.S., and Maxfield, M.G., "The Cycle of Violence Revisited Six Years Later," *Arch. Pediatr. Adolesc. Med*, Vol. 150 (1996).
- ⁵ Olds, D., et al., "Improving the Life-Course Development of Socially Disadvantaged Parents: A Randomized Trial of Nurse Home Visitation," *Amer. Journal of Public Health* 78, pp. 1436-45 (1988).
- ⁶ Sickmund, M., Snyder, H.N., Poe-Yamagata, E., "Juvenile Offenders and Victims: 1997 Update on Violence," National Center for Juvenile Justice (Washington, DC: Office of Juvenile Justice and Delinquency Prevention); Fox, J.A., and Newman, S.A., "After-School Programs or After-School Crime" (Washington, DC: Fight Crime: Invest In Kids, September 1997), p. 1.
- ⁷ Jones, M.A., and Offord, D.R., "Reduction of Antisocial Behavior in Poor Children by Nonschool Skill Development," *Journal of Child Psychology and Psychiatry and Allied Disciplines* 30 (1989), pp. 737-750.
- ⁸ Interview with Baltimore Police Commissioner Thomas Frazier, January 12, 1998.
- ⁹ Tierney, J., Grossman, J., and Resch, N., "Making a Difference : An Impact Study of Big Brothers/Big Sisters," *Public/Private Ventures* (November 1995), p. 33.
- ¹⁰ Taggart, R., *Quantum Opportunities Program*, Philadelphia: Opportunities Industrialization Centers of America, 1995, p. 4.
- ¹¹ Miller, B.M., *Out-of-School Time: Effects on Learning in the Primary Grades* (Wellesley, MA: School-Age Child Care Project [now called the National Institute on Out-of-School Time], Center for Research on Women, Wellesley College, 1995), p. 19; Posner, J.K., and Vandell, D.L., "Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs", *Child Development* 65 (Society for Research in Child Development, 1994), pp. 440-456.
- ¹² Carnegie Council on Adolescent Development, Task Force on Youth Development and Community Programs, *A Matter of Time: Risk and Opportunity in the Non-School Hours* (New York: Carnegie Corporation of New York, 1992), p. 15.
- ¹³ Committee for Economic Development, Research and Policy Committee, *The Unfinished Agenda: A New Vision for Child Development and Education* (New York: Committee for Economic Development, 1991), p. 31.
- ¹⁴ Children's Defense Fund, "Child Care Basics" (Washington, D.C., January 1998), p.1, citing U.S. Bureau of Labor Statistics, unpublished data from March 1995, p.4.
- ¹⁵ Carnegie Task Force on Meeting the Needs of Young Children, *Starting Points: Meeting the Needs of Our Youngest Children* (New York: Carnegie Corporation of New York, 1994) p. 43.
- ¹⁶ Ibid., p. 4.
- ¹⁷ Ibid.
- ¹⁸ Barnett, W. S., "Cost Benefit Analysis" in Schweinhart, L. J., Barnes, H.V., Weikart, D.P., *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27* (Ypsilanti, MI: High/Scope Press, 1993). pp. 161-162.
- ¹⁹ Cohen, Mark A., "The Monetary Value of Saving a High Risk Youth" (unpublished), July 1997. Permission for use granted by Professor Cohen.
- ²⁰ Committee for Economic Development, *supra*, n.13, pp. 27-28.
- ²¹ "Police Chiefs Say More Government Investments in Kids are Key to Fighting Crime." (Washington, D.C.: Fight Crime: Invest In Kids, 1996), p. 1.
- ²² Finn-Stevenson, M., Destimone, L., and Chung, A.-M. (in press). "Linking child care and family support services with the Schools of the 21st Century," *Children and Youth Services Review*, Schorr, L. B., *Common Purpose* (1997), pp. 47-55, 239-40.

ACKNOWLEDGMENTS

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization led by those on the front lines of the battle against crime: Police chiefs, sheriffs, police organization leaders, prosecutors, crime victims and those from whom murder has taken loved ones.

No single name appears as author of this report because it is a collaborative product, drawing on the advice and contributions of scores of the nation's most distinguished law enforcement leaders and crime survivors, who serve on FIGHT CRIME: INVEST IN KIDS' Advisory Committees, and of the distinguished scholars who serve on FIGHT CRIME's National Crime and Violence Prevention Resource Council.

Chapter Two, "After-School Programs or After-School Crime," is drawn largely from a separate FIGHT CRIME report of that title, presented to the Attorney General of the United States in September 1997, and co-authored by Resource Council Member James Alan Fox, Ph.D., and myself.

We want to express special appreciation to Helen Blank and Gina Adams at the Children's Defense Fund, Michelle Seligson of the National Institute on Out-of-School Time, Jane Quinn of the Dewitt Wallace Readers Digest Foundation, and Edward Zigler, Director of Yale University's Bush Center in Child Development and Social Policy, for sharing so generously of their expertise.

On FIGHT CRIME's staff, Judge Bernard Ries was especially central to the report's preparation, building on work begun by Elissa Rumsey during her tenure at FIGHT CRIME: INVEST IN KIDS. John Bartlett, Brendan Fitzsimons, Wendy Tucker and Jonah Van Zandt made important contributions. Amy Dawson and Justin Heimberg coordinated Advisory Committee and Resource Council efforts on the Call for Action which accompanies this report.

FIGHT CRIME's work, including this report, is possible only because of the generous supporters listed on the following page, and others who have made smaller gifts or assisted in other ways.

Sanford A. Newman, President
FIGHT CRIME: INVEST IN KIDS

This report is available free of charge on the FIGHT CRIME: INVEST IN KIDS web site at <http://www.fightcrime.org/>. Copies may also be ordered by sending \$12 for postage and handling (or \$4 for the executive summary) to FIGHT CRIME: INVEST IN KIDS, Child Care and After-School Report, 1334 G Street NW, Suite B, Washington, D.C. 20005-3107.

FIGHT CRIME: INVEST IN KIDS is a non-profit anti-crime organization which gratefully accepts tax-deductible contributions.

MAJOR FINANCIAL CONTRIBUTORS TO FIGHT CRIME: INVEST IN KIDS

DeWitt Wallace Reader's Digest Fund
David and Lucille Packard Foundation
Public Welfare Foundation
Z. Smith Reynolds Foundation
Center on Crime, Communities and Culture
Hitachi Foundation
Rockefeller Family Fund
John D. and Catherine T. MacArthur Foundation
McCormick-Tribune Foundation
Russell Fund, Tides Foundation
Woods Foundation of Chicago
Naomi and Nehemiah Cohen Foundation
Ottinger Foundation
Butler Family Fund
Threshold Foundation
David and Tracey Stern
Nathan Cummings Foundation
Margaret Jacobs
Bert Edwards
The Joyce Foundation
The Neisser Fund
American Income Life Insurance
Blum-Kovler Foundation
Richard H. Driehaus Foundation
The William Caspar Graustein Memorial Fund
New Prospect Foundation
Irving B. Harris Foundation
Albert A. List Foundation
Edward Oppenheimer
Emaye Charities
The Sisters of St. Francis of Philadelphia
Relations Foundation
Ruth Horwich
A.L. Mailman Foundation
Charles N. Mason, Jr.
Elaine L. Newman
Francis Beidler Charitable Trust
George Wallerstein
Franklin Miller
Muriel M. Pear
Paul and Anne Sperry
Ariel Foundation
Richard Gerber
Arnold Golodetz
Andrew Tobias
James and Julia Wallace
Richard Schifter
Williston Shor



Child Care and Development Fund

The Child Care and Development Fund (CCDF) has made available \$3.1 billion to States in 1998. Tribes will receive approximately \$61 million for FY 1998. This program, authorized by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, PL 104-193, assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining child care so they can work or attend training/education. The award represents an increase in child care funding of approximately \$300 million for States over FY 1997.

Single Integrated Child Care System

The Child Care and Development Fund program has changed federally subsidized child care programs in States allowing them to serve families through a single, integrated child care system. All child care funding is now combined under the former Child Care and Development Block Grant (CCDBG) Act. CCDBG regulations apply to the combined Child Care and Development Fund program where they correspond with the statute. New regulations are being developed to revise and conform the old regulations with the new law.

Child Care Services Funded by CCDF

Subsidized child care services are available to eligible families through certificates or contracts with providers. Parents may select any legally operating child care provider. Child care providers serving children funded by CCDF must meet basic health and safety requirements set by States and Tribes. These requirements must address prevention and control of infectious diseases, including immunizations; building and physical premises safety; and minimum health and safety training.

Quality Activities

A minimum of four percent of CCDF funds must be used to improve the quality of child care and offer additional services to parents, such as resource and referral counseling regarding the selection of appropriate child care providers to meet their child's needs. To improve the health and safety of available child care, many States have provided training, grants and loans to providers, improved monitoring, compensation projects, and other innovative programs. Tribes may use a portion of their funds to construct child care facilities provided there is no reduction in the current level of child care services.

Public Input For State And Tribal Child Care Plans

All States and Tribes must submit comprehensive plans every two years. The legislation has strengthened the requirements for conducting public hearings regarding these plans and public comment is invited through this process.