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COLLECTION:

Clinton Presidential Records
First Lady's Office
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FOLDER TITLE:

Executive Memorandum re Federal Child Care

2012-1035-S

kc1019

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

To Nicole -

This is the info. from
Mayor Borden - Please
review and advise me.

Thanks - HRC

PHOTOCOPY
HRC HANDWRITING

CLINTON LIBRARY PHOTOCOPY

Withdrawal/Redaction Marker

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RICHARD J. RIORDAN

MAYOR

H

P6/(b)(6)

213-847-3025

(213) 847-0089

LOS ANGELES, CALIFORNIA 90012



RICHARD J. RIORDAN, MAYOR

CARLA SANGER

PRESIDENT & C.E.O.

L.A.'s BEST

AFTER SCHOOL ENRICHMENT PROGRAM

(213) 847-3881

FAX: (213) 485-6606

EMAIL: csanger@mayor.ci.la.ca.us

OFFICE OF THE MAYOR

LOS ANGELES, CA 90012-4897

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(213) 847-2489

OFFICE OF THE MAYOR

RICHARD J. RIORDAN
MAYOR

November 21, 1997

TO: Hillary Clinton
FROM: Mayor Richard J. Riordan
RE: LA's BEST

Welcome to Los Angeles! Thank you for your continuing attention to the most vulnerable in our cities and towns.

Request: Please advocate for legislation such as Senator Boxer's just introduced SB 882 which support cost-effective innovative after-school care programs for children in poverty.

Please see attached for full description and program materials.

*Help shop - find discretionary pot
to expand P's demonstration
model. May require
waivers.*

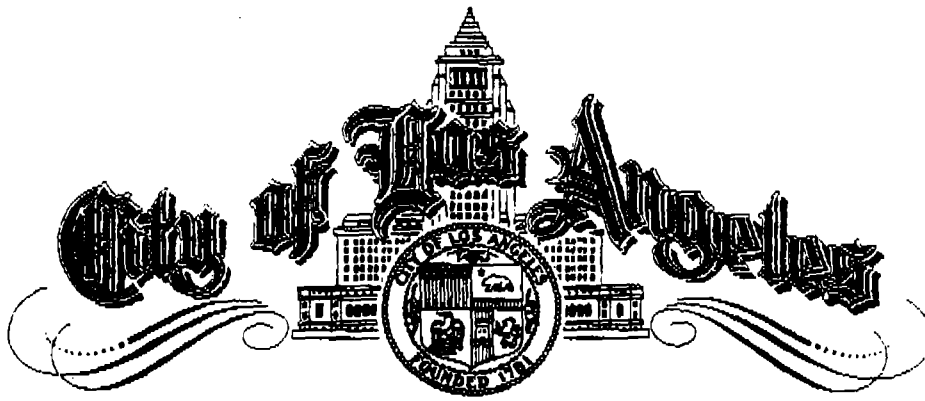
THE WHITE HOUSE
WASHINGTON

OFFICE OF THE FIRST LADY

TO Adriana DeCarter, Pauline Abernathy
FROM Nicole Rabner
FAX # 401-3036, 401-9027
PHONE # _____
OF PAGES (including cover) 7

COMMENTS

Adriana, Thank you for reviewing the
attached materials re: L.A.'s BEST
after-school enrichment program. Mayor
Riordan gave these materials to Mrs.
Clinton when she was in LA recently.
A few questions:
1. Would L.A.'s BEST be eligible for
21st Century funds?
2. What is the Boxer bill and how does it
differ from 21st Cent. legislation?
3. Is this program particularly
notable? For instance, is the
\$3.50/day student fee especially
low?
4. Do we fund or support this program
at all?
Thanks again



CITY HALL
LOS ANGELES, CALIFORNIA 90012
(213) 647-2489

OFFICE OF THE MAYOR

RICHARD J. RIORDAN
MAYOR

November 21, 1997

STRENGTHENING FEDERAL SUPPORT FOR AFTER SCHOOL ENRICHMENT PROGRAMS

THE PROGRAM

LA's BEST is a nationally-recognized, alternative after school enrichment program operating in 24 Los Angeles Unified School District schools and serving 5000 kindergarten through fifth grade students every day. Though license-exempt, this model after school enrichment program provides high quality, cost effective services which fulfill critical child care needs for some of our city's most vulnerable children and their families.

THE NEED

There needs to be action on the federal level to **SEPARATE AFTER SCHOOL ENRICHMENT PROGRAMS** from **CHILD CARE** or **RECREATION programs**. Now, After School Enrichment is categorized with child care. There is a need to promote the understanding that the needs of families for child care are separate from the needs of families for adult supervision after school. Both are legitimate needs, but they are very different.

After school enrichment programs must be freed from the restrictive requirements of child care (Title 22 requirements) because the population served by programs such as LA's BEST will see any intrusion (such as pay-stub checks) as a barrier to valuing after school care for children. The children served by enrichment programs come from families where there is little understanding of "parenting" and the need for adult supervision for children.

There is a general understanding of child care and of recreation, but not of after school enrichment. The characteristics of after school enrichment programs include:

- these programs provide education plus recreation
- these programs reinforce what is taught in school
- these programs provide activities in whatever interests the child
- these programs provide exposure to curriculum areas (like the arts) that are no longer available in school
- these programs are key to keeping our most vulnerable children in school
- they are key to addressing the issue of literacy
- they serve a population that does not necessarily understand that children need adult supervision after school
- **these programs connect neighborhoods to our school**
- these programs are cost effective (\$3.50/child/day vs. \$16.11/child/day) and must remain so in order to be replicated and serve many more children
- they are not highly restrictive but are accountable to high standards and quality

PENDING LEGISLATION AND REQUEST FOR HELP

SB882 The After School Education and Safety Act of 1997

Introduced by Barbara Boxer, this bill would provide \$50 million/year for the years 1998-2002 for child care programs. The funds are not tied to Title 22 restrictions (so LA's BEST would be eligible for this funding).

The Boxer Bill should be supported and passed.

We need new legislation beyond the Boxer Bill to support After School Enrichment Programs.

Some of the funds for child care need to be recategorized so that after school enrichment programs can qualify. This is a dicey issue. If some funds are recategorized, the traditional child care community may not be pleased.

After school enrichment programs can support welfare reform and some of the welfare reform dollars should be directed to them.

FOR FURTHER INFORMATION

Carla Sanger
President and CEO
LA's BEST After School Enrichment Program
Office of the Mayor
200 North Main Street, #700
Los Angeles, CA 90012
213-847-3681
213-485-6606 (fax)

LA's BEST



Better
Educated
Students
for
Tomorrow

LA's Best
After
School
Enrichment
Program

MISSION

To provide a safe and supervised after school education, enrichment and recreation program for children in grades K-6 in the city of Los Angeles.

VISION

Working with the Community Redevelopment Agency of the City of Los Angeles and the Los Angeles Unified School District, former Mayor Tom Bradley initiated a city/school district/private sector partnership in 1988 to address a need for a safe, supervised environment after school for children in neighborhoods vulnerable to gangs, crime and drugs. Mayor Richard Riordan, a former member of the LA's BEST Board of Directors, has continued to support the LA's BEST program.

LA's BEST (Better Educated Students for Tomorrow) extends the hours of learning for thousands of elementary school children, from the end of the school day to 6:00 p.m., Monday through Friday, 245 days each year. LA's BEST is a private non-profit 501 (c) (3) corporation.

PROGRAM

LA's BEST offers a potpourri of learning, socialization, self-esteem building, and recreation activities which stimulate young children's interest and participation. As organized sports, field trips, and the arts wane from the regular elementary school day because of a lack of funding, LA's BEST fills a void greater than safety and supervision. LA's BEST is especially proud of the numbers of parents and volunteers who participate in LA's BEST on-site, regional and city-wide activities.

RECOGNITION

The U.S. Conference of Mayors, the Carnegie Council on Adolescent Development, the Children's Defense Fund, the National Conference on Solving Youth Violence, President Bush's Points of Light Foundation, United Way and numerous state and local entities have recognized LA's BEST as an exemplary program.

A report released by the California State Assembly Special Committee on the Los Angeles Riots recommended that foundations and corporations expand the LA's BEST program. The California Senate Office of Research cited LA's BEST as one of three programs nationwide making a significant, measurable, and positive difference in student achievement.

IMPACT

In a three-year independent study, UCLA evaluated the longitudinal effects LA's BEST had on children and families who participated in the program. Comparing the grades and parent/child interviews of "program" students and "non-program" students, the study found that LA's BEST children improved in academic performance; LA's BEST children had significantly greater motivation and enthusiasm for school than non-program children; LA's BEST children were more likely than non-program children to expand their "help with a problem" resources to include teachers; and parents of LA's BEST children were enthusiastic about the program.

An analysis of reported school crime incidents, from the year prior to LA's BEST through 1994-1995 at the 19 longest running LA's BEST programs, found a 57 percent reduction in crime*.

**Data provided by the school police department of the Los Angeles Unified School District.*

MORE INFORMATION

Carla Sanger
President &
Chief Executive Officer

213.847.3681

LA's BEST AFTER SCHOOL ENRICHMENT PROGRAM FACT SHEET

PURPOSE:	To provide a safe and supervised after school educational, enrichment, and recreational program for children in grades K-6.		
BACKGROUND:	Created in 1988 through a partnership including the Mayor's Office, the Community Redevelopment Agency/City of Los Angeles, the Los Angeles Unified School District and private sector.		
FOR WHOM:	5,000 students at 24 elementary schools		
	Alta Loma Ann Street Canoga Park Esperanza Forty-Ninth Street Grape Street Hart Street Hawaiian Avenue	Hillcrest Drive Hillside Hobart Boulevard Langdon Avenue Logan Street Manchester Avenue Menlo Avenue Napa Street	Selma Avenue Sierra Park Sixty-Eighth Street South Park Sylmar Utah Street Weigand Avenue Westminster Avenue
PROGRAM HOURS:	Students are enrolled from the end of the school day until 6 p.m.		
ACTIVITIES:	Site activities may include but are not limited to:		
	Homework Assistance/Tutoring Science Club Drill Team/Dance Seasonal Sports Competition Arts & Crafts Computer Instruction	Reading for Recreation Math Club Recreational Games Theater & Visual Arts Music Monthly Field trips	
OUTCOMES:	Independent evaluations of LA's BEST by the UCLA Center for the Study of Evaluation report: • LA's BEST children like regular school more • LA's BEST children's grades significantly improve • LA's BEST children show positive behavior changes • Reports of school based crime from the LA's BEST schools decrease more than other neighborhood schools • LA's BEST children feel safe		
STAFFING:	LA's BEST maintains an adult to child ratio of 1:20 with the following staff: site coordinator (s), program supervisors, playground workers, specialized small group leaders and high school student workers; supplemented by volunteers.		
REGISTRATION ENROLLMENT:	There is no charge for students regularly enrolled at the elementary school site. Students must be picked up by an authorized adult at the end of the day. Designated program staff assume responsibility for student activities and supervision until released to authorized adult.		
FOOD SERVICES:	Nutritional snacks are provided for each student daily.		
INFORMATION:	Carla Sanger President & Chief Executive Officer (213) 847-3681	Debe Loxton Program Director (213) 625-4024	

HOJA DE INFORMACION DEL PROGRAMA LA's BEST DE ENRIQUECIMIENTO PARA DESPUES DE LA ESCUELA

PROPOSITO: Proveer un programa enriquecido, seguro y supervisado de recreación, después de la escuela, para niños en los grados K-6.

ANTECEDENTES: Creado en 1988 a través de una asociación entre la Oficina del Alcalde, la Agencia de Reconstrucción Comunitaria/la Ciudad de Los Angeles, el Distrito Escolar Unificado de Los Angeles y el Sector privado.

PARA QUIEN: 5,000 estudiantes en 24 escuelas primarias

Alta Loma	Hillcrest Drive	Selma Avenue
Ann Street	Hillside	Sierra Park
Canoga Park	Hobart Boulevard	Sixty-Eighth Street
Esperanza	Langdon Avenue	South Park
Forty-Ninth Street	Logan Street	Sylmar
Grape Street	Manchester Avenue	Utah Street
Hart Street	Menlo Avenue	Weigand Avenue
Hawaiian Avenue	Napa Street	Westminster Avenue

HORAS DEL PROGRAMA: Los estudiantes son inscritos desde la hora que concluye el día escolar hasta las 6 p.m.

ACTIVIDADES: Las actividades locales pueden incluir, pero no están limitadas a:

Ayuda para tareas/Tutoría	Lectura para recreación
Club de Ciencias	Club de Matemáticas
Equipo de Ejercicios/Balle	Juegos de recreación
Competencia de deportes de temporada	Artes teatrales y visuales
Artes y oficios	Música
Instrucción de computadoras	Viajes mensuales de excursión

RESULTADOS: Informe de evaluaciones independientes de LA's BEST por el Centro para el Estudio de Evaluación de UCLA:

- A los niños de LA's BEST les gusta más la escuela
- Las calificaciones de los niños de LA's BEST mejoraron significativamente comparadas con los niños en los mismos grados que no están en LA's BEST
- Los niños de LA's BEST muestran cambios de conducta positivos.
- Los informes del crimen escolar de la escuelas LA's BEST disminuyen más que los de las otras escuelas del vecindario.
- Los niños de LA's BEST se sienten seguros.

PERSONAL: LA's BEST mantiene un porcentaje de adultos sobre niños de 1:20 con el siguiente personal: coordinador local, supervisores del programa, personal para supervisar el campo de recreo, líderes especializados de pequeños grupos y personal para supervisar a los estudiantes de secundaria; suplementado por voluntarios.

INSCRIPCION: No se cobra a los estudiantes regularmente inscritos en el local de la escuela primaria. Al concluir el día los estudiantes deben ser recogidos por un adulto autorizado. El personal designado para el programa asume responsabilidad por las actividades de los estudiantes y su supervisión hasta que son recogidos por un adulto autorizado.

SERVICIOS DE ALIMENTO: Diariamente se sirven bocaditos nutritivos a todos los estudiantes.

INFORMACION:	Carla Sanger Presidenta y Jefe Ejecutivo (213) 847-3681	Debe Loxton Directora del Programa (213) 625-4024
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What are people saying about LA's BEST



Los Angeles City Mayors

"LA's BEST is one of our city's greatest assets. I will continue to be an enthusiastic supporter of LA's BEST because I am convinced that this investment in the development of our young people will pay for itself over and over again."

Mayor Richard J. Riordan

After his 20-year term as mayor, Bradley cited three accomplishments of which he is the most proud the 1984 Olympic Games, bringing mass transit to the city and his LA's BEST after-school program. "The only commitment I asked of Dick Riordan was for that [LA's BEST]. He reminded me that he was one of the original members of the board for the program."

Former Mayor Tom Bradley

L.A. City Superintendent of Schools

"LA's BEST has been the program I point to as the example of what a partnership between the city and the school district can achieve."

**Sidney A. Thompson, Superintendent of Schools,
Los Angeles Unified School District**

Business Leaders

"A contribution to a program like this is not a gift . . . it's an investment that will show a manyfold return. We realized it was either pay now or pay later through crime, illiteracy and the lack of a decent workforce for companies like Kaiser Permanente."

Hugh Jones, Senior Vice President, Kaiser Permanente

Community Leaders

"In a world that has become so punitive and harsh toward the poor, it brightens my life to work on a program that doesn't measure children or families by their income or status, but rather by their need."

June Solnit Sale, child care expert

"I get the satisfaction of supporting the most effective program in the country for providing at-risk children with the proper environment for learning. It also provides a way for me to give back to society the expertise I was so fortunate to gain through education and experience."

**DuWayne Peterson, Owner
DuWayne Peterson & Associates**

Parents

"LA's BEST, in my opinion, is one of the best [programs] in the city. Not only does it keep the students off the street after school, it teaches them competitive team spirit, and to have a sense of accomplishment and worth."

Elaine Sarfati, grandmother

"LA's BEST provides a safe environment for our children until we can pick them up. While at LA's BEST the children get to do their homework, they rotate to clubs such as drama, arts and crafts, and science clubs. More importantly, their self esteem is built up, and we all know that people with self esteem don't need gangs."

Wanda Linan, parent

"It's not all play. They have to work. It's helped my boys a lot. Their grades have improved and it kept them off the streets."

Jeannie Vigil, parent

Staff

"This isn't baby-sitting. This gives children a chance to experience culture and learning while improving themselves."

John Garner, site coordinator

"I wish I'd had the program when I was a kid. It would have kept me out of trouble. I wish a lot of my friends had it too, because a lot of them are gone now."

Lamar Howieitt, high school student worker

Children

"You come here right after the bell rings and do fun stuff."

Pauline Cazares, student,

Westminster Avenue Elementary School

"LA's BEST is the best place to be after school. I like the games and the work. I like going to the computer lab . . . I like going to the library . . . But most of all I like the people."

Terrie LaVann, student,

68th Street Elementary School

"If we didn't have an LA's BEST. I would probably still be going home to a empty house."

Candice White, student,

Hillcrest Drive Elementary School



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LA's BEST

After School Enrichment Program

NEWS

Volume 8 Issue 1

Summer 1997

KTTLA-TV Charities Fund Donates \$375,000 to LA's BEST

Matches Funds Raised by LA's BEST Family Brunch

KTTLA the WB5, through its KTTLA-TV Charities Fund, contributed \$375,000 to LA's BEST in August by matching funds raised at the second annual LA's BEST Family Brunch, which honored L.A. sports announcers Chick Hearn and Jaime Jarrin at Loews Santa Monica Beach Hotel on June 7.

"LA's BEST is a needed resource for parents and a program that provides enriching activities for children in our community," said John Reardon, KTTLA vice president and general manager.

"KTTLA is proud to be associated

with LA's BEST and to make this contribution to worthwhile and meaningful after school programs."

Reardon presented the \$375,000 check to LA's BEST board chair David Paulson at a press conference held on Aug. 18 at Logan Street Elementary School.

KTTLA Charities, a fund of the Robert R. McCormick Tribune Foundation, selected LA's BEST as a community partner by supporting its annual Family Brunch event.

The LA's BEST Family Brunch

(continued on page 2...)

LA's BEST Launches 10-Year Anniversary With "Heal The Bay" Beach Clean-Up Sept. 20

Over 1,500 LA's BEST children, parents and staff will kick-off the tenth anniversary year of the LA's BEST program with a beach clean-up on Sept. 20 with Heal the Bay.

As a way of saying "thank you" to Los Angeles for supporting LA's BEST since 1988, all 24 LA's BEST schools will gather at Will Rogers State Beach for morning clean-up duty.

"What better way to begin our 10th anniversary than by teaching our children to give back through community service," said Carla Sanger, president and CEO of LA's BEST.

This event will be the first of several anniversary activities throughout the 1997-98 school year, all sponsored by Kaiser Permanente.



LA's BEST students from Logan Street School accept \$375,000 check from KTTLA-TV Charities Fund along with (left to right) Mary Odell, LA's BEST Family Brunch chair; David Paulson, LA's BEST Board chair; Pam Pearson, KTTLA station manager; John Reardon, KTTLA v.p./general manager; Carla Sanger, LA's BEST president & CEO; and Martha Flores, LA's BEST site coordinator at Logan.

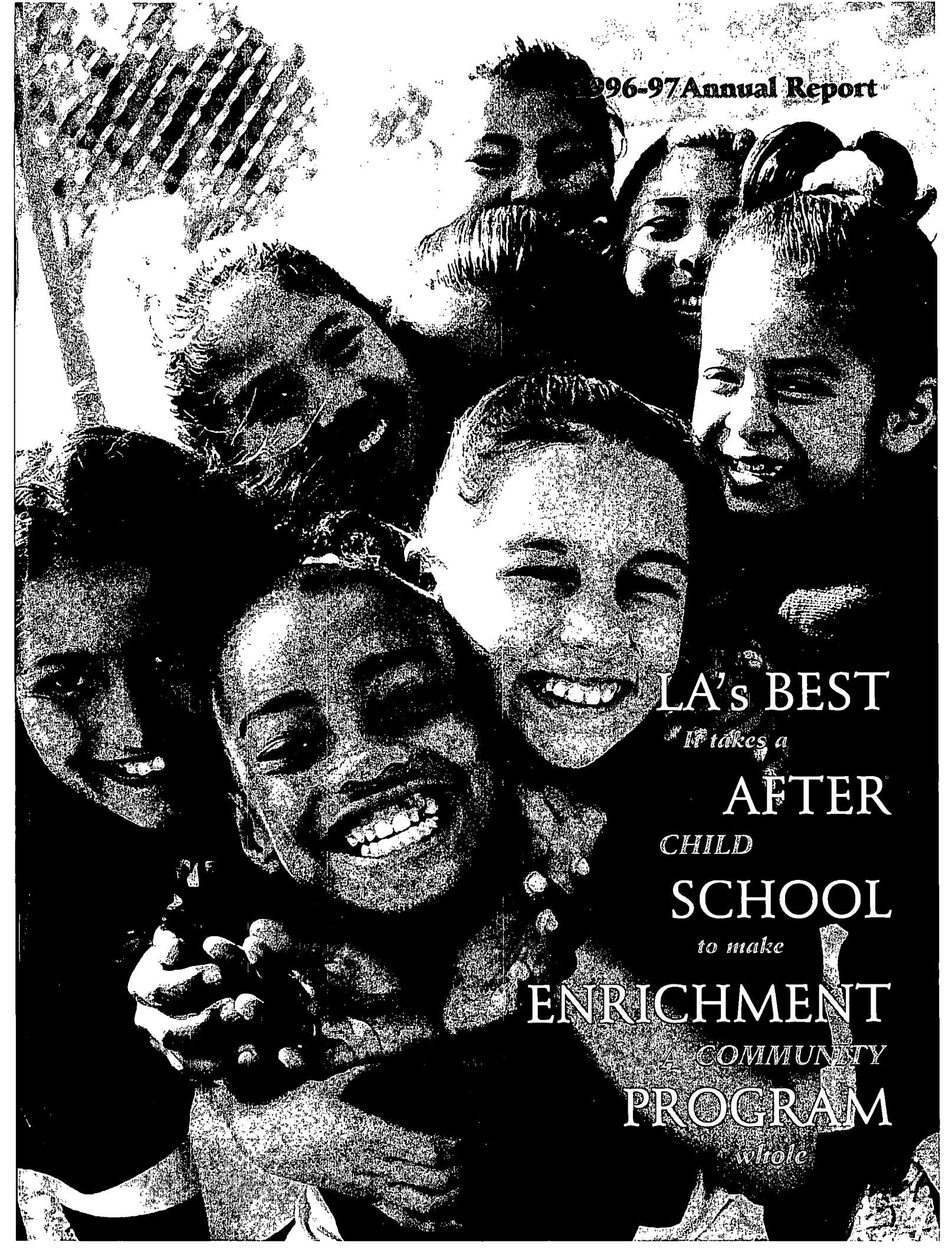
Check Out the New LA's BEST Website on the Internet at www.lasbest.org

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1996-97 Annual Report

LA's BEST

It takes a

AFTER

CHILD

SCHOOL

to make

ENRICHMENT

A COMMUNITY

PROGRAM

whole

TUESDAY, SEPTEMBER 30, 1997

LOS ANGELES TIMES EDITORIALS

LA's BEST Deserves Better

Exemplary after-school program is running out of money

LA's BEST, the city's respected after-school program in poor neighborhoods, provides fun, learning and skilled supervision for elementary school children until 6 p.m. every school day. It is a dream program for struggling working parents. And it is running out of money.

This effective effort deserves an infusion of public and private funds to not just sustain current activities but to expand. The annual budget now is \$3.3 million and benefits 24 campuses; it would take \$12.5 million to reach 100 of the 418 elementary campuses in the Los Angeles Unified School District.

The program raises 25% of its funds privately. The rest is public money, now dwindling because Community Redevelopment Agency funds will dry up at the end of the fiscal year June 30.

More than baby-sitting, LA's BEST provides enrichment, tutoring and recreation for 5,000 children. On Monday, the DreamWorks SKG movie studio announced that it will provide animation classes at four campuses.

Homework gets done during program hours.

A 1995 UCLA analysis, which compared LA's BEST participants with a control group of classmates who did not attend, found that participants showed "significantly greater motivation and enthusiasm for school." The independent evaluation also documented gains for participants in all five subjects analyzed: math, science, social studies, reading and composition.

LA's BEST represents an unusual partnership between the city, which provides funding, and the school district, which provides space, liability insurance and some services. Then-Mayor Tom Bradley founded it a decade ago and envisioned it spreading to every elementary campus. Mayor Richard Riordan, a strong supporter who served on the original board, promises to find replacement funds for the CRA money that will be lost, but that's a far cry from the expansion that it deserves.

The city's private philanthropists and its politicians should dig deep. LA's BEST reinforces what students learn in the classroom and helps keep them safe and away from gangs. It belongs on every campus.

SUNDAY

SEPTEMBER 28, 1997

The Top of Today's News



LUIS SINCO / Los Angeles Times

Roberto Arreaga, left, and Ernest Bugarin play chess in LA's BEST program at Hawaiian Avenue School in Wilmington.

SPECIAL REPORT • As a popular, effective and copied after-school program strives to save kids from gangs and drugs, a budget crisis has officials scrambling to help keep . . .

Breaking the Cycle of Poverty

By JEAN MERL
TIMES STAFF WRITER

Nearly a decade ago, Los Angeles' longest-serving mayor launched what he often said he hoped would become one of his strongest legacies.

Tom Bradley, who overcame an impoverished childhood to make history as the city's first African American mayor, envisioned an after-school enrichment program that would begin in 10 of the city's most destitute neighborhoods and, within 20 years, spread to all the elementary campuses in the gigantic Los Angeles Unified School District, making it by far the largest and most ambitious such project in the nation.

He wanted the city and the district, with generous private support, to create safe, fun environments that would steer youngsters away from the lure of street gangs and drugs and improve their prospects for success in the classroom and in life.

As it looks to its 10th year, LA's BEST (Better Educated Students for Tomorrow) has fulfilled many of its founder's hopes,

winning acclaim and many emulators across the country.

Yet a large chunk of the dream has been deferred: Today, the program operates at just 24 of the district's 418 elementary campuses, its expansion slowed to a crawl by a perennial shortage of money. Also, the program faces an unprecedented budget crisis as funding from the beleaguered Los Angeles Community Redevelopment Agency, which has covered the bulk of LA's BEST's operating budget, is due to dry up with the end of the fiscal year June 30.

Mayor Richard Riordan, who has warmly embraced the program he helped shape as a Bradley appointee to its founding committee, has promised to find replacement funds. In addition, LA's BEST directors have made moves—including a painful board reorganization and the recent hiring of a seasoned fund-raiser—aimed at increasing the already substantial business and philanthropic support for the program.

"As a struggling organization, we have taken the steps we needed to; we've done what we can," said Carla Sanger, who has

headed the program since its inception. "The ball is now in the city's court."

The budget problems deepened as program officials prepared to launch a year-long series of anniversary celebrations for what has been, by many measures, a big success.

Open after school until 6 p.m. daily, the program provides—at no cost to parents—supervision, tutoring, enrichment classes, sports, art and other activities, with monthly field trips and sessions to help youngsters build self-esteem and resolve conflicts.

It gives 5,000 children ages 5 through 12 a safe and productive alternative to being home alone or out on the streets in some of the city's most troubled neighborhoods.

The program has earned supporters across a broad spectrum of political, education, business and community factions. About one-fourth of its \$3.3-million operating budget comes from private donors. The school district provides space and administrative support and recently added LA's BEST to its list of organizations that can benefit from voluntary employee pay-

Please see BEST, B6

BEST: After-School Program Faces Crisis

Continued from B1
roll deductions for charities.

It enjoys enormous popularity with its young participants and their parents: Almost half its campuses have waiting lists, and a number of earlier graduates have returned as volunteers or staffers. Many of the program's employees live within two miles of their campuses, a fact Sanger credits for helping build a stronger connection between the schools and their poverty-ridden, increasingly immigrant communities.

Margarita Dominguez, now 18 and a freshman math major at Cal State Dominguez Hills, attended LA's BEST at Hawaiian Avenue School in Wilmington. She juggles classes to work two days a week at a program she remembers as helpful—and a lot of fun.

"We had cooking classes and a lot of field trips. One day [a city recreation staff member] brought Nintendo; it was the first time I ever played a video game," recalled Dominguez, who lives in the sprawling public housing project that borders the elementary campus near Los Angeles Harbor.

Now she tutors kindergartners and first-graders, teaches the recorder and works with the program's drill team.

LA's BEST kids get lots of opportunities to show their stuff—music and drill team competitions, opening celebrations of community facilities, annual sports playoffs. Shortly after Bernard C. Parks was named police chief, an LA's BEST program was a prominent stop on his whirlwind city tour with Riordan.

Corporate donors have provided scores of goodies, from annual family passes to opening day at a water park and circus tickets to computers and science programs that are shared with the rest of the school during regular class hours. Last spring, the 10 winners of the LA's BEST Science Fair and their parents won free trips to the U.S. Parent/Child Space Camp in Huntsville, Ala.

On Monday, LA's BEST students at Grape Street School in Watts will meet one of Hollywood's most influential figures. Jeffrey Katzenberg of the DreamWorks SKG studio will visit them to announce a new animation program. Students at Grape Street and three other LA's BEST campuses will learn to make short animated features that will be used as public service announcements.

Those kinds of activities are what lure children to the program. Once there, they benefit in ways that attract grown-up supporters.

A 1995 UCLA analysis of the program found that participants showed "significantly greater motivation and enthusiasm for school" than classmates who were not in LA's BEST. Students who had been in the program at least two years also showed gains in all five subjects analyzed: math, science,

social studies, reading and composition.

LA's BEST children stood out from their peers in other important ways too, the study found: They regarded teachers and other grown-ups as more helpful, reported knowing more people who had attended college, showed more interest in trying new activities and expected to complete more grades in school.

Not surprisingly, the program has attracted attention from policymakers and others looking for ways to break the cycle of poverty and failure. Programs patterned on LA's BEST have sprung up in Sacramento, San Jose and San Diego, and local directors have received inquiries from more than 200 other cities seeking advice on creating similar after-school projects. Last year the Carnegie Task Force on Learning in the Primary Grades cited LA's BEST as one of five after-school programs in the country that best foster children's learning and social development.

Currently on Gov. Pete Wilson's desk is legislation (AB 326) that would provide \$3.5 million statewide for after-school programs modeled on LA's BEST. If the governor signs the bill, the city will apply for some of the funds, Sanger said. Additionally, Sen. Barbara Boxer (D-Calif.), citing LA's BEST as her model, has introduced federal legislation calling for \$50 million to start as many as 500 after-school programs nationwide.

The irony of having to battle for the life of a program that has so extended its reach is not lost on Sanger.

"It's not often that we come up with a formula that works," she said of all the efforts over the years to solve some of society's most pressing problems. "Now we have it. We have found a way to lift children beyond their environments, to make a difference in their lives, and we can't find a way to support it."

Most philanthropists prefer to pay for experimental programs but are reluctant to fund ongoing, nuts-and-bolts needs such as salaries, administration, monitoring and independent evaluation, she said.

Until now, the CRA has picked up the tab for most of those costs. But the agency's recent loss in a protracted court battle to lift a spending cap, along with changes in state redevelopment law, have dried up the money for LA's BEST and several other social service programs that the agency has been underwriting.

Riordan, who has long leveraged his personal wealth and civic clout to try to improve the schools, pronounced LA's BEST "the best program of its kind" in the nation.

He has directed three department heads to find room in their budgets for the program and said he will ask the City Council to help



LUIS SINCO / Los Angeles Times

Priscilla LeFevre plays tennis, one of many activities offered by LA's BEST at Wilmington school.

fund it when he writes his budget proposal this spring.

"It will be a challenge," Riordan said, acknowledging that budget writers must first discover ways to close a projected deficit of at least \$57 million in the overall spending package.

"But I like challenges. This is something I'd like to see on every campus. All our kids can benefit from it. So we need to expand, let alone make up the shortfall" from the loss of the CRA money, Riordan said.

LOCAL / CALIFORNIA



LUIS SINCO / Los Angeles Times

CRISIS LOOMS—Third-grader does homework at one of 24 Los Angeles district schools in the acclaimed BEST program, which is facing a crisis. **B4**

LOS ANGELES TIMES EDITORIALS



Keeping Kids Safe After School

State proposal could be a boon to the working poor

When school lets out, many children remain unsupervised until their parents get home from work. This puts younger students in particular in harm's way. They need a safe place to play or do homework, preferably right on campus.

A bill before the California Legislature would fund several before-school and after-school programs for poor children whose parents either work or attend job training as they make the transition from welfare to work. The funding targets the working poor and other families that qualify on the basis of low income for free school lunches. AB 326, sponsored by Assemblywoman Deborah Ortiz (D-Sacramento), merits approval because good after-school programs can provide a safe haven, boost reading, math and computer skills and reduce vandalism

between 3 p.m. and 6 p.m., the peak hours for juvenile crime.

This measure would allocate \$3.5 million to fund from six to eight programs, which would serve up to 2,000 elementary school children. School districts and existing after-school programs would compete for the funds.

The new programs would be modeled on LA's BEST, a successful after-school program that serves 5,000 children between the ages of 5 and 12 at 24 elementary school campuses in Los Angeles. Started by then-Mayor Tom Bradley 10 years ago this month and supported by Mayor Richard Riordan, LA's BEST works well. With this good model in place, new after-school programs funded by Sacramento could keep many more children off the street.

LEARNING

Kids Queue Up for 'LA's BEST'

Popular after-school program keeps students in class, out of trouble, and having fun

By David Holmstrom
Staff writer of The Christian Science Monitor

LOS ANGELES

FOR eight-year-old Samuel Lafa, it's a waiting game. Standing to one side on the playground at Logan Street School, with a basketball under his arm, he finds the after-school program known as LA's BEST is just out of reach to him.

"Samuel has been on the waiting list for a few months," says Martha Flores, LA's BEST site coordinator at the Los Angeles school, "but we can only take 238 children in the program here, and we've got 70 on the waiting list."

Former Los Angeles Mayor Tom Bradley must be both frowning and smiling. In 1988 he wanted 100,000 idle LA schoolchildren from ages 5 to 12 to be involved in activities after school, not hanging around or becoming gangster wannabes.

Nine years later, his innovative LA's BEST (Better Educated Students for Tomorrow) program has bloomed into a national after-school model for low-income, high-crime neighborhoods. About 34,500 children have gone through the program.

It's the kind of activity that President Clinton wants to see at more schools around the nation. The Carnegie Corporation praises it. UCLA's Center for the Study of Evaluation says the program makes children like school, improves their grades, decreases school crime, and eases parents' worries about the lure of gangs and drugs.

More than 180 other cities have expressed interest in the program. San Diego and Sacramento are close to launching their own versions.

But burgeoning success has an unexpected flip side: waiting lists at 10 of the 24 elementary schools that have adopted LA's BEST. "It's a cool program," says Samuel, who has friends in the program. "It has a lot of sports and trips, and you can meet people from different cultures."

LA's BEST community board of directors is split over the issue of growth. Grow too big, say some members, and the quality will diminish. Others want expansion to meet the needs of children and end the waiting lists. "I'm inclined to think we can control the quality if we get the right people," says Carla Sanger, president and CEO of the program.

A 'cool' program

What has kept LA's BEST "cool," from a child's perspective, is a host of activities that continually engage children, along with a daily routine, and trained leadership and volunteers at each school site.

"These kids vote with their feet," Ms. Sanger says. "If they didn't like what was going on, they wouldn't be here. One parent told me that before this program, her child had a chip on his shoulder, and now he doesn't have a chip. We are in the business of knocking off those chips."

LA's BEST board of directors and staff, using a combination of public and private funds, provide each school with a generous budget averaging about \$125,000 a year. A site coordinator and the school principal hire on-site staff, design a program with

input from LA's BEST program director, and encourage parental involvement.

Every afternoon, each child does homework for an hour (with tutoring if needed) and has a snack. After that, depending on the school, activities include dance, sports, arts and crafts, music, computer instruction, math and science projects, and reading. Hundreds of volunteers help out.

Weekend activities have included trips to Disneyland, ballet performances, base-

school," she says. "When some of the kids first start, they say they just want to go to Grandma's after school. But I force them to come, and now they like it so much they tell their parents to pick them up really late."

Behind the success of LA's BEST is an activist community board. Primary funding came from the city's Community Redevelopment Agency (CRA) with other support from corporate donors and the Los Ange-

PHOTOS BY GUY ALUSH



LA'S BEST IN ACTION: Fourth-grader Francis Torseon (above) and other drill-team members work on their routines. CEO Carla Sanger (right) speaks with fourth-grader Alfredo Aleman.

ball games, the California Museum of Science and Technology, and participation in the half-time show at the Super Bowl in 1993.

As much as everybody likes to hear about the cognitive realm, such as science and math clubs," says Sanger, "we spend a lot of time in performing and visual arts, because our regular staff see children so differently after school, and their talents are expressed in so many areas."

More than a dozen events in the program bring children together from all over the city, mixing youths from various gang territories. But these events have yet to lead to any trouble. "We could have maybe 40 gangs represented through families, brothers, cousins at an event," Sanger says. "They check each other out, but they leave all the gang stuff at the door."

New perspectives

The UCLA study concluded that many children learn new perspectives as a result of the program. Children "showed more interest in wanting to perform activities new to them (make a movie, write or act in a play, compete in a variety of sports) rather than watch someone else's participation in these activities," the study says.

Ms. Flores became involved in the program at Logan school as a volunteer and eventually became the site coordinator.

"I started with the program in the beginning because my daughter was at



les Unified School District. "Up to now we have been about 75 percent government-funded," says Sanger.

CRA funding is scheduled to end after 1998. Scenarios to keep LA's BEST running include providing staff consulting to other cities for fees, obtaining major support from the city council, and a possible renewal of CRA funds.

LA Mayor Richard Riordan enthusiastically supports the program. "We've squandered our educational resources so badly," he says, "that if you could ever get control of the school budgets and get the money down to the schools, [they] would have enough money to extend the school day for these types of programs."

Southern California

Voices

A FORUM FOR COMMUNITY ISSUES

Making a Difference

One Partnership's Approach: Innovative Funding for After-School Care



JONATHAN ALCORN/For The Times

L.A.'s Best program counselor Sophia Zuniga helps Jennifer Winfrey and Stephanie Montana with homework assignments at Canoga Park Elementary School.

When the school day ends, at least 100,000 children who attend kindergarten through the sixth grade in the Los Angeles Unified School District fend for themselves until their working parents get home. LA's Best, an after-school program established in 1988, offers 3,800 of these children a supervised place to go at 19 elementary schools in areas identified by the district as most vulnerable to drug, gang and crime activity. At no cost to parents, the program keeps children at school, out of trouble and engaged in educational, enrichment and recreational activities until 6 p.m. whenever school is in session. A partnership between the City of Los Angeles, the district, the city's Community Redevelopment Agency and corporations funds the program at a cost of \$110,000 per school or about \$532 per child each year. So far, the program has been copied by San Jose, which introduced its plan in 1991.

THE PURPOSE

HUGH JONES

Senior vice president and regional manager, Kaiser Permanente, Southern California region, corporate sponsor of LA's Best.

Helping these kids today is a moral investment; contributing to their future success as productive, responsible adults is a sound business investment.

OUTSIDE ASSESSMENT

ERNESTINE TRUJILLO

Supervisor, Child Development Program, San Francisco Unified School District

There's a terrific need for after-school programs with so many parents working. If money is drying up in the educational realm and the need is increasing then we have to ask who else might be interested in funding these programs.

With the LA's Best program, all these entities [the city, school district, city redevelopment agency, and private corporations] got together to provide something of value to children. That's the nitty-gritty: They put together the partnership.

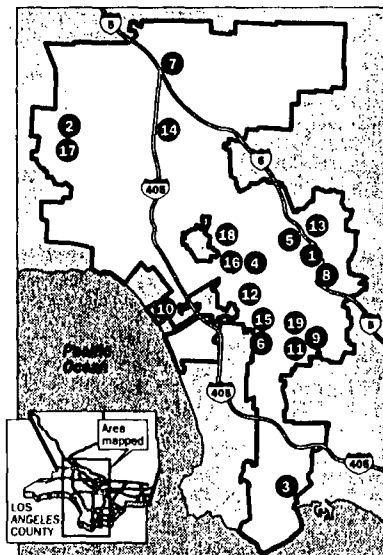
RESOURCES AND ACTIVITIES

Each site can accommodate 200 students. Each receives a nutritional snack and beverage daily. Students are divided by age into small groups and spend their time playing and studying, moving from activity to activity about once each half-hour.

Regular activities include:

- Homework assistance and tutoring in reading, math, science and social studies
- Math and science club meetings in conjunction with the Children's Television Workshop shows "Square One Television" and "3-2-1 Contact"
- Recreational games and sports

Los Angeles Unified School District



PROGRAM SITES

1988

1. Ann Street
2. Canoga Park
3. Hawaiian Avenue
4. Hobart Boulevard
5. Logan Street
6. Manchester Avenue
7. Sylmar
8. Utah Street
9. Weigand Avenue
10. Westminster

Added in 1989:

11. Grape Street
12. Hillcrest Drive
13. Hillside
14. Langdon Avenue
15. 68th Street

Added in 1990:

16. Alta Loma
17. Hart Street
18. Selma Avenue
19. South Park

- Arts, crafts, and performance projects
- Monthly field trips to museums, theatrical performances, concerts and sporting events

Staffing for each school:

- Site coordinator
- Library specialist
- Homework lab assistant
- Program supervisor
- Playground worker
- Five paid high school student workers
- 1 to 10 small-group leaders

- 40% of high school aides say they are considering teaching, child- or community-related careers after participating in LA's Best.
- 25% of parents report spending more time talking and having fun with their children.

Source: UCLA Center for the Study of Evaluation

RESULTS

- 83% of children in the program report liking school more.
- 80% of parents with children in the program report feeling less stress in the evening and fewer conflicts about homework.
- 50% of parents report increased attentiveness at work and reduced money worries.

BOTTOM LINE

Cost of direct service to children. **\$1,837,254**

Cost of program administration **182,499**

Total expenditures **\$2,019,753**

Source: LA's Best 1991-92 Annual Report

TO GET INVOLVED

For information about LA's Best volunteer and support opportunities call (213) 485-8696.

EDUCATION

It's more than child care

Venice program kicks in when school lets out

By Tom Jennings
STAFF WRITER

Before this school year, Corinna Hughes, a fifth-grader at Westminster Elementary School in Venice, went home to an empty house after school and watched television or played Nintendo games until her parents came home.

Now after school she dances, works with yarn in a crafts class, plays music on an electric keyboard, and still has time to hit a softball with her friends. And she doesn't leave the school grounds. Her parents pick her up at 6 p.m.

"We do lots of things," said Corinna. "I like being with all the other kids."

The after-school program at Westminster is designed to keep children at school, off the streets and out of trouble, while giving them opportunities to participate in such activities as photography, fencing, dancing, art and drama.

Not to be confused with school-based child care, after-school enrichment programs more often cater to so-called "latchkey kids," those who are older and would go to an empty house if the program were not available.

More than 150 kindergarten through sixth-grade students participate in the Westminster program, which has been in operation for three years and gets larger every year. The program can handle up to 200 students.

"This program was designed for working parents with children who didn't have anything to do after school," said program coordinator and teacher John Garner. "This isn't baby-sitting. This gives children a chance to experience culture and learning while improving themselves."

Funded by school

The program at Westminster, which is free to parents both from the school and from the community, is partially funded by the Los Angeles Unified School District and the Los Angeles Community Redevelopment Office. It is called L.A. BEST — Best Educated Students for Tomorrow. It is the only BEST program on the Westside. Teachers who work for the program are compensated.

Garner, along with more than a dozen volunteers, teachers and staff, put together a series of events to keep children busy from 2:30 p.m. when school gets out, until the last child is picked up at 6 p.m.

Students are divided by age into groups of about 10, and move from activity to activity, spending about a half-hour doing each. Sessions include play and study time. They also have attended plays, gone to museums and the zoo, and have had music lessons from members of the Los Angeles Philharmonic Orchestra.

VENICE/B3



RICHARD HARTOG/STAFF PHOTOGRAPHER

Sixth-grader Jackie Galindo learns crocheting from Boromporn Lertpaichaiyong during an after-school arts and crafts class at Westminster Elementary School in Venice.

This isn't baby-sitting. This gives children a chance to experience culture and learning while improving themselves.

— John Garner
Program coordinator

Something new to do

Westminster kindergarten teacher Tim Beach, who gives percussion lessons in the after-school program, said the key to success is giving children something different than they have experienced.

"We introduce them to things they've never had a chance to do before," Beach said. "We keep them busy. They get excited about doing all these new things. And, they get school work done as well."

Yolanda Guzman has three

children in the program. She said if BEST didn't exist, she would have to get a babysitter to take care of her children after school.

"This is better than having someone watching them at home," Guzman said. "There are so many things to do here, like music and crafts, and time to do homework. It means a lot to me knowing the children are here."

Venice

FROM PAGE B1

Last week, Jackie Galindo and Pauline Cazares, best friends who are in the sixth grade, twisted their way through a ball of yarn, trying to make a covering for a hanger.

"You come here right after the bell rings and you do fun stuff," said Cazares.

ENRICHMENT PROGRAM

- **Where:** Westminster Elementary School, Venice
- **Students:** 150
- **Cost:** Free
- **Eligible:** Kindergarten through sixth-grade students
- **Activities:** Dancing, music, fencing, arts and crafts, creative writing, drama and field trips



Los Angeles Times

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Long-Term Investment

Los Angeles Mayor Tom Bradley's plan for a city program to provide after-school care for thousands of children is a bold and exciting one that would meet needs of both the present and the future. He deserves support at every step.

There is a direct link between the caliber of help that a big city can offer to its youngest citizens and their degree of success as adults. Education is not ordinarily the city's business, but the high costs of failure for the young and the limited finances of the school district make Bradley's proposal most attractive.

More than 300,000 children attend kindergarten through the sixth grade in the Los Angeles district. When school bells signal the end of classroom day, more than 100,000 of them must fend for themselves until working parents get home. There are simply not enough established day-care centers to handle all of them.

Under the plan that Bradley outlined Monday, children could play games, do homework, be tutored in their shakier subjects, paint or spend time productively in other ways until 6 p.m. In addition to providing child care, the programs could help provide an atmosphere that would discourage later gang membership, drug use and dropping out.

The mayor has a plan to pay for the program, which no California city or school district could ordinarily afford to pay for under the strictures of Proposition 13. He wants to use some of the funds generated by higher property taxes under Community Redevelopment Agency programs. There now is a total limit of \$750 million on CRA spending.

Bradley wants it raised to \$5 billion. In January he recommended raising the ceiling to finance moderate-priced housing and to pay for services for homeless men, women and families throughout the city. That spending would consume about half of the new money that a higher limit would make available. The child-care programs, at about \$100,000 per school, would take about \$40 million of the remainder per year.

To raise the ceiling, Bradley needs help from Councilman Ernani Bernardi, who originated the current limit. The mayor also needs support from the board of supervisors and court approval. The process, although complicated, offers the city the best hope for substantial new and unfettered revenue.

Raising the cap may also necessitate a change in the state law that requires that higher property taxes generated by redevelopment be spent on projects that further reduce blight in the redevelopment area. The mayor argues persuasively, however, that downtown was rebuilt "not just to create a skyline, but to lay a foundation for prosperity for the whole city."

Even without an increase in the ceiling, 10 after-school programs could begin as early as September. The mayor plans to seek \$2 million from the CRA for pilot projects in schools where the need is greatest.

Mayor Bradley's ambitious after-school program, which would be the nation's largest city-school partnership, could help protect thousands of children. The financing is unprecedented; but so is the need.



TO REBUILD IS NOT ENOUGH:

FINAL REPORT AND RECOMMENDATIONS OF THE ASSEMBLY SPECIAL COMMITTEE ON THE LOS ANGELES CRISIS

Support the Expansion of LA's BEST After-School Program

September 28, 1992

Founded in 1988, LA's BEST (Better Educated Students for Tomorrow) after-school enrichment program offers almost 4,000 elementary school children ages 5-12 supervised after-school activities from 2:30 to 6:00 at 19 elementary schools located in high-risk inner-city neighborhoods.

Financed primarily by the Community Redevelopment Agency, the program places a multidisciplinary team at each site and provides a range of activities from tutoring to sports clinics to field trips. Independent evaluations of the BEST program have reported positive effects on both the student participants and their parents.

In 1990-91, with a total budget of \$2,100,000, the BEST program operated at 19 elementary schools --- an average expenditure of roughly \$100,000 per school. Using the criteria employed by the program for site selection --- academic need, socioeconomic status level of the community, and location in a neighborhood that is vulnerable to gangs, crime and drug activity --- the City and the LAUSD have targeted an additional 50 elementary schools as candidates for the BEST program.

The Committee recognizes that the LAUSD budgetary crisis threatens the district's ability to provide basic educational programs. For children in the impacted areas, however, the enrichment and the safe haven provided by the BEST program may provide the margin that in a few short years will keep them in school. We urge foundations and corporations interested in contributing to the revitalization of the impacted areas to offer to establish BEST programs at eligible area elementary schools.

Assemblyman Curtis R. Tucker, Jr., Chair

Assemblyman Gerald Felando, Vice-Chair

Assemblywoman Marguerite Archie-Hudson

Assemblyman Dave Elder

Assemblyman Bob Epple

Assemblyman Dick Floyd

Assemblywoman Barbara Friedman

Assemblyman Terry Friedman

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Assemblyman Tom Mays

Assemblywoman Gwen Moore

Assemblyman Willard Murray, Jr.

Assemblyman Patrick Nolan

Assemblyman Richard Polanco

Assemblywoman Lucille Roybal-Allard

Assemblyman Paul Woodruff

Geoffrey Taylor Gibbs and Angela E. Oh, Special Counsel



February 15, 1993

To Whom It May Concern:

The California State Assembly Special Committee on the Los Angeles Crisis, chaired by Assemblyman Curtis R. Tucker, Jr., issued its final report and recommendations in September 1992. The Committee urged all foundations and corporations interested in contributing to the revitalization of the impacted areas to offer to establish LA's BEST (Better Educated Students for Tomorrow) after school enrichment programs at eligible area elementary schools.

The Carnegie Council on Adolescent Development recently cited LA's BEST as an exemplary organization which views its children as resources to be developed rather than as problems to be fixed.

We are very excited about LA's BEST and endorse their efforts to support families, to protect vulnerable young children ages 5-12 after school until 6:00 p.m., and to create opportunities outside of the environments that normally condition these children's lives. LA's BEST provides a potpourri of alternatives to gangs, drugs, and violence with confidence that participants will be more likely to make better life choices.

We support LA's BEST's efforts to raise funds to ensure continued success for this valuable partnership including the City of Los Angeles, the Los Angeles Unified School District and the private sector.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bernard Kinsey", written over a horizontal line.

Bernard Kinsey
Co-Chair

A handwritten signature in cursive script, appearing to read "Barry A. Sanders", written over a horizontal line.

Barry A. Sanders
Co-Chair

MGK:mg

A handwritten signature in cursive script, appearing to read "Tony Salazar", written over a horizontal line.

Tony Salazar
Co-Chair

A handwritten signature in cursive script, appearing to read "Peter V. Ueberroth", written over a horizontal line.

Peter V. Ueberroth
Co-Chair

EXECUTIVE SUMMARY

Longitudinal Study of LA's *BEST* After School Education and Enrichment Program, 1992-94

**Pauline E. Brooks
Cynthia M. Mojica
Robert E. Land**

**Center for the Study of Evaluation, UCLA
Spring 1995**

Introduction

What Is LA's *BEST*?

In the fall of 1988, the Mayor of Los Angeles, the Superintendent of the Los Angeles Unified School District (LAUSD), and an Education Council of leaders from business, labor, government, education, and the community implemented LA's *BEST*, an After School Education and Enrichment Program. This program was established to combat obstacles to educational achievement by offering an alternative support system. The intent: "to provide K-6 students with a comprehensive, supervised afterschool program including academic tutoring, instruction, enrichment, recreation activities, nutrition, personal skills, and self-esteem development."

Administratively, LA's *BEST* is a public/private partnership between LAUSD and local government. All decisions regarding program site selection and annual allocation of funds are subject to the approval of the Mayor, the Los Angeles City Council and the Los Angeles Unified School District Board of Education. Policy development and oversight of LA's *BEST* rests with the LA's *BEST* Board of Directors.

At the time of this study (1992-1994), there were 19 LA's *BEST* sites operating from the end of the school day until 6:00 p.m., Monday through Friday, at no cost to parents.¹ Sites were selected based on low test scores, lower socioeconomic status of the community, and high gang/crime rates within the neighborhood. The 19 schools that offered the LA's *BEST* program had

¹ By fall 1994, two additional sites had been added.

transiency rates well above the districtwide elementary school transiency rate of 48% for 1991-92: Four of these schools were at or above 70% transiency in 1991-92. Districtwide in 1992, 87.3% of the student population were children of color from diverse cultural, linguistic, and socioeconomic status backgrounds; the 19 LA's *BEST* schools and programs reflected this rich diversity.

About This Longitudinal Study

The Center for the Study of Evaluation (CSE) at the University of California, Los Angeles (UCLA) has conducted several evaluations of the LA's *BEST* program. In early 1993, CSE received funds from the John Randolph Haynes and Dora Haynes Foundation to evaluate LA's *BEST*'s long-term, or "longitudinal" effects on the children and families who participated.

It must be noted that, in Los Angeles, the period covered by this study was marked by civil unrest, rising unemployment, rising anti-immigrant sentiments, school-district labor disputes, changes in district grading and standardized testing procedures, and natural disasters. It is likely that the participants in this program, who are normally confronted with substantial challenges, faced even more impediments to academic progress.

Similarly, these events exacerbated the difficulties of what would have been difficult data gathering in normal times. Consequently, this Final Report is not presented as an ideal longitudinal study. This report does present a careful and thorough description of the attitudes and experiences of student participants and their parents prior to and during the children's transition into middle and junior high school. It also presents participating students' year-to-year academic performance data based on the best available information.

Finally, this report presents a parallel set of data for nonparticipating students and their parents. Because this "comparison group" differed from the participant group on many important characteristics, these data permit only tentative conclusions about the impact of the afterschool program on its participants compared with nonparticipants.

This Final Report looks at the impact of the LA's *BEST* program on children who have participated in the program for at least two years. The study compares grades of program and non-program children for school years 1988-89 through 1993-94.

Participants in the Study

Participants were recruited from the 10 longest-operating LA's *BEST* sites. Program children were those LA's *BEST* students in 5th, 6th, and 7th grades who had participated in the program for two or more years. Non-program children were drawn from the same schools and many of the same classrooms as program children, but had anywhere from zero to three months total exposure to the LA's *BEST* program between 1988 and 1992. Participating parents were the parents (one parent from each household) of the program and non-program children.

In Year 1 of the study (school year 1992-93):

- 146 (80 program and 66 non-program) children completed interviews at the school site;
- 100 (58 program and 42 non-program) parents completed interviews by phone;
- grades were collected for school years 1988-1992 from the cumulative files of 134 children.

In Year 2, researchers found and interviewed 123 children and 85 parents who had been interviewed in Year 1. Sixty percent of both the program and non-program children were female; 65% of the program children and 82% of non-program children had a language other than English as a first language in the home.

Results

Findings: The Cumulative File Data

Our study compared cumulative file data of program and non-program children for the academic years 1988-89 through 1992-93, using students' yearly grade point averages and other indicators. We used two methods to make comparisons. The first method compared grades of the entire sample of program and non-program children. This comparison showed that the children who would later comprise the program group started out behind those who would later comprise the control or non-program group. In 1989-90, for example, future program children's GPAs were significantly behind those of future non-program children. However by 1992-93, program children, after at least two

years of participation in LA's *BEST*, had "caught up" with the non-program children, achieving about the same GPAs in nearly all subjects.

A second method of comparison involving a smaller subsample of program and non-program children selected to eliminate initial differences yielded similar, but more positive results. Program children not only caught up, but had higher GPAs in 1993 than non-program children in math, science, social studies, reading and composition (the five subjects we included in this level of analysis).

What were specific program effects on children's grades? Viewed separately, results of these two methods of analysis reveal few statistically significant effects of the program on participants' grades. Viewed together, however, these analyses strongly suggest that LA's *BEST* had a strong, positive impact on participants' academic performance.

Findings: Children's and Parent Interviews

Children's interviews. Program and non-program children described similar levels of exposure to smoking, alcohol, other drugs, and gangs, and expressed a pervasive feeling that their neighborhoods were not safe places. Both groups of children felt that the grown-ups during their afterschool hours cared about them, expected them to do well, and were easy to talk to. Program and non-program children alike reported that they relied on school friends first, parents and siblings second, other family members third, and outsiders last when they needed help with a problem.

Several statistically significant differences emerged in response to the Children's Questionnaire. Program children compared to non-program children: felt that the grown-ups in their afterschool hours were more helpful; expanded their circle of social resources when they needed "help with a problem" to include both teachers and student aides; felt safer in their afterschool hours even up to one year after they had moved into middle and junior high school. By the second year of the study (1993-94), program children reported knowing more people who attended college; reported liking school more in 1993-94 than in 1992-93 (after longer participation in LA's *BEST*); expected to complete more grades in school than did non-program children; and showed more interest in wanting to perform activities new to them (e.g., make a movie, act in a play, write a play, and play a variety of sports) rather than to watch someone else's production of these activities.

In response to open-ended questions about the program, program children often described a wide range of activities (e.g., dance classes and learning to play musical instruments; tennis, swimming and other sports, computers, making videos, etc.) and spoke of fun, their social relationships, new experiences and field trips. They also talked about receiving concrete help with understanding and completing their homework (especially mentioned were math, spelling, and reading).

Parent interviews. Program and non-program parents' responses in interviews were in many ways similar. Broadly, program parents felt that the afterschool program was a safe environment in relatively unsafe surroundings, provided good supervision, and that it encouraged children to try harder in school and to learn new things.

Discussion and Conclusions

Although some of the results are inconclusive, the preponderance of evidence points to positive effects of the LA's *BEST* afterschool program on its participants. Further, while academic achievement results must be interpreted with caution, even the most conservative analyses of these data show that students participating in LA's *BEST* either hold their own or close the gap with non-program students. Survey results show that program children have significantly greater motivation and enthusiasm for school than non-program children. Interview results reinforce these findings. Such effects can result in significant later dividends. The positive student attitudes associated with the program and program students' greater trust of adults in their school environment, for example, may well help create students who later in their adolescence find it easier to apply themselves academically, finish high school, and pursue higher education.

The Limits of Grade Comparisons

It is well to remember that our study faced numerous constraints that limited interpretation of grade comparison findings, our only measure of academic achievement. Chief among these constraints was the small, non-random sample which comprised our program and comparison groups. The need for and the difficulty in securing parent permissions for students to participate in the study raises more concerns about the representativeness of these groups.

In addition, the difficulty in acquiring parental permissions required that we expand our search for study subjects over a larger number of programmatically variable LA's *BEST* sites. Our samples' uneven distribution by ethnicity, a factor we know to be related to performance, further compromises the strength of our analysis. Finally, grades at best are an imperfect measure of academic achievement, subject to variation in the grading practices of individual teachers and not fully indicative of the learning that occurs through the broad enrichment dimensions of this program.

Critical Program Functions

What are the implications of these findings for educators and planners? In its present form, this program serves to keep these afterschool children in the "schooling game." Might the program also be preventing these children from going down or being lost? Can we speculate where these kids would be if they were not in the program? This prevention function needs further exploration, addressing school-related behavior such as interest, motivation, persistence in school, and the expansion of learning.

LA's *BEST* seems to have had a quantifiable positive impact on student grades. Program planners may want to increase this positive impact by placing more emphasis on the homework period, with greater focus on reading, studying, and individualized assistance. One important mechanism that holds this program together is academic support. Our study sample included LA's *BEST* sites with diverse program activities and variable support for homework. Participants in earlier evaluations have pointed out specific homework-related needs. Program parents in this study and in other evaluations have commonly asked for even more quality homework time; and program children clearly have indicated that they rely heavily on the program's homework period for help with school work.

What else needs to be considered? The absolute value of a supportive environment consists not only of grades but also of support and motivation. The afterschool program clearly provides a variety of positive supports that would otherwise be unavailable for many program families. The program offers a stimulating, safe environment that is a strong alternative to some of the negative influences and bare environments which surround many of these children. Children are expanding their social supports to include teachers and school aides among their social resources for problem solving and are broadening

their interests in hands-on learning of new activities. The enrichment part of LA's *BEST* comes through strongly in children's comments about what they are getting from the program: exposure to/training in computers, art, music, drill team, science fair, swimming, camping, videomaking, field trips, etc., in addition to the basic enrichment program. Parents and children are pleased with and enthusiastic about the program.

The findings raise new questions. If we were to follow these children or a similar cohort, what is their pattern of academic performance as they move through middle school as well as junior and senior high school? (Is there any broadening of the subjects these children choose in school? Any enrichment or honors classes?) Does the program serve to bring up the grades of children with the lowest grades, help children maintain the grades that they start out with, or help certain children move up in grade standing? While prediction of academic achievement and/or success remains an inexact science, we still must ask what other learning dynamics are happening here, expanding the scope of the investigation to include more elements of the student's learning system. For example, in these schools during the regular school day, what are the relationships among quality teaching, quality homework time spent in the afterschool program, and children's grades and standardized test scores? In an even larger picture, for a broad program as this which serves such a richly diverse student population, what range of behavioral, social, academic and enrichment outcomes should we aim to achieve?

CHAPTER IV

DISCUSSION AND CONCLUSIONS

While the data collection and sampling problems necessitate informal interpretations of these data, the preponderance of evidence points toward positive outcomes for children who participated in LA's *BEST* for at least two years. Even the most conservative analysis of these data shows that students from LA's *BEST* either hold their own or close the gap between themselves and other students. The overall trend for students participating in LA's *BEST* is for improved grades in every subject. All indications point towards encouraging improvements in the academic performance of program children.

The absolute value of a supportive environment cannot be measured only by short-term improvement in grades. Nonetheless, improvement in school achievement is the most immediate and gratifying of results, for parents, students, and educators alike. Participants in earlier evaluations have pointed out specific homework-related needs. Program parents in this study and in other evaluations have commonly asked for even more quality help with homework. The program thus may consider strengthening or re-focusing its homework component.

The data on student attitudes do not have the same degree of inconsistency that the grade data do, and these more reliable data indicate that LA's *BEST* has a profound positive impact on the attitude that participants have towards school and towards themselves. Interview results reinforce these survey data. Students who have participated in LA's *BEST* have higher expectations of themselves and have greater motivation and enthusiasm for school. Such effects can result in significant later dividends.

LA's *BEST* is designed largely as a prevention program. The children that we studied are now in the crucial middle school years, a time that often determines whether a child will join a gang, experiment with drugs, and continue in school. The success of the LA's *BEST* program will depend on its effect on these children as they proceed through secondary school. The positive student attitudes associated with the program and program students' greater trust of adults in their school environment, for example, may well help develop students who later in their adolescence find it easier to apply themselves academically, finish high school, and pursue higher education.

8/14/97

LOS ANGELES UNIFIED SCHOOL DISTRICT
-LA's BEST
SITE - ROSTER 1997-98

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
ALTA LOMA - 2082 (T-3) K-5 Cluster 11 (B) 1745 Vineyard Avenue Los Angeles, CA 90019 (Mid City) (213) 939-2113 (213) 965-9233 FAX Directions: Intersection of Washington Blvd. and Crenshaw Blvd. West on Washington Blvd. to Vineyard Avenue. Right three blocks.	Marie Kendricks Patricia Gonzalez - OM	Pamela Collins (213) 936-8361 3:00 - 6:00 p.m.	Barbara Boudreaux 1	Nate Holden 10
ANN STREET - 2137 (T-1) K-6 Cluster # 13 (B) 126 East Bloom Street Los Angeles, CA 90012 (Lincoln Heights) (213) 221-3194 (213) 225-6079 FAX Directions: Intersection of Macy Street and Alameda Street. North on Alameda Street one block to North Main Street. Right 1/2 mile.	Martha Figueroa Elvira Nuno - OM	Ana Turcios 2:30 - 6:00 p.m.	Victoria Castro 2	Richard Alatorre 14

LEGEND

T-1 = Traditional
T-3 = Multi Track - A, B, C
T-4 = Multi Track - A, B, C, D

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
CANOGA PARK - 2753 (T-4) K-5 Cluster # 5 (D) 7438 Topanga Canyon Blvd Canoga Park, CA 91303 (818) 340-3591 (818) 592-0845 FAX Directions: Intersection of Topanga Canyon Blvd. and Sherman Way. North on Topanga Canyon Blvd. Two blocks.	Cynthia Carter Sara Applebaum - AP Louise Silverman - OM	Coco Mendoza 2:30 - 6:00 p.m.	Valerie Fields 4	Laura Chick 3
ESPERANZA - 2383 (T-3) K-5 Cluster # 12 (B) 680 Little Street Los Angeles, CA 90017 (213) 484-0326 (213) 484-1137 FAX Directions: Intersection of Alvarado and Wilshire Blvd; east on Wilshire Blvd; right on Little Street.	Rowena Theresa Lagrosa Espie Meddellin - OM	Raquel Busani 2:30 - 6:00 p.m.	Victoria Castro 2	Mike Hernandez 1
FORTY-NINTH - 3932 (T-3) K-5 Cluster # 17 (C) 750 East 49th Street Los Angeles, CA 90011 (213) 234-9045 (213) 234-3824 FAX Directions: Intersection of Vernon Ave. and Avalon Blvd; south on Avalon Blvd five blocks to 49th St; left (east) 3/4 block.	Lemuel Chavis Yuri Hayashi - AP Georgina Munoz - AP Bobbie Mc Cray - OM	Delorace Daniels Gilbert Covarrubias 2:30 - 6:00 p.m.	Barbara Boudreaux 1	Rita Walters 9

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
GRAPE STREET - 4274 (T-1) K-5 Cluster # 24 (A) 1940 East 111th Street Los Angeles, CA 90059 (Watts) (213) 564-5941 (213) 564-7168 FAX Directions: Intersection of Imperial Highway and Wilmington Avenue. North on Wilmington Avenue. Five blocks to 111th Street. Right 1/2 block.	Jeri Dunnigan Robert Fenton - AP Karen Howard - OM	Myra Mayberry (213) 566-8491 2:30 - 6:00 p.m.	George Kiriya 7	Rudy Svorinich 15
HART STREET - 4455 (T-3) K-5 Cluster # 5 (D) 21040 Hart Street Canoga Park, CA 91303 (818) 340-6222 (818) 340-8149 FAX Directions: Intersection of Vanowen Street and De Soto Avenue. North on De Soto Avenue two blocks to Hart St. Left one block.	Jaqueline Harris Nancy Mason - AP Sylvia Estrada - OM	Rosa Mendoza (818) 888-6570 2:13 - 6:00 p.m.	Valerie Fields 4	Laura Chick 3
HAWAIIAN AVENUE - 4466 (T-4) K-5 Cluster # 27 (A) 540 Hawaiian Avenue Wilmington, CA 90744 (310) 830-1151 (310) 835-0028 FAX Directions: Intersection of Harbor Freeway and Anaheim Street. East on Anaheim Street two blocks to Hawaiian Avenue. Right (south) three blocks.	Zan Colazas Dale Winters - AP Rosa Zavala - OM	Marie Cazares (310) 518-1446 2:45 - 6:00 p.m.	George Kiriya 7	Rudy Svorinich 15

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
HILLCREST DRIVE - 4528 (T-3) K-5 Cluster # 15 (C) 4041 Hillcrest Drive Los Angeles, CA 90008 (Crenshaw) (213) 296-6867 (213) 292-9180 FAX Directions: Intersection of Crenshaw Blvd. and Martin Luther King Blvd. West on Martin King Blvd. 3/4 mile to Hillcrest Drive. Left two blocks.	Carole Gentry Joyce Cox - AP Clinea Turner - OM	Carol Conner (213) 298-0801 3:00 - 6:00 p.m.	Barbara Boudreaux 1	Mark Ridley-Thomas 8
HILLSIDE - 4534 (T-3) K-5 Cluster # 13 (B) 120 East Avenue 35 Los Angeles, CA 90031 (Lincoln Heights) (213) 222-2665 (213) 222-6033 FAX Directions: Intersection of Griffin Avenue and North Broadway. North on Griffin Avenue 3/4 mile.	Dr. Miriam Rumjahn Joan Jefferson - OM	Maria Lopez (213) 222-5003 2:38 - 6:00 p.m.	David Tokofsky 5	Mike Hernandez 1
HOBART BOULEVARD - 4548 (T-3) K-6 Cluster # 12 (B) 980 South Hobart Blvd. Los Angeles, CA 90006 (Koreatown) (213) 386-8661 (213) 382-2859 FAX Directions: Intersection of Olympic Blvd. and Western Avenue. East on Olympic Blvd. three blocks.	James Messrah Mercedes Santoyo - AP Esther Kim - AP Mark Paz - AP Leticia Sakai - OM	Brian Fictum (909) 289-0743 3:00 - 6:00 p.m.	Jeff Horton 3	Nate Holden 10

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
LANGDON AVENUE - 4775 (T-3) K-5 Cluster # 2 (D) 8817 Langdon Avenue Sepulveda, CA 91343 (818) 892-0778 (818) 830-7532 FAX Directions: Intersection of Nordhoff Street and San Diego Freeway. East on Nordhoff Street two short blocks to Langdon Avenue. Right 1 1/2 blocks.	Daniel Balderrama Phil Genino - AP Donna Dehart - OM	Guillermina Pulido (818) 892-1933 2:30 - 6:00 p.m.	Julie Korenstein 6	Richard Alarcon 7
LOGAN STREET - 4904 (T-4) K-5 Cluster # 12 (B) 1711 West Montana Street Los Angeles, CA 90026 (Echo Park) (213) 413-6353 (213) 413-1261 FAX Directions: Intersection of Alvarado St. and Sunset Blvd. East on Sunset Blvd. three blocks to Lemoyne Ave. Left one block.	May Arakaki Luis Valentino - AP Lourdes Echavarria- OM	Martha Flores (213) 413-7134 2:15 - 6:00 p.m.	Jeff Horton 3	John Ferraro 4
MANCHESTER AVENUE - 5096 (T-3) K-5 Cluster # 20 (C) 661 West 87th Street Los Angeles, CA 90044 (South Los Angeles) (213) 778-3472 (213) 751-5321 FAX Directions: Intersection of Figueroa Street and Manchester Avenue. West on Manchester Avenue two blocks.	John Gamboa Phyllis Bradford - AP Monica Friedman - AP Valerie Milliner - OM	Jose (Ed) Gonzalez (213) 752-0368 2:45 - 6:00 p.m.	Barbara Boudreaux 1	Mark Ridley-Thomas 8

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
MENLO ELEMENTARY - 5247 (T-3) K-5 Cluster # 16 (D) 4156 Menlo Ave. Los Angeles, CA 90037 (213) 232-4291 (213) 232-0696 FAX Directions: Intersection of Martin Luther King Jr. Blvd. and Vermont Ave; East on Martin Luther King Jr. Blvd one block to Menlo Ave; right three blocks to 41st Dr.	Arthur William Chandler Carol Fujita - AP Elba Medina - OM	Yolanda Canton Rosie Ceden 2:45 - 6:00 p.m.	Barbara Boudreaux 1	Rita Walters 9
NAPA STREET SCHOOL - 5446 (T-4) K-5 Cluster # 6 (D) 19010 Napa Street Northridge, CA 91324 (818) 885-1441 (818) 993-4824 FAX Directions: Intersection of Roscoe Blvd. and Tampa Blvd. North on Tampa Blvd. three blocks to Napa St. Right (east) on Napa St. 2 1/2 blocks.	Allen Sussman Jack Bagwell - A.P. Margie Walbert - OM	Dee Ann Rivera (818) 717-0538 2:30 - 6:00 p.m.	Valerie Fields 4	Hal Bernson 12
SELMA AVENUE - 6589 (T-1) K-5 Cluster # 11 (C) 6611 Selma Avenue Los Angeles, CA 90028 (Hollywood) (213) 461-9418 (213) 962-9258 FAX Directions: Intersection of Sunset Blvd. and Highland Avenue. North on Highland Avenue one block to Selma Ave. Right four blocks.	Doris Dent Celia Garcia - OM	Deanna Galarza (213) 462-7540 2:30 - 6:00 p.m.	Jeff Horton 3	Jackie Goldberg 13

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
SIERRA PARK - 6753 (T-4) K-5 Cluster # 13 (B) 3170 Budua Ave. Los Angeles, CA 90032 (213) 223-1081 (213) 222-1661 FAX Directions: Intersection of Eastern Ave. and Huntington Dr. South on Eastern Ave. four blocks to Templeton St. Left six blocks to Warwick Ave. Right two blocks to Cronus St. Right one block.	Elaine H. Kinoshita Eugene Hernandez AP Frances Komuro OM	John Hernandez 2:30 - 6:00 p.m.	David Tokofsky 2	Richard Alatorre 1
SIXTY-EIGHTH STREET - 6795 (T-4) K-5 Cluster # 20 (C) 612 West 68th Street Los Angeles, CA 90044 (South Los Angeles) (213) 753-2133 (213) 752-9909 FAX Directions: Intersection of Figueroa St. and Florence Ave. North on Figueroa St. three blocks to 68th St. Left one block.	Josephine Miles Mary Harris - AP Sandra Cebrian - OM	Carlos Barlow Laverne Govan (213) 753-4916 2:30 - 6:00 p.m.	Barbara Boudreaux 1	Rita Walters 9
SOUTH PARK - 6863 (T-3) K-5 Cluster # 20 (C) 8510 Towne Avenue Los Angeles, CA 90003 (South Los Angeles) (213) 753-4591 (213) 753-7256 FAX Directions: Intersection of Avalon Blvd. and Manchester Avenue.	Karen Rose Barbara Sparks - AP Maria Ortiz - OM	James Spray Al Heredia (213) 752-3712 2:43 - 6:00 p.m.	Barbara Boudreaux 1	Mark Ridley-Thomas 8

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
SYLMAR - 7014 (T-3) K-5 Cluster # 4 (D) 13291 Phillipi Avenue Sylmar, CA 91342 (818) 367-1078 (818) 362-4844 FAX Directions: Intersection of Glenoaks Blvd. and Polk Street. Northeast on Polk St. 1/4 mile to Borden Ave. Left one block to Lakeside St. Right one block.	Irene Smerigan Ed Costa - AP Marilyn Pizzi - OM	Agustin Mena Albert Tadeo (818) 367-5830 2:30 - 6:00 p.m.	Julie Korenstein 6	Richard Alarcon 7
UTAH STREET - 7370 (T-1) K-5 Cluster # 18 (B) 255 North Clarence Street Los Angeles, CA 90033 (East Los Angeles) (213) 261-1171 (213) 265-2090 FAX Directions: Intersection of Santa Ana Freeway and San Bernardino Freeway. Southeast on Santa Ana Fwy. to First St. Right (west) two blocks to Clarence St. Right two blocks.	"Dee Dee" Lonon Gordon Nelson - AP Jo White - OM	Maria De La Torre 2:30 - 6:00 p.m.	Victoria Castro 2	Richard Alatorre 14
WEIGAND AVENUE - 7634 (T-3) K-5 Cluster # 24 (A) 10401 Weigand Avenue Los Angeles, CA 90002 (Watts) (213) 567-9606 (213) 564-2916 FAX Directions: Intersection of 103rd St and Alameda St. West on 103rd St two blocks to Gorman Ave. Left one block.	Charles Proctor P. Paul Hernandez Coor. Blanca Torres OM	Maria Jimenez (213) 563-1466 2:30 - 6:00 p.m.	George Kiriyama 7	Rudy Svorinich 15

School	Principal	Coordinator	Board of Education Member/District	City Council Member/District
WESTMINSTER AVENUE - 7699 (T-1) K-5 Cluster # 14 (C) 1010 Abbott Kinney Blvd. Venice, CA 90291 (310) 392-3041 (310) 392-6506 FAX	Betty Coleman Renee Webber - OM	John Garner (310) 452-2520 2:30 - 6:00 p.m.	Valerie Fields 4	Ruth Galanter 6
Directions: Intersection of Venice Blvd. and Lincoln Blvd. West on Venice Blvd 1/2 mile to Abbott Kinney Blvd. Right 1/2 mile.				

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Office of Justice Programs
National Institute of Justice



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Research Preview

Jeremy Travis, Director

August 1997

Youth Afterschool Programs and Law Enforcement

A Summary of a Presentation by Marcia Chaiken, Ph.D.

Comprehensive child development relies on the supports, relationships, and activities available to children at home, at school, and in the community. However, from early adolescence through the mid-teenage years, peer influence competes with that of family, and about 60 percent of a youth's waking hours are spent outside of school. Thus, an opportunity to significantly affect the direction and quality of young lives resides in the community.

Recent findings show that children and teens are most vulnerable either to committing or being a victim of crime between 2:30 p.m. and 8:30 p.m. Community organizations with afterschool youth development programs are particularly well positioned to counter some of the hazards that threaten children, particularly urban adolescents: drug abuse, gang activity, and criminal involvement or victimization.

The National Institute of Justice (NIJ) and the Carnegie Corporation of New York jointly supported a national survey of youth-serving organizations to discover the dimensions of crime affecting these organizations during nonschool hours and what approaches they are using to prevent such crime. The survey, conducted by LINC and seven national youth organizations and their local affiliates, found that local affiliates of national organizations are serving many children and teenagers who are at high risk for crime and delinquency and, to the extent that these local affiliates are themselves imperiled by crime and violence, they are likely to enlist police assistance in implementing prevention programs.

Survey Methods

Questionnaires were sent to a stratified random sample of more than 1,000 program directors and volunteers, with a 47-percent response rate. The principal reason for nonresponse was high staff turnover. About half the responding organizations were in big cities with high crime rates, about one-quarter were in big cities with relatively low crime rates, and one-quarter came from small cities and towns. The majority of organizations were providing programs in youth centers or clubs, churches or other religious facilities, and schools.

Findings

What children need and want. Previous research has shown that the most successful programs are those that address comprehensive child and adolescent development, which rests on the guidance and bonds that children may find at home, at school, and in the community. However, in communities where many children have fewer supports at home and school, there are also fewer youth-serving organizations in the neighborhoods to meet their needs. Whether teens and children live in inner cities or smaller towns, they told researchers they want afterschool programs that provide challenging activities and a chance to contribute to their communities. Young people prefer programs that provide a range of choices—sports and recreation, activities that bolster their educational and social skills, activities that increase their ability to say "No" when faced with temptation, and computer and other technical instruction. They also want

places where they can be safe during afterschool hours—where there are no gangs, weapons, or crime.

The survey found that national youth-serving organizations are recruiting children and teens who are at high risk for crime and delinquency and attracting extraordinarily large numbers in economically depressed areas. These young people want adult leaders who know children and who understand what it is like to live in neighborhoods where violence is rife.

Crime. Program sites are facing formidable problems from crime. During the 1993–1994 program year, over half the organizations had at least one criminal incident involving a staff member, participant, or property. Vandalism was the most frequent problem reported. However, almost a quarter said some violent crime had been committed.

Within the 1993–1994 program year, 2 percent of the organizations reported that participants brought guns to the program area, almost 4 percent reported that participants brought drugs, and 7 percent reported that participants brought weapons. Ten percent of the organizations reported that they took action—either suspending or expelling a participant—because they committed other crimes. Seven percent of the organizations reported that a participant or staff member had been attacked with a weapon. Thirty-nine percent said that a participant had committed a crime at the program site. Nonparticipating youths, however, were committing the majority of crimes. Only 4 percent said they try to keep out kids who are bringing in problems.

Police Involvement. The survey showed that organizations most affected by crime are reaching out to their police departments not just when a crime occurs but to implement preventive approaches. Program directors most frequently asked police departments to provide an officer “just one time” to talk with the children about drugs, crime, and other topics.

Youth-serving organizations that receive services they request from their police are experiencing significantly less crime than those with less responsive police departments. Police have been most responsive in communities that have formed broad coalitions among youth-serving organizations and community volunteers, and that have made it clear that a safe, productive place for children during nonschool hours is a vital community need.

Three case-study sites provide examples of effective partnerships between youth-serving organizations and police departments:

- In Arlington, Texas, a teen center has recruited participants who are members of different youth gangs. Together, participants decided to leave their gang paraphernalia—weapons, colors, and signs—outside. Police assured apprehensive neighbors they would help keep things calm.
- In Bristol, Connecticut, police collaborate with youth organizations to bring schools, probation and parole departments, and families together when a child or teen breaks the law.
- In Spokane, Washington, leaders of youth organizations and the police department went door-to-door, got together people who once were afraid to go outside their homes, and helped them take back their community.

Implications

National youth-serving organizations play a key role in teaching young people skills to become responsible members of their communities. The local affiliates of these organizations are serving many children and teens least likely to learn these skills anywhere else. Although crime is a barrier to serving these young people, police are helping to provide safe and productive places during nonschool hours. Evidence from police departments in the three case-study sites shows that these communities are experiencing lower rates of crime after actively involving adolescents in these organizations, and the children and teens being served feel they are contributing to the community.

This Research Preview is based on a presentation by Margie Chaiken, Ph.D., Director of Research at LINC, a private research organization based in Alexandria, Virginia.

As part of NCJ's Research in Progress Seminar Series, Dr. Chaiken discussed her study with an audience of researchers and criminal justice professionals and practitioners. A 60-minute VHS videotape, *Youth Afterschool Programs and the Role of Law Enforcement*, is available for \$19 (\$24 in Canada and other countries). Please ask for NCJ 163057.

Use the order form on the next page to obtain this videotape and any of the other tapes now available in the series.

Points of view in this document do not necessarily reflect the official position of the U.S. Department of Justice.

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Executive Vice President, National Council
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