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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	After School White House Event Invitations (partial) (5 pages)	06/17/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15412

FOLDER TITLE:

Child Care, School-Age [1]

2012-1035-S

kc1016

RESTRICTION CODES

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

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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White House Plugs in to Youth Workers for S

■ BY BILL ALEXANDER

Is it a case of life imitating "art," such as the violence-drenched "South Central" cartoon show, when a teenager yanks a blazing gun about wildly and cuts down victims in Anytown, USA? Why are the ages of kid killers getting younger and younger? Why are single-victim, school-related shootings transitioning into multiple-victim slaughters?

"I don't think any country not at war has ever had to deal with this problem. New forms of youth violence, like an infectious disease, keep emerging," says Mark Rosenberg of the U.S. Centers for Disease Control and Prevention.

Rosenberg — along with youth workers, educators, and youth violence experts from government agencies, universities and foundations around the country — was summoned to the White House in April for two unpublicized "roundtable" discussions on school violence. The first was co-chaired by Attorney General Janet Reno and Education Secretary Richard Riley, the second by President Clinton.

"Over the last 10 to 15 years, the average age of the perpetrator of youth violence has decreased for all youth homicides," says Rosenberg, director of the National Center for Injury Prevention and Control. "This new problem of kids killing kids in school-associated multiple-victim slayings shows the average age of the [assailant] to be 14.5 years, and the victim 13.5 years."

A look at some recent school shootings bears him out:

- Moses Lake, Wash. — February 1996: three killed and one wounded when Barry Loukaitis, 14, fires on an algebra class;
- West Paducah, Ky. — December 1997: three killed and five wounded when Michael Carneal, 14, opens fire on a prayer circle;
- Jonesboro, Ark. —

March 1998: five killed and 10 wounded when Andrew Golden, 11, and Mitchell Johnson, 13, spray gunfire after a false fire alarm evacuation;

- Springfield, Ore. — May 1998: four killed and 22 injured in a shooting rampage by Kipland Kinkel, 15;
- Richmond, Va. — June 1998: two wounded as Quinshawn Booker, 14, opens fire in a crowded high school hallway.

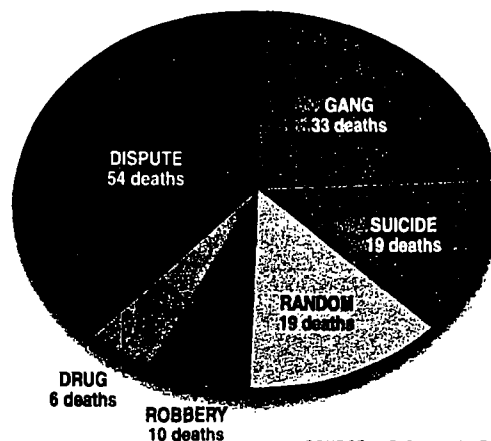
Despite these alarming incidents and indicators, Rosenberg contends that "this is a preventable problem." He cites studies showing that programs that teach youth options to anger through problem-solving, social skills, and mentoring have had a positive impact on those with a history of severe violence and aggression.

Youth Workers Tapped

Rosenberg and the other experts

School-Associated Violent Deaths

UNITED STATES, 1992-1994



SOURCE: U.S. Centers for Disease Control and Prevention

were summoned to the White House in the wake of the Jonesboro incident and days before the release of a U.S. Department of Education report showing that 6,093 students had been expelled from public schools nationwide for carrying firearms.

Among those attending was Scott Poland, director of psychological services for the Cypress-Fairbanks School District in Houston, Tex. Poland, who served as the team leader for the seven-member National Organization for Victim Assistance (NOVA) crisis team flown into Jonesboro 26 hours after the shooting, says that "so much depends on politics" in finding ways of getting to the root causes of youth violence. "The one common denominator" in all of the tragic incidents, he stressed at the White House meeting, was "an easy access to guns."

Seventeen-year-old Antonio Sanford of Cleveland, a student-trainer with the W.A.V.E. conflict resolution program and the only youth to get an invitation, says the president held forth for 90 minutes and "made me believe" that he favors prevention programs.

"The president told us it was difficult to sell this to the American public because all they wanted was more jails," recounts Sanford.

More Police Needed?

When Clinton announced in June that he ordered Reno and Riley to find ways to assign more police officers to schools this fall, Sanford was startled. "I don't want to see more police in schools," he says. "I'm already tired of seeing so many in my neighborhood. Kids will stay away. I asked for more youth empowerment at the meeting. We need more responsibility to keep us from becoming passive. We

have shown [with W.A.V.E.] that we can mediate those small 'he said, she said' squabbles that can lead to shootings."

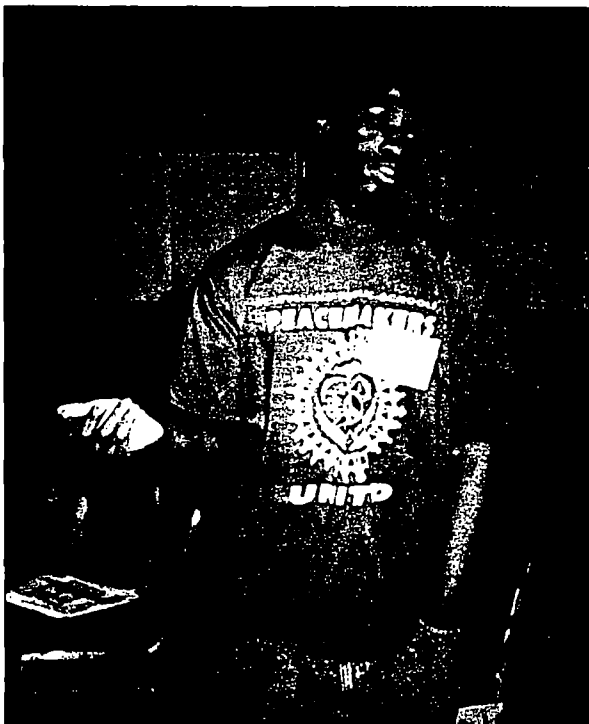
"The increased police presence is not going to work," agrees Carole Close, director of the Cleveland Public Schools Center for Public Resolution, which administers W.A.V.E. (Winning Against Violent Environment). She accompanied Sanford to the White House meeting.

"You need to build a community of kids within the school so that potential flashpoints are reported instantly," she says, reiterating her White House remarks. "And handled by the kids themselves, because adults tend to tell kids what to do. Youngsters tell their peers what they won't tell adults. This way, with all the facts known, they come up with solutions."

W.A.V.E., funded by the school system, has set up a high school pilot program that offers a credit course in conflict resolution. Proponents of peer-mediation and conflict-resolution curriculums have often chided Riley and his department for not doing enough in this area.

Don't Interrupt

Sanford, who will be a senior this fall at the Martin Luther King Law and Public Service Magnet High School, mediates disputes and conflicts along with his twin sister, Anntoinette, and 63 other student mediators and trainers in the city's 35 middle schools and high schools. The sessions occur during study hall or after school. Students must maintain a C average to be mediators



W.A.V.E. OF THE FUTURE: "We can mediate those small 'he said, she said' squabbles that can lead to shootings," says 17-year-old Antonio Sanford.

School Violence Remedies

and trainers.

The mediators are trained to handle on-the-spot conflicts at recess, in hallways, or in the cafeteria, as well as to run mediation hearings. A student who faces suspension can request mediation. If the session is successful, the suspension may be voided or lessened.

To get a confidential peer mediation hearing, the students must agree to three ground rules: Each party must respect the other; neither party may interrupt the other, or any part of the proceedings; all involved must remain seated.

"It works," said Sanford, a four-year W.A.V.E. veteran. "We gather together all who are directly involved in the conflict and put them in one room. I sit in the middle to show my neutrality. We pinpoint where the conflict began and talk it out."

What is Prevention?

In the meeting with the president, Edna Povich of the Center for Dispute Settlement urged that mediation be used as an alternative to suspension, and that teachers be given skills to deal with the "pushing, shoving, and insults" that can escalate into major incidents.

"You can get suspended in the [Washington, D.C.] public school system [for] going to lockers at the wrong time of day. This is not a productive method," Povich says. "The initial problem is not dealt with, the student goes home and the problem is continued in the neighborhood. What are we accomplishing? Suspending students doesn't teach."

Povich, who attended both meetings, notes that those at the roundtables had "different concepts" of what teen violence prevention strategies are. She singled out a law enforcement representative who described armed guards and metal detectors as "prevention strategies."

Another prevention proponent at the roundtables was Deborah Prothrow-Stith of the Harvard School of Public Health, who agreed with Rosenberg that youth violence should be viewed as a preventable public health problem. "Too often, punishment is confused with prevention," she says. Like Povich, she sees suspensions as creating more problems: "The youth is now ostracized and ridiculed by peers. This is not helpful to the individual."

Frank Sanchez, director of Delinquency Prevention for the Boys & Girls Clubs of America, told those

gathered at the meetings that the alleged teen killers in the incidents at Jonesboro, Paducah, and Pearl, Miss., "lacked the coping skills necessary to deal with the natural let-downs of adolescent life." He struck a chord with Rosenberg and others when he said, "The latest cases reveal that youth violence transcends economic status and ethnicity. No longer are the inner cities

and urban settings of America, alone, vulnerable to this type of random violence."

All who attended cited America's violence-saturated culture as part of the problem.

Hooey for Hollywood

Armed with statistics and strategies from the roundtable talks, and with a

CDC study that said 77 percent of school-associated violent deaths involve firearms, Clinton and Riley have recently blamed the glorification of violence in popular culture, easy access to firearms, and lax parental supervision for the spate of school shootings.

"When mindless killing becomes a

continued on page 10



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'An Eye for an Eye Makes the World Blind'

continued from page 9

staple of family entertainment, when over and over children see conflicts resolved not with words, but with weapons, we shouldn't be surprised when children, from impulse or design, follow suit," said Clinton in a radio address.

The Clinton administration has recently called for or implemented several steps: the restoration of funding for intervention and prevention programs that Congress cut from Clinton's juve-

nile crime legislation; more after-school programs; tighter evaluation procedures (issued in June) to weed out ineffective programs from the \$556 million Safe and Drug-Free Schools Program; reduction of firearm availability to children; increased partnership and collaboration among professionals who work with youth; a contract with the National Association of Psychologists to write guidelines on how to spot youth trouble signs before violent outbursts; and the establishment



SUSPENSIONS DON'T HELP: "Too often, punishment is confused with prevention," says Deborah Prothrow-Stith.

of a National Safe Schools Center to provide schools with information, training, and technical assistance in school crime and violence issues.

Azim Khamisa, whose only son was gunned down by a teen gang while delivering a pizza in 1995, was invited to the roundtable after he formed a foundation in honor of his son to teach non-violence to school children. Khamisa joined forces with the slayer's grandfather to get out the message of nonviolence to youth in the San Diego

area, where he resides.

"We are here as a resource," Khamisa explains. "We go to school assemblies and give out our phone number where we can be reached seven days a week. We provide intervention, prevention and immediate assistance to the children who need it."

At the White House meeting, Khamisa quoted Ghandi in response to some of the punitive measures he was hearing: "An eye for an eye makes the world blind." ■

White House School Violence Roundtable Participants

James E. Felt, County Attorney
Dakota County, Minn.

Co-Chairman, National Association
of State Attorneys General

John J. Kane, Director
Massachusetts Department of
Education

John P. Ladd, Director
Illinois Department of
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Harvard School of Public Health
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Mark Rotherberg, Director
National Center for Injury Prevention
and Control
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Atlanta, GA
(404) 458-4444

Antonio Sanford, Trainer/Mediator
United States District Court
District of Columbia

John P. Ladd, Director
Illinois Department of
Education

John P. Ladd, Director
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January 23, 1998

VIRTUAL Y CHILD CARE EVENT

DATE: Monday, January 26
TIME: 3:30 pm - 4:30 pm
LOCATION: P.S. 154 Harriet Tubman School
New York, New York
FROM: Brenda Costello

I. PURPOSE

To visit The Virtual Y after-school program, highlighting the after-school component to the President's recent Child Care Initiative, as well as a successful public-private partnership.

II. BACKGROUND

On Monday afternoon you will visit *The Virtual Y* after-school program at P.S. 154 Harriet Tubman School in central Harlem. This event will complement your morning event with the Vice President announcing the Mott Foundation funding for after-school programs, underscoring the after-school component to the President's Child Care Initiative.

The Virtual Y

The Virtual Y after-school program is a partnership of the YMCA of Greater New York, the NYC Board of Education and the United Way of NYC, funded by corporate and foundation donations. The Virtual Y provides a safe, educational environment for students after school every day. Secretary Riley visited P.S. 92 in Harlem last October to highlight The Virtual Y program and announce its expansion.

Currently, The Virtual Y serves approximately 3,000 grade school students in 66 public schools throughout the city, with the goal of reaching 10,000 students in 200 schools by September, 1998. Of those schools, 12 are located in the Upper Manhattan Empowerment Zone, and eventually 24 schools in both the Upper Manhattan Empowerment Zone (Harlem) and in the Bronx Empowerment Zone (south Bronx) will have Virtual Y programs.

Purpose

The Virtual Y program is intended to support NYC Schools Chancellor Rudy Crew's mandate to improve the reading scores of all students up to grade level. Chancellor Crew joined forces with the United Federation of Teachers to improve schools ("SURR" schools or School Under Registration Review) that were threatened to be taken over by

the state due to low-performance. The Virtual Y emphasizes early literacy and improving reading scores and also attempts to bring more after-school programs to the schools and students.

The Virtual Y incorporates the YMCA's triangle philosophy of spirit/mind/body -- designed to build strong values, enhance education and promote health lifestyles -- into the curriculum, and combines this with a second triangle of community/family/school. Parental/family involvement is a crucial component of the Virtual Y program, including involvement in the pilot program and continued service as volunteers in the program.

Structure

The Virtual Y focuses on second, third and fourth graders and targets low-performing schools. The Virtual Y provides tutoring and homework help as well as learning enrichment and recreational activities from 3pm - 6pm each school day. The Virtual Y comprises many of the Administration's initiatives, including community service, reading, and corporate responsibility. A total of 72 AmeriCorps volunteers work in Virtual Y programs within the Empowerment Zone. In addition, through the *America Reads* challenge, college work-study students work in the program which is part of the *America Reads* working group. The Virtual Y was a member of the 1997 *America Goes Back to School* steering Committee, the annual initiative of the U.S. Department of Education focusing on the back-to-school months.

Each Virtual Y program is funded for 50 students in grades 2-4, and up to 80 students in programs in the empowerment zones. Enrollment fluctuates and occasionally there is a waiting list at a school. Half of the students are selected by the school based on need, while the other half are first come/first served. Students are separated by grade level into small groups in different classrooms. Once there, students rotate between the various activities, either reading and discussion, artwork, or recreation.

Generally there are one or two counselors per class for every 10-13 students. A Virtual Y Site Coordinator oversees the program and rotates through the school. At some sites, the Site Coordinator is an AmeriCorps volunteer.

A different theme and value is highlighted each month, with all activities structured around that particular theme. The values component addresses Respect, Responsibility, Caring, Fairness, Trustworthiness and Citizenship, focusing on themes ranging from racism to the environment. Students may, for example, help clean up the schoolyard when learning about the environment.

Funding

The Virtual Y is funded primarily through corporate sponsors who donate \$25,000 per school to cover all program costs at each school. Programs within the empowerment

zone are funded an additional \$15,000 for 30 more students beyond the 50 already covered. In addition, individual and foundations help fund the additional administrative costs for training and program evaluation. There is no cost to students in the program.

Nearly 80 private entities had raised \$5.35 million by the end of last year. Time Warner Inc. has been one of the largest supporters, with a commitment to fund 19 schools over 2 years in the Upper Manhattan Empowerment Zone, including P.S. 154 Harriet Tubman School. In kind contributions from Scholastic has provided all the books and for the Virtual Y program.

P.S. 154 Harriet Tubman School

P.S. 154 Harriet Tubman School is an elementary school serving approximately 650 students in grades pre-K through grade 5. Located in central Harlem, approximately 90 percent of the students at PS 154 are African American and 5 percent are Hispanic, and most fall below the poverty level. Ninety-two percent of students are eligible for free lunch. P.S. 154 is located in the Upper Manhattan Empowerment Zone, which increases available funding for the Virtual Y program.

Identified by the New York State Department of Education as a "non-performing" or SURR school two years ago due to low reading scores, P.S. 154 has made a remarkable comeback and has been removed from SURR list after literacy programs were implemented and test scores rose nearly 20 percent.

The school's current Principal, Elizabeth Jarrett, was appointed in July 1996. While not mandatory, uniforms are strongly recommended at PS 154. Approximately 50 percent of the students participate.

The Virtual Y at P.S. 154

Between 60 and 70 students are enrolled in The Virtual Y program at P.S. 154, with a total of five staff - two paid Virtual Y counselors and three volunteer positions. The theme this month is racism, and the value of the month is honesty.

Format

Guided by Jennifer Ford, The Virtual Y Coordinator at P.S. 154, you and Principal Jarrett will visit in two classrooms in the after-school program, where students will be working on various reading or art projects.

Following the tour, you will proceed to another classroom for a short speaking program on the Virtual Y program. Other speakers include Principal Jarrett, Paula Gavin, President, YMCA of Greater New York, and Rosetta Moore, the parent of a student in the after-school program. Approximately 30 guests from the school, YMCA and sponsors will be in the audience.

III. PARTICIPANTS

Program Tour

- The First Lady
- Elizabeth Jarrett, Principal, PS 154
- Jennifer Ford, Virtual Y Program Coordinator

Remarks

- The First Lady
- Elizabeth Jarrett, Principal, PS 154
- Rosetta Moore, Virtual Y parent
- Paula Gavin, President, **YMCA of Greater New York**

IV. SEQUENCE OF EVENTS

- The First Lady proceeds to Third Floor of P.S. 154 with Principal Jarrett.
- The First Lady enters Classroom 303.
- Jennifer Ford, Virtual Y Coordinator, gives the First Lady a tour of Classroom 303: counselors and children describe the activities available at the Virtual Y after school program.
- At the end of the tour of Classroom 303, the children ask the First Lady a question.
- The First Lady and Jennifer Ford proceed to Classroom 304.
- Jennifer Ford gives the First Lady a tour of Classroom 304 with counselors and children available to describe their activities.
- At the end of the tour of Classroom 304, the children present the First Lady with a card.
- The First Lady, Jennifer Ford, and Principal Jarrett proceed to Classroom 306 where the other after school program children are gathered.
- The First Lady briefly says hello to children in Classroom 306.
- The First Lady proceeds to Classroom 309.
- Principal Elizabeth Jarrett makes welcoming remarks and introduces Rosetta Moore, Virtual Y parent.
- Rosetta Moore makes remarks and introduces Paula Gavin, President, YMCA of Greater New York.
- Paula Gavin makes remarks and introduces The First Lady.
- The First Lady makes remarks.
- Upon conclusion of remarks, the First Lady departs.

V. PRESS

Tour: Pool Press.

Remarks: Pool press/WH Photo.

VI. REMARKS

Talking points provided by Christy Macy.

JENNIFER FORD

Biography

Thirty years ago, Jennifer was born in Roxboro, North Carolina. Ms. Ford is the daughter of a United States Army Nurse and a Power Company worker. Jennifer has two brothers, two sisters, and a five year old son, Kristopher, a Kindergarten student at PS 154, Manhattan, New York.

She spent her formative years as an "Army Brat" in Baumholder, Germany. Jennifer's mom was stationed at Fort Hood in Killeen, Texas.

At the age of sixteen, her parents relocated to New York where she attended St. Jean Baptiste High School and tutored third graders.

Jennifer earned a degree in Marketing and Merchandising from Tobe-Coburne in Manhattan, New York. She plans to further her education in human service studies. She enjoys running, biking and writing poetry and short stories. In addition, she volunteers at the Children's Health Fund, an agency which promotes healthy lifestyles for children.

Most recently, Jennifer worked as a manager at Sports Authority. She came to the Harlem YMCA as a volunteer in the Black Achievers Mentor Program. She is currently a Virtual Y Site Coordinator responsible for implementing an innovative literacy curriculum for 80 students.

As a result of her experience as a single mother raising a small boy, Jennifer has a real appreciation for the Americorps and Virtual Y programs. She values the unique and important service provided by the YMCA staff. She is extremely proud of the impact that her efforts have on students.

Jennifer found gratification at an early age for the opportunity to make a difference in the lives of children and families.

Hillary Clinton Greeters on Arrival

Beverly Andrews, Vice Principal, P.S. 154
Natyna Arnold, Parent Association, P.S. 154
Matt Brown, Harlem YMCA
Barbara Byrd-Bennett, Superintendent, District 85
Toni Fay, Time Warner
Paula Gavin, YMCA of Greater New York
Elizabeth Jarrett, Principal, P.S. 154
Judith Rizzo, Board of Education
Debra Wright, Upper Manhattan Empowerment Zone

Meeting Guests

Beverly Andrews, P.S. 154
Natyna Arnold, P.S. 154
Pam Bayless, YMCA of Greater New York
Matt Brown, Harlem YMCA
Barbara Byrd-Bennett, Superintendent, District 85
Ralph Dickerson, United Way of New York
Elaine Edmonds, Harlem YMCA
Toni Fay, Time Warner
Jennifer Ford, Site Coordinator, Virtual Y
Paula Gavin, YMCA of Greater New York
Ben Jacobson, YMCA of Greater New York
Elizabeth Jarrett, P.S. 154
Jill Karp, YMCA of Greater New York
Rosetta Moore, P.S. 154
Julie Morales, AmeriCorps
5 Parents, P.S. 154
Judith Rizzo, Board of Education
Ken Turpin, YMCA of Greater New York
Gerri Warren-Merrick, Time Warner
Gary Wartels, YMCA of Greater New York
Brian Williams, Harlem YMCA
Debra Wright, Upper Manhattan Empowerment Zone

NEWS FLASH NEWS FLASH NEWS FLASH NEWS FLASH

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 expand the school's capacity to address the educational needs of its community after-school, weekends and summers. The focus of this program will be to provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment. A priority of the program will be to focus on middle school students. Empowerment Zones and Enterprise Communities will also be a target of the program.

**Deadline for transmittal of application is
 March 9, 1998.
 The announcement of grant awards is
 expected in early May 1998.**

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. This program will bring much-needed attention to the provision of supplementary learning activities and on activities addressing the needs of adolescents and the problems of drug use, gang involvement and violence.

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. A priority would be given to programs serving early adolescents and middle school-age children. The 21st Century Learning Center program meets this need by providing a safe place for 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 to expand this program. 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.

REGIONAL WORKSHOPS

The U.S. Department of Education, with the National Community Education Association (NCEA) and the National Center for Community Education (NCCE), is offering a series of one-day regional workshops to assist people who may apply for grants

under the 21st Century Community Learning Centers program. The workshops will assist potential applicants to plan and implement high-quality after-school programs, and will feature:

- Technical assistance – tips on how to prepare the grant application
- Research results
- Examples of high-quality after-school programs and activities in the region

The C. S. Mott Foundation is sponsoring the workshops, which are free of charge to applicants. The schedule and location for the workshops are listed below:

- February 2 – Boston, Atlanta
- February 4 – New York, Dallas
- February 6 – Washington DC, St. Louis
- February 9 – Los Angeles, Chicago
- February 11 – Seattle; Flint, Michigan
- February 13 – Denver

The deadline to register is January 26, 1998. For additional information or to obtain a registration form, go to the Web site at www.ed.gov/offices/OERI/21stCCLC or contact the National Community Education Association at 703-359-8973.

HOW DO I APPLY FOR FUNDING?

To request an application packet, 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 download the application packet from the U.S. Department of Education's Web site at www.ed.gov/offices/OERI.



Y.M.C.A. and School Board Unite on a Reading Program

By SOMINI SENGUPTA

Using private donations to make up for city budget cuts, the Board of Education and the Y.M.C.A. of Greater New York announced a plan yesterday for new after-school programs with a special focus on improving reading skills for 10,000 elementary school students.

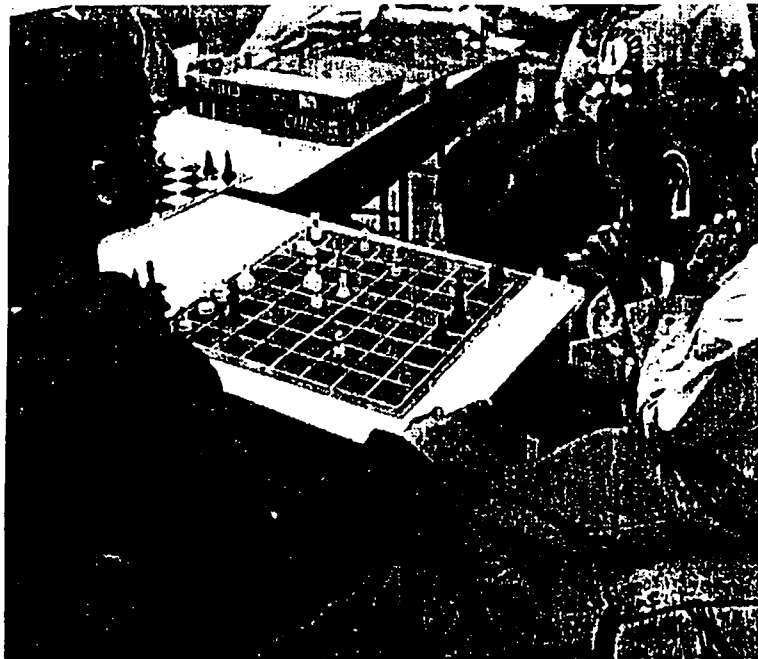
The proposal, for second, third and fourth graders in 200 elementary schools, is the first major effort to extend the school day since budget cuts to the Board of Education and the Department of Youth Services eliminated much of what used to be an array of after-school programs, from basketball to math tutorials.

Drawing on corporate and individual donors as well as grants from the United Way, the Y.M.C.A. will spend about \$25,000 on staff and materials at each school, to be matched by about \$7,500 a year from the Board of Education to keep the schools open from 3 to 6 P.M. The corporate donors will be able to display their company banners at the schools in exchange for their donations.

The Y.M.C.A. has raised \$1 million so far and will require \$5 million each year to sustain the program.

Fifty children will take part at each school, half of them selected by the principal on the basis of academic or social needs. Y.M.C.A. employees and volunteers will offer homework help and athletic and arts activities like chess, dance, and basketball, as well as a curriculum intended to increase reading skills. One of Chancellor Rudy Crew's priorities is to have all third graders reading at grade level.

The Y.M.C.A. currently offers programs in 40 schools, concentrated in the city's poorest neighborhoods. Its new venture, which grew out of conversations between the organization's president and Dr. Crew, an honorary board member, will serve children in a third of all elementary schools. By next fall, the program, called the Virtual Y, will be in about



Michelle V. Agins/The New York Times

Chess is among the activities in a new program offered by the Y.M.C.A. Alejandro Garcia, 10, left, and Shantel Jackson, 8, playing at P.S. 145.

60 schools. The rest will have it by the end of the next school year.

"We will go into the schools of greatest need, with low reading and math performance," said the Y.M.C.A. president, Paula Gavin.

Speaking at a news conference yesterday at Public School 40, at 319 East 19th Street in Manhattan, Richard A. Grasso, chairman and chief executive of the New York Stock Exchange, issued an appeal.

"I'm a product of the public education system in this town, and I believe very deeply that the Virtual Y will make a very important contribution that reminds the private sector and certainly those of us in financial services that there is no greater investment in our future than in our kids," said Mr. Grasso, who is also on the board of the Y.M.C.A. "The returns are incalculable."

Children's advocates said yesterday that while philanthropic efforts could not compensate for severe city budget cuts, programs like the Virtual Y are crucial for students and working parents, and are becoming even more important as new welfare rules require single parents to work.

"It's not going to fill the gap," said Rose Anello, the associate director of the Citizens' Committee for Children. "It's going to help us meet the needs of school-age children and working parents, as well as parents who are required to go to work to keep their welfare benefits."

Board of Education officials said they do not know how many after-school programs exist now. But several school district superintendents, who are in charge of the city's 848 elementary and middle schools, said they have had "to slash almost all of

the after-school programs once supported by city money.

Five years ago, every elementary school in District 15 in Brooklyn offered after-school programs at least three days a week, focusing on academic enrichment, arts and athletics. They were financed by discretionary money from the Board of Education, said the district superintendent, William F. Casey.

The board also paid for after-school sports programs five days a week in each of the middle schools in the district, which stretches from Sunset Park to Park Slope. Money from the city's Department of Youth Services supplemented the school's programs.

Since then, with steep city budget cuts for education and youth services, district superintendents have been forced to channel discretionary spending toward classroom instruction, Mr. Casey said. "Any kind of discretionary money you could find in the budget, you kind of used it to ease the pain of the cuts," he said.

Now Mr. Casey uses Federal and state money for after-school reading classes in three or four schools. Parents in four schools also pay, on a sliding scale, for their own after-school programs.

Some school officials have tried to fill the gap with outside grants. District 3, on the Upper West Side, raises \$400,000 to \$500,000 in state and Federal grants, for after-school programs alone. The district is unusual in that all of its 38 schools have programs after school.

On a recent afternoon at P.S. 185 on West 112th Street, a dozen first and second graders huddled around a teacher as she read aloud "The Snowy Day," by Ezra Jack Keats. The children, many of them immigrants from Latin America and Africa, described winter, wrote stories and drew pictures about the season.

"This is a continuation of school, but more relaxed," the assistant principal, Norma Genao, said.

DAILY
NEWS

Metro

10/2/97

\$1.1M to aid literacy

By LAURA WILLIAMS

Daily News Staff Writer

An after-school literacy program got a \$1.1 million shot in the arm yesterday from Time Warner Cable and the Upper Manhattan Empowerment Zone Development Corp.

The money will help a YMCA program that gives extra instruction to students to expand to 19 schools in Harlem and upper Manhattan.

In announcing the donation, Deborah Wright, the head of the development corporation, said all New Yorkers should pitch in however they can to help students learn to read.

"We must put our arms collectively around these kids so they have the support we did," Wright said during a panel discussion on literacy with U.S. Education Secretary Richard Riley, Deputy Chancellor Judith Rizzo and other officials.

Riley said he intends to take the YMCA program, or similar efforts, to school systems across the country.

"This is a national movement," he said. "It's very, very important for this country."

The program, called Virtual Y, gives free literacy in-



BILL TURNBULL/DAILY NEWS

EDUCATION SECRETARY Richard Riley visits classroom at upper Manhattan's Public School 92 yesterday.

struction to students three hours a day, five days a week. In order to give each child a lot of attention, there is one counselor for each 10 students. Virtual Y is funded largely by private companies as well as some nonprofit

community organizations.

There are now 65 Virtual Y centers — with a total of 3,500 children — in all five boroughs. By the year 2000, the YMCA hopes to have 200 New York sites serving up to 12,000 students.

Philanthropy

Time Warner Inc. and the Upper Manhattan Empowerment Zone recently announced a \$1.1 million commitment designed to give more New York City elementary students a safe place to go when the school day ends.

The pledge will enable 19 Harlem-area schools to participate in the "Virtual Y" after-school program, in which trained volunteers, college work-study students, and YMCA staff members work with children in grades 2, 3, and 4 to improve literacy skills.

The Virtual Y program is not related to high-tech computing or Internet surfing, but rather it delivers academic and recreational resources from the YMCA to each of the 66 schools currently being served by the three-hour, extended-day program, said Paula Gavin, the president of the YMCA of Greater New York.

The joint contribution of Time Warner and the Upper Manhattan Empowerment Zone, which is part of a federal initiative that gives tax breaks and financial resources to struggling communities, is the program's largest gift to date.

Virtual Y sponsors, including the New York City board of education and the local United Way affiliate, hope to install the program in 200 underserved public schools in the city by 2000, Ms. Gavin said. When it started as a pilot program last spring, Virtual Y served only 10 sites.



Where We Stand

by Sandy Feldman
President, American Federation of Teachers

*Two years ago,
children in PS 154
were among
the lowest-achieving
students in the city.*

A School is Reborn

A critical question in American education is how to provide poor children in failing and mostly urban schools with a good education. Voucher advocates have given up and argue that we should just rescue a few children by subsidizing their tuition at private schools. But how can we have a *public* policy of saving a few kids and ignoring the rest? If a school is that bad, no one should be stuck there.

Instead, we must--and can--educate all the children by turning around schools that are disorderly and unsafe and where kids are not learning. Close them if necessary; rethink everything about them--and do it fast.

This is not just talk. It's what Chancellor Rudy Crew, with the support and collaboration of the United Federation of Teachers, is doing in New York City. Schools that were performing so poorly the state threatened to take them over are being redesigned. Most are starting to improve, and some have made remarkable progress.

I recently visited PS 154 in central Harlem, where scores in a state-wide reading exam have risen 19.5 percent since the redesigned school opened in September 1996. (This figure is solidly documented, unlike the claims made for some private school voucher programs.)

PS 154 looks the way a good school should. The hallways are bright and clean and filled with the terrific work of children. There are no graffiti, no torn-up bulletin boards. Classroom doors stand open, and you can hear the sounds of children and teachers working together. They look busy and intent on what they're doing.

Most of the students are poor. They come from a public housing project across the street, and nearly 95 percent are eligible for Title I funds. Some have very serious problems, but the majority are average, normal-to-bright, big-city kids--and they are thriving.

A Dirty, Disorderly Place

Two years ago, the children in PS 154 were among the lowest-achieving students in the city. The school they attended, this same school, was dirty and disorderly. It was always short of books and supplies, and the adults--teachers and administrators--were frequently at odds with one another. There was no vision

of what the school should be like--or any hope of making it different and better.

How did all this change? First, PS 154, which had been neglected and starved for support and resources by its local sub-district, was taken over by the chancellor. The chancellor's office, together with the United Federation of Teachers, assisted PS 154's administrators, parents, teachers, and other staff in redesigning the school. The idea was to draw up a plan whose every part would contribute to improving student learning. Ultimately PS 154 chose, as a centerpiece, "Success for All," a reading program that has proven very effective in inner-city schools, and they organized the rest of the education plan around that program.

Teachers who wanted to be part of the new PS 154 were invited to apply; others transferred to schools elsewhere in the district. In all, 50 percent of the teachers stayed on. The rest were mostly new, young teachers who were eager to work in the redesigned school. All of the teachers--both new and experienced--got extra training to prepare them for putting the education plan into action.

Working Together

As for the leadership, the final and all-important piece, the school got an excellent new principal. She and the school's talented union building rep were able to work together and help teachers and parents follow through on every detail of the redesign.

This is a story about one school--and it's only the first chapter. But there are many stories like it, and more to come. In fact, as I was writing this column, the state education department and the Chancellor announced that PS 154, along with 14 other schools, was being removed from the state's list of low-performing schools--a major accomplishment in a relatively short period of time.

But there's another angle--an important one: Vouchers divide a community; they pit the few families who "win" the voucher lottery against the many who do not. They encourage people to give up on neighborhood schools and take scarce resources out of these schools. The rebuilding of PS 154 demonstrates something very different. Many groups made a commitment to fix this school so all the kids in the neighborhood could get a good education. Together, they achieved what none of them could have done alone. And in helping a community get back its neighborhood school, they made the community stronger.

◀ [Previous "Where We Stand" Columns](#)

◀ [Back to the Main AFT Web Page](#)

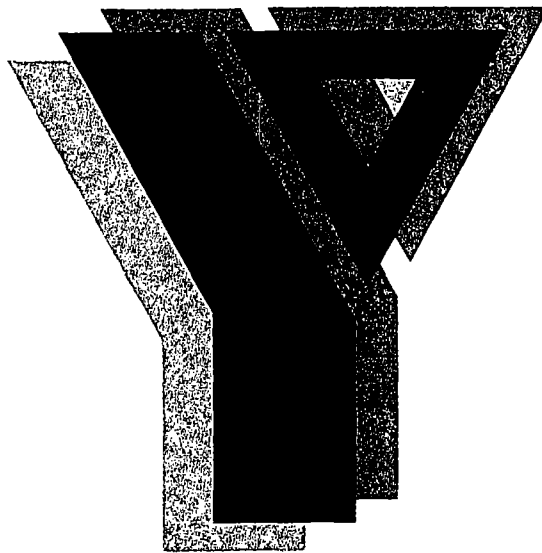
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Our Mission

The YMCA of Greater New York is a community service organization which promotes positive values through programs that build spirit, mind and body, welcoming all people, with a focus on youth.



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FOR THE BEST YEARS OF A CHILD'S



THE WHITE HOUSE

WASHINGTON

October 10, 1997

Ms. Paula L.  Gavin
President
YMCA of Greater New York
333 17th Avenue
New York, New York 10001

Dear Paula:

I commend you for taking a leadership role in supporting the American Reads Challenge. By joining the President's Coalition for the America Reads Challenge, you have made a commitment to the future of our nation and its success in the 21st century. We should all be concerned that more than 40 percent of our nation's fourth grade students read at or below grade level. Your willingness to commit your time and resources to ensure that every child reads well and independently by the end of third grade is a testimony to the importance you place on creating a literate society.

There are few greater gifts we can give than to open the world to a child through reading. I encourage you to remain diligent in your support of the America Reads Challenge and to share your enthusiasm with others so they might join in helping us reach the program's goal. Together we can create a nation of readers that will ensure a more prosperous and secure future for all Americans. Thank you again for your support of the America Reads Challenge.

Sincerely,



THE WHITE HOUSE

WASHINGTON

January 28, 1997

Congratulations to the leaders and supporters of the YMCA of Greater New York and the New York City public school system on establishing the YMCA's new extended school day program, the Virtual Y. This program, with its emphasis on early literacy and its support of Chancellor Rudolph Crew's goal to have New York City's public school children reading on grade level by third grade, is exactly the type of forward-looking, innovative effort our children must have to succeed in the twenty-first century.

The program's emphasis on partnerships is important, and I am glad that you are seeking the support of families, the community, and schools to enable children to achieve early literacy and school success. To all the individuals and organizations who already have stepped forward to become Virtual Y sponsors, I want to add a personal note of thanks and admiration for your commitment to your city and our country. You are blazing a path that others will follow, and I congratulate you for leading the way.

In our national literacy campaign, "America Reads," we ask for involvement from every segment of our society, and I am pleased to see that you are in the forefront of this effort. You have my best wishes for a wonderful event and much success in the years ahead.

Bill Clinton

THE FIRST TEN VIRTUAL Y

School Sites

<u>SCHOOL</u>	<u>Y BRANCH</u>	<u>BOROUGH</u>	<u>DISTRICT</u>
P.S. 304K	Bedford	Brooklyn	*85
C.E.S. 63	Bronx	Bronx	*85
P.S. 114	Bronx	Bronx	*85
P.S. 154	Bronx	Bronx	**7
P.S. 124	Cross Island	Queens	27
P.S. 178	Central Queens	Queens	26
P.S. 92	Harlem	Manhattan	**5
P.S. 125	Harlem	Manhattan	**5
P.S. 11	McBurney	Manhattan	2
P.S. 54	Staten Island	Staten Island	31

*Chancellor's School District

**Empowerment Zone

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333 Seventh Avenue
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11/25/97

YMCA of Greater New York
Serving 115,000 Youth in 1997

Our Mission

The YMCA of Greater New York is a community service organization which promotes positive values through programs that build spirit, mind, and body welcoming all people, with a focus on youth



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YMCA of Greater New York
333 Seventh Avenue
New York, NY 10001
212 630-9600 tel
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Manhattan Borough President's Office
Upper Manhattan Empowerment Zone

Our Mission

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community service organization which
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programs that build spirit, mind, and
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YMCA of Greater New York
Serving 115,000 Youth in 1997



**PRESIDENT CLINTON AND VICE PRESIDENT GORE:
INCREASING THE QUALITY OF LEARNING**
Expanding After School Programs and Ending Social Promotion
The East Room, The White House
January 7, 1999

Today, President Clinton will be joined by First Lady Hillary Rodham Clinton and Vice President Gore as he announces his FY 2000 budget proposal to triple funding (from \$200 million to \$600 million) for the 21st Century Learning Center Program, which funds after-school and summer school programs throughout the country. The President will also announce that in awarding these funds, the Education Department will give priority to school districts that are ending social promotion by requiring that students meet academic standards in order to move to the next grade.

Tripling Funding for a Program that Works. President Clinton's FY 2000 budget will propose to increase funding -- from \$200 million in FY 1999 to \$600 million in FY 2000 -- for the 21st Century Community Learning Center Program, which gives schools funds to operate after-school and summer school programs. This proposal builds on the President's budget victory last year, in which he obtained an increase in funds for the program, from \$40 million to \$200 million. The 21st Century Learning Center Program increases the supply of after-school care in a cost-effective manner, primarily by funding programs that use public school facilities and existing resources. Over 190,000 children in 800 schools, in 46 states and the District of Columbia, are already benefiting from this program, by participating in after-school programs that provide students with enrichment activities, tutoring, recreation and other activities. The President's proposal would help roughly 1.1 million children each year participate in these programs.

Giving Priority to School Districts that End Social Promotion. Under the President's proposal, school districts with comprehensive policies in place to end social promotion will receive priority in the grant-making process. After-school and summer school programs are a critical tool in ending social promotion because they give students who are not on track an opportunity to get extra help so they can meet promotion standards. The President's proposal will target the new 21st Century funds to districts providing after-school and summer school programs to help these students, while enabling these districts to keep these programs open to all students.

Social promotion is the practice of promoting students from grade to grade without regard to whether they have met academic standards required to succeed at the next grade level. School districts with comprehensive policies to end social promotion: (1) require students to demonstrate that they have met academic standards at key grade levels in order to be promoted; (2) use valid objective measures and other indicators to determine whether a student has met the standards; (3) strengthen learning opportunities in the classroom through steps such as clear standards, small classes, well trained teachers, challenging curriculum, and the use of proven instructional practices; and (4) provide for the early identification of students who need extra help to meet the standards and use extended learning time -- particularly after-

school instruction and summer school -- to help students meet the standards. The President's proposal would help local school systems use after-school and summer school as part of their comprehensive strategy to end social promotion.

Responding to Huge Demand for After-School Programs. Today's announcement responds to the millions of parents across the country who want their children to meet high standards and to stay safe and secure in after-school hours. Today, over 28 million school-age children have both parents or their only parent in the workforce. At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Statistics also show that most juvenile crime takes place between the hours of 2 and 8 pm, and that children are at much greater risk of being the victims of crime during the hours after school.

The nationwide demand for expanded after-school programs has made the 21st Century Community Learning Center program one of the most highly competitive programs ever managed by the U.S. Department of Education. In the Education Department's last completed grant competition for this program, the Department received nearly 2,000 applications, requesting more than \$550 million to fund programs in over 6,000 schools in every state in the nation.

###

THE WHITE HOUSE
WASHINGTON

June 16, 1998

21st CENTURY LEARNING PROGRAMS EVENT

Date: Wednesday, June 17, 1998
Time: 11:00 - 11:45 am
Location: Rose Garden
From: Bruce Reed

I. PURPOSE

To highlight your proposal to expand the 21st Century Community Learning Centers Program to \$200 million each year, or \$1 billion over five years. You will announce the 1998 winners of the grants to establish or expand after-school programs in communities across the country, and you will release a new report that shows that quality after-school programs can both decrease juvenile crime and improve the academic performance of participating children.

II. BACKGROUND

New Announcements:

You will announce nearly \$40 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The 98 grants will enable 315 rural and inner-city schools in 36 states to provide safe, drug-free and well-supervised programs after school, and during weekends and summers. This was one of the most highly competitive programs ever managed by the Department of Education: the Department received nearly 2,000 applications from every state in the country; only one out of every 20 applicants could be funded.

You will also release a new report titled *Safe and Smart: Making After-School Hours Work for Kids* by the Departments of Justice and Education. The report shows that after-school programs work: communities that have adopted after-school initiatives have experienced lower juvenile crime rates and lower tobacco, drug and alcohol use. The report also shows that quality after-school programs improve the academic performance of children -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back.

Proposal to Expand 21st Century Learning Center Program

As a part of your child care initiative, you proposed a dramatic expansion of the 21st Century Learning Center program, from its current level of \$40 million to \$200 million each year, for a total of \$1 billion over the next five years, which would enable up to

500,000 children to participate in after-school programs each year. You have also proposed some important modifications of the program, including a new local match; a requirement that schools work closely with community organizations in establishing these programs; and a set-aside of up to 10 percent of funds for community organizations to establish or expand their own after-school programs.

III. PARTICIPANTS

Pre-Brief Participants:

The First Lady
Secretary Riley
Attorney General Reno
Bruce Reed
Larry Stein
Melanne Verveer
Jen Klein
Neera Tanden

Event Participants:

The First Lady
Secretary Riley
Attorney General
Air Force Technical Sergeant Gloria Nava, mother of 12 year old daughter in an after school program in San Antonio, TX that is receiving a grant to expand.
Baltimore Police Commissioner Tom Frazier
Rep. Leonard Boswell
Sen. James Jeffords

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

- **YOU** will be announced into the Rose Garden accompanied by the First Lady, Secretary Riley, Attorney General Reno, Rep. Boswell, Sen. Jeffords, Baltimore Police Commissioner Tom Frazier, and Sergeant Gloria Nava.
- The First Lady will make welcoming remarks and introduce Rep. Boswell.
- Rep. Boswell will make remarks and introduce Sen. Jeffords
- Sen. Jeffords will make remarks and introduce Baltimore Police Commissioner Tom Frazier.
- Baltimore Police Chief will make remarks and introduce Sergeant Gloria Nava.
- Sergeant Gloria Nava will make remarks and introduce **YOU**.
- **YOU** will make remarks and then depart.

VI. / REMARKS

Provided by Speechwriting.

THE WHITE HOUSE

WASHINGTON

October 10, 1997

Ms. Paula L. ⁹Gavin
President
YMCA of Greater New York
333 17th Avenue
New York, New York 10001

Dear Paula:

I commend you for taking a leadership role in supporting the American Reads Challenge. By joining the President's Coalition for the America Reads Challenge, you have made a commitment to the future of our nation and its success in the 21st century. We should all be concerned that more than 40 percent of our nation's fourth grade students read at or below grade level. Your willingness to commit your time and resources to ensure that every child reads well and independently by the end of third grade is a testimony to the importance you place on creating a literate society.

There are few greater gifts we can give than to open the world to a child through reading. I encourage you to remain diligent in your support of the America Reads Challenge and to share your enthusiasm with others so they might join in helping us reach the program's goal. Together we can create a nation of readers that will ensure a more prosperous and secure future for all Americans. Thank you again for your support of the America Reads Challenge.

Sincerely,

Bill Clinton

AFTER SCHOOL WHITE HOUSE EVENT

JUNE 17, 1998

LIST FOR INVITATIONS

U.S. DEPARTMENT OF EDUCATION

A List

1. National Association of Attorneys General (NAAG)

Christine Milliken, Executive Director
202-326-6000

2. National District Attorneys Association (NDAA)

Newman Flanagan, Executive Director
703-549-9222

3. International Association of Chiefs of Police (IACP)

Daryl Sanders, President 815-469-9435
Roy Kime, Legislative Director 703-836-6767

4. National Sheriffs' Association (NSA)

AN "Bubby" Moser, Jr., Executive Director
703-836-7827

5. Fraternal Order of Police (FOP)

Jim Pasco, Executive Director, Grand Lodge
703-836-7827

6. National Association of Police Organizations (NAPO)

Robert Scully, Executive Director
202-842-4420

7. International Brotherhood of Police Directors (IBPD)

Chris Donnellan, Legislative Director
703-519-0300

8. National Organization of Black Law Enforcement Executives (NOBLE)

Robert Stewart, Executive Director
703-658-1529

9. U.S. Conference of Mayors

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10. National Governors Association

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11. Readers Digest DeWitt Wallace Foundation

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19. National Association of Secondary School Principals

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22. National Education Association

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23. American Federation of Teachers

Sandra Feldman, Executive Director

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34. American Association of School Administrators

Paul Houston

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35. Aspira

Ronald Blackburn Moreno
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36. American Association of University Women

Janice Weinman Shorenstein
785-7788

37. National Urban League

Hugh Price
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38. Girls Inc.

Isabell Stewart
212-509-2000

39. National Retired Teachers Association

Annette Norsman
434-2381

National Center for Community Education

40. Dan Cady
41. Pat Edwards
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42. Academy for Educational Development

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43. Institute for Educational Leadership

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45. United Way of America

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46. Center for Community Partnerships

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47. Skillman Foundation

Leonard Smith

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50. Mayor of Houston

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53. Save the Children

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Lois Cumashot

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56. District of Columbia State PTA President

Moretha Johnson

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57. National PTA Region Director

Vicki Rafel,

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58. National PTA DC Office

Brita Wilkins, Lobbyist

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59. Chief of Police

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65. Big Brothers/Big Sisters of America

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66. Camp Fire Boys and Girls

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67. The Corporate Council on Out-of-School Time

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80. Bremerton, WA

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Urban Family Institute

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