



MEMORANDUM

To: "Ad Hoc" Committee Members
From: DC SCORES
Re: Notes for 12/20 meeting/Considerations for 1/17 meeting

Major Points Covered 12/20:

- Mission Statement - Does it effectively communicate our purpose?
- Redefining Site Coordinator Position - How do we instill a sense of pride and purpose in our coordinators?
- Press contacts - How do we begin to make TV, radio, and print contacts?
- Fundraising activities - Mass mailings/Identifying potential large donors
- Sticking the Message - How do we effectively communicate our message?
- What do we call this committee?

Things to Consider for 1/17 Meeting:

- How did your organizations develop their mission statements?
- Does the DC SCORES mission statement effectively achieve its purpose?
- How can DC SCORES best "stick its message"?
- Should DC SCORES focus on a particular cause (i.e. violence prevention, juvenile delinquency, etc.)?
- Is the DC SCORES expansion strategy in line with its overall mission?
- Come prepared with possible names for the "ad hoc" committee?

Included you will find the expansion strategy, the DC SCORES mission statement, and the e-mail addresses of the other committee members. Please take the time to review these materials prior to the next meeting. Then next meeting is scheduled for January 17, 1997 at 4:00 at DC SCORES. Also included is biographical information on committee member Cleveland Howard and new committee member Thomas Graham. Thanks, and we look forward to seeing you on the 17th!



Ad Hoc Committee

DC SCORES - DCSCORES@aol.com (Julie Kennedy/Chris Jones tel. # 202-296-2051)

Karen Giorgio - kareng@parthenon.com (202-296-2051 or 703-931-0231)

Thomas Graham - TGraham@pepco.com (202-331-6269)

Cleveland Howard - pending (301-924-0090)

Phil Kaplan - pending (202-456-2702)

Peter Loge - ploge@aol.com (202-467-6222)

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The above telephone numbers are all work numbers.

DC SCORES Mission:

To combat juvenile delinquency and further promote academic achievement, community awareness and athleticism in at-risk public-school students through an after-school soccer league and writing workshop.



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Cleveland Howard, III
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EDUCATION

University of New Hampshire
Durham, NH
BA Communications, 1991

EXPERIENCE

adidas America

1994-present Responsible for soccer specialty accounts in Virginia, Maryland, Delaware, New Jersey, and Pennsylvania.

1994 World Cup Coordinator Responsible for on-site sales at Foxboro Stadium and organized entertainment around the games.

1992-1994 Northeast Promotions Manager
Handled all grassroots promotions with colleges, camps, tournaments and state associations in the territory.

Advantage International

Corporate Sports Marketing
Responsible for researching special events and sports teams for Northwest Airlines.

THOMAS H. GRAHAM
14109 ARMILLA COURT
BURTONSVILLE, MD 20866
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OBJECTIVE

** Secure challenging and growth oriented professional position utilizing sales, customer relationship management, marketing, public relations and customer service expertise.*

EMPLOYER

** Potomac Electric Power Company (Pepco)
June 1986 to Present*

SUMMARY OF QUALIFICATIONS

** 10 years marketing and sales experience in the commercial and governmental sectors
* 10 years customer relationship management experience
* 10 years public speaking and written communications experience
* 8 years seminar implementation experience
* 7 years professional staff, contractor and secretarial personnel supervisory experience
* 6 years program management experience*

EXPERIENCE

** Presently responsible for day-to-day operational issues of two commercial accounts with annual revenue to Pepco in excess of \$40 million. Responsible for coordinating the efforts of a team of professional staff for various technical and non-technical areas of the Company. This position is tasked with the responsibility to consistently meet and exceed the customer's expectations by proactively providing creative proposals promoting Company sponsored value-added services that address the customer's energy and non-energy related business needs.*

** Managed the design, implementation and monitoring of marketing campaigns to support several demand-side management programs focused towards both large and small commercial/governmental customers. Duties included brochure development, correspondence preparation, market research and strategic planning related to target selection and program promotion. Extensive customer relationship management and sales technique skills were developed through this process by actively soliciting customer participation in Company programs. Campaigns consistently exceeded goals and were obtained within the prescribed budget.*

** Served as Program Manager for \$27 million small commercial direct installation conservation program that utilized telemarketing, direct mail and contractor management components. The program exceeded both participant and energy reduction goals.*

** Published quarterly newsletter with a distribution of approximately 3,500. The target audience was large commercial customers, governmental agencies, product vendors and property management firms. Duties included vendor selection, writing, editing, designing layout and coordinating publishing and distribution with the successful vendor.*

** Developed and managed industry leading national trade ally association with over 500 participants. These duties included organizing semi-annual meetings, preparation of quarterly written communications, and responding to daily issues related to Company programs. Relationship management responsibilities for select vendors were also assumed.*

** Frequently represented the Company by making presentations at industry seminars and professional association meetings to audiences in excess of 250. This also included appearances in Company videos, marketing pieces and newsletter publications.*

EDUCATION

** Bachelor of Science, Business Management
University of Tampa, 1982*

DISTINCTIONS

** 1993 - Co-authored 1st Place paper awarded at the Southeastern Electric Exchange Annual Marketing Awards Program*
** 1991 - Authored and was selected to present paper on trade allies at the Annual Demand-side Management Conference*

SPECIAL PROJECTS

** 1996 - Served on the Market & Sell Services Process Team tasked to define the future marketing and sales structure of Constellation Energy Corporation after the merger of Pepco and Baltimore Gas & Electric is finalized*
** 1995 - Served on the Quality Function Deployment Work Team tasked to evaluate and make recommendations to improve commercial customer satisfaction*

REFERENCES PROVIDED UPON REQUEST

~~CONFIDENTIAL~~

DETERMINED TO BE AN ADMINISTRATIVE

MARKING INITIALS: Ms DATE: 4/7/12

2019-0803-S

DC SCORES
GROWTH STRATEGY 1996-1999
1 DECEMBER 1996

Accounting services donated by Raffa & Associates, PC
Legal counsel donated by Caplin & Drysdale, Chartered

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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Exhibit 1

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DC SCORES Mission: *To combat juvenile delinquency and further promote academic achievement, community awareness and athleticism in urban students through an after-school soccer league and writing workshop.*

I. PROGRAM OVERVIEW

Program Description

DC SCORES is a two-part after-school program that operates in ten DC public elementary schools and five public high schools. DC SCORES combines the proven benefits of a soccer program -- increased self-esteem, team pride, good sportsmanship -- with an on-site academic program that uses cross-age mentors from community high schools. DC SCORES creates a dynamic service-learning model, includes children with a broad range of academic capabilities and skills, and builds intra-community communication. DC SCORES teaches students to see each other as resources, to see their communities as places of opportunity, and to see themselves as future community leaders.

Over 400 students participate in the program as student-athletes and as mentors. DC SCORES operates a 20-team soccer league of ten boys teams and ten girls teams at the elementary schools. The teams practice twice a week, compete against each other once a week. The students work as teams in community-based writing workshops the other two days of the week completing school newspapers, yearbooks, literary magazines, raps, poetry, and stories. The high school students participate in the workshop acting as mentors to the younger student-athletes. This athletic-academic combination is the greatest strength of DC SCORES as it provides a direct vehicle to transfer the pride and self-esteem learned in an athletic program directly to a dynamic learning environment. We teach the students to write and to think critically both on and off the soccer field. We encourage them to be dynamic, productive students and citizens in their communities--all skills that will lead to leadership and community development in our inner-city.

Currently, DC SCORES' soccer league is made up of twenty teams, ten boys teams and ten girls teams. Practices are held twice a week in the Fall and Spring and games are played on Fridays. We register our children through the DC Stoddert Soccer League and they are all members of the Virginia Youth Soccer Association. Children are chosen based on their willingness to participate in both facets of the program.

DC SCORES differentiates itself from other programs by placing importance on developing the whole child, athletically, socially, and academically. DC SCORES is also special because it focuses on our students' academic ventures and measures of success and development in the community from which these children come.

DC SCORES is unique in its relationship with, and commitment to the public schools. DC SCORES operates on DC Public School property. Our relationship with the school administrators is strong and always flexible. By providing the student-athletes with an after-school activity that is actually in their schools, our students are able to remain in one

location for all of their daily activity. This provides greater opportunity for routine and stability, and since the children generally attend neighborhood schools, they are within close range of their own homes at dismissal time. No other program provides this whole-child model for development.

Achievements

During the program's two year existence, more than 550 youth in the District of Columbia have been introduced to the self-esteem building properties, the skill development and the joy of soccer. This past school year, the students have enjoyed the benefit of working with high school students on projects that are important to them, including pieces aired on National Public Radio and Monitor Radio, newsletters and newspapers shared with their schools and families, and literary magazines where their work was published.

A rap on conflict resolution, written by two of our participants in the writing workshop, was performed at a downtown luncheon in May of 1996 for Youth Service America's Fund for Social Entrepreneurs, and on the Ben & Jerry's stage at Stand For Children on June 1st at the Lincoln Memorial.

In the schools, principals and teachers have noticed the change this program has brought about in their students and communities. At a school in Northeast DC, a fall game brought together parents, grandparents, siblings, and even area gang members to cheer together for their neighborhood team -- in peace. The school reported they had not had so many parents present in years and that the benefits of bringing together their community in this way were immeasurable.

In January of 1996, DC SCORES received the DC Reading Council CELEBRATE LITERACY AWARD, and in April of 1996, DC SCORES was awarded a three-year fellowship from Youth Service America's Fund For Social Entrepreneurs in support of the innovative approach DC SCORES has taken with the soccer program and writing workshop.

Finally, the Capital Children's Museum is permanently displaying DC SCORES program-wide project for 1995-1996. The children completed a soccer mobile made up of ten oversized soccer balls representing each of our ten schools that contains written work and team photos. It was designed by the participants it reflects the academic activities as well as the soccer skills learned over the past year. The mobile was unveiled June 11, 1996 by four U. S. National Team soccer players at a reception for the students at the museum.

See Exhibit 1.

II. BACKGROUND

History

DC SCORES was founded in June 1994, and was originally called the DC Public Schools Girls Soccer League. The league was started to provide inner-city girls with a school-based after-school program that would build their self-esteem and their academic performance. Most of the children and families who participated in DC SCORES had no other athletic or after-school options available to them.

The League became so popular in its original five schools that in January 1995, it expanded to five more schools and added boys teams in all ten schools. In the fall of 1995, DC SCORES added a community based writing workshop and recruited high school mentors to work with our student-athletes.

DC SCORES started because there was a need to fill. School-aged children need a place to go after school and a positive way to fill their free time. This need is evidenced by the rapid growth of DC SCORES: the program grew from 90 to 360 children in six months time, as teachers, principals, and students jumped at the opportunity to become involved in such a positive program.

Target Population

Our target population is inner-city children in DC public elementary, middle and high schools in wards 1,4,5, and 7. The youth who participate in our program, both at the elementary level and at the high school level, live in what are termed "at-risk" environments. For many children, the opportunity to belong to a team -- to receive individual attention and to own their own uniforms -- are benefits that open doors to increased self-esteem and success.

DC SCORES affects every level of each community we operate in by:

- Recruiting teachers from the schools to participate in our program and by providing them with training and professional development.
- Recruiting mentors from the high schools which our children will attend in the future.
- Training mentors and giving them the opportunity to take on leadership roles in their communities.
- Providing parents with a structured environment in which their children can grow.

DC SCORES has developed a demographic report that examines exactly who participates in our program. From this we are able to identify our participants definitively by age, race, and socioeconomic background.

See Exhibit 2 - Demographics

III. PROGRAM STRUCTURE AND OPERATION

Soccer

Currently, DC SCORES' soccer league is made up of twenty teams divided evenly between boys and girls. Practices are held twice a week in the Fall and Spring and games are played on Fridays. Teachers at most of our schools perform the dual function of coaching and leading the writing workshops.

DC SCORES' soccer program holds two after-school practices a week, from 3:30 - 5:00pm. Games are played after school, and we encourage whole-school participation. The two soccer seasons run from September to mid-November, and from mid-March to mid-June. Our coaches and student-athletes also attend weekend clinics, local MLS games, league tournaments, and have the opportunity to work with local MLS players to develop their skills. Our relationship with the local MLS team provides our student-athletes with local role-models and provides a structure for the DC United players to develop personal relationships in the urban DC community.

We require coaches to attend coaching classes where they become licensed coaches. We also keep on staff a full-time Soccer Director, part of whose responsibility is to assist coaches in teaching the skills of the game and creating a positive environment in which the children can gain the benefits of playing a team sport. The coaches are given freedom to do and try things based on how their children respond. The Soccer Director is also available to assist at individual practice sessions.

Our games are currently played on Fridays and are officiated by high school athletes and volunteers. Games are played after school with one of the school's teams traveling to another school while the other team plays at the "home" field. We provide transportation to and from each away game as well as all special events or clinics. Games are usually completed by five o'clock and children are returned to school by 5:30.

We have found that traditional methods of coaching fourth through sixth graders are not as effective as we would like. Most of this is due to the overall lack of formal coaching that our children have experienced. The problem is exacerbated by the lack of understanding of the basic fundamentals of the game such as passing and trapping.

For this reason, most of our students' skill levels are far behind their suburban peers. Drills that are created for U-5 and U-6 players often do not engage a 9 or 10-year old player. Working with Len Oliver, the USYSA Director of Coaching for Washington, D.C. and other coaches, DC SCORES is creating an age-appropriate coaching guide that will help speed up the learning curve for our urban student-athletes.

The development of this curriculum is crucial if we are to compete on par with other leagues. We must accelerate the development of our student-athletes while maintaining the inherent fun of the game. While we do not expect to develop hundreds of world-class players, we do want to give our players with the potential to excel in soccer the tools that will allow them continue to develop and grow.

The Workshop

In addition to soccer, twice a week during the soccer seasons and 3 times per week in the winter, the student-athletes work with high school mentors in workshops. The program is broken into three parts:

1. *Cross-Age mentoring*: mentors from neighboring public high schools help the younger students select, develop and complete projects. Research on cross-age mentoring has demonstrated the power of using older students as mentors for younger children. Moreover, these older students develop their own literacy skills and expertise by mentoring younger students, writing regularly about their efforts, and receiving feedback from DC SCORES site coordinators. Mentors receive a \$6.00-an-hour stipend for their work, after a 25 hour community-service training period.
2. *Journalism and the Performing Arts*: students write poetry, short-stories, plays, and raps. They produce monthly newsletters and school newspapers, yearbooks and Literary Journals. All of these projects help the students-athletes become more active learners and fluent writers. Student-athletes discover and appreciate their own voices through the interpretation of each other's literature and text. These projects stimulate many levels of writing, revising, and editing. The goal of public presentation through the publication of newsletters, readings and performances encourages students to explore their own creativity and to share it with those around them.
3. *Writing for the Community*: students create public documents for their community. This takes the form of monthly newsletters, literary magazines, and newspapers that address school and neighborhood issues. Much of the writing reflects immediate school issues and the students' ongoing soccer experiences. This is also a part of our yearly program-wide project, as we collect and share with other sites the newsletters that each team of student-athletes and mentors produce.

As mentors, the student-athletes will receive 25 hours of training, which fulfills the DC Public School community service requirement for the year. They are then paid a competitive hourly wage. Mentoring reinforces the skills that the high school students will have learned as younger student-athletes in our program, and also provides them with a meaningful job in their communities.

One of the barometers for success of this program is the number of students who participate. Active involvement in an after-school activity significantly reduces juvenile crime, and provides new avenues for learning.

See Exhibit 3 - Statistics

Evaluation of the program's success is based on principal, teacher, student-athlete and mentor questionnaires, interviews, and on-site visits by the outside evaluators. Upon review of these evaluations, the program will adjust to address specific needs.

See Exhibit 4 - Last year's evaluation.

DC SCORES is exploring the possibility of tracking our students over the course of several years in our program to compare their Comprehensive Test of Basic Skills (CTBS) reading and writing test scores to the average test score in the District of Columbia Public Schools. This process is one that will take time as we further develop our relationships with the DCPS Administration. Information on this tracking will become available as the systems of analysis are finalized.

Finally, DC SCORES is able to evaluate our soccer program based on the skills that the students learn, and the overall competitive development of the teams over the course of time. As DC SCORES has only been operating for a very short time, the players in our program still are very new to the game. As the sport grows in the urban areas in which we work, our competitiveness as a league will also increase.

IV. DC SCORES' STRATEGY

Goals

Short Term (Fall '96-Spring 97')

Our goals this year are to:

- Expand into four new schools
- Institute a fully developed program-wide writing workshop curriculum and soccer curriculum
- Refine and streamline our internal systems in order to handle efficiently the increasing administrative functions.

Long Term

Our goals for the next three years are:

- to follow an organized pattern of expansion initially within the District of Columbia and ultimately at a new city.
- To create a management structure that will effectively oversee the development of the program both in Washington, D.C. and elsewhere.

Sites

As DC SCORES expands, we are developing our sites by region within the District. In 1996-1997, this idea will be modeled in Ward 7, building a structure in which 6 schools in a very small geographic area participate in the program. By creating small "pockets" of schools we are achieving several program goals:

- We are able to have significant community impact through our writing program by involving larger numbers of elementary and high school students from the same neighborhood, engaging parents in truly community-based activities, and involving the school's community on the soccer level, and in the academic pursuits of their children.
- By working in such a tight geographical space, travel problems are virtually eliminated, reducing our budget for transportation.
- We are creating a "league within the league" in which these six schools compete against each other, and the top three teams move on to compete against the top teams from other regions in a tournament.

Site Staff

DC SCORES' site staff are divided into two groups: soccer coaches and workshop instructors. Site staff are recruited first from the school's own staff, and secondly from the community at large. DC SCORES recruits from the school's own staff in an effort to keep the program as community-based as possible. By hiring from the school staff, our coaches and instructors know the children with whom they work, they know their strengths, weaknesses, parents and classroom teachers.

DC SCORES' resource staff, ie. workshop advisors, clinic leaders, tournament organizers, etc... stem from a large pool of community volunteers that donate their time to DC SCORES. Our Volunteer Coordinator, herself a volunteer, publishes flyers and notices that are distributed via electronic mail and through organizational newsletters, and from that feedback, DC SCORES produces a volunteer handbook that is available to our site and administrative staff.

Programs

Soccer

Soccer is at a crucial stage of development. In order for soccer to grow and prosper in this country, both the player pool and the fan base must be built from the ground up in suburban communities and inner-cities as well.

There is a massive ongoing effort by corporations already involved in soccer to promote the development of the game at all levels. Soccer until now, unlike basketball or football, has spent relatively few dollars to develop the sport in our inner-cities. We are now witnessing the beginnings of a fundamental shift taking place in the U.S. soccer establishment. Investors are looking for innovative, fresh approaches that will get soccer off the ground, particularly in urban areas. DC SCORES offers such an opportunity.

Past Problems in inner-city soccer development

There have been numerous problems establishing soccer in our inner-cities. Many of these problems stem from the difficulties facing families living in urban areas. The traditional model used to develop soccer in the outlying suburbs doesn't address the problems facing inner-city participants. These problems include:

- An overall lack of parental involvement. Parents' roles as coaches, fans, and transportation to and from games have been integral to the success of soccer in our suburban areas. Urban parents often are not able to be as participatory due to transportation and job restrictions.
- A lack of funding for soccer programs. Many families do not have the resources to pay the registration and equipment fees necessary to operate a league.
- An absence of playing fields.

- The absence of a first class professional soccer league that gives children role models in the sport.

Our Solutions

DC SCORES distinguishes itself from other soccer programs in that it has been able to make parental involvement non-essential to the survival and success of the league by basing our programs in the schools. Our writing workshops and our soccer league are created as an after school on-site activity. This provides us with direct access to the children while they are still in a structured environment and transportation is no longer a prohibitive issue. This allows us to reduce the burden on parents, thus enabling more children to participate.

Our relationship with the schools does not shun parental involvement; rather, it facilitates access to soccer for urban parents. We also realize that in order to maintain a high level of quality and participation, it is crucial that we have a highly structured system that lets us maintain control over as many variables as possible.

The majority of the fields we use are located at the schools, answering the need for field space. DC SCORES does not need to find private green areas on which to operate our league, as most of our schools have an on-site soccer field.

DC SCORES is working to address the issue of funding in several ways.

- We are working to take advantage of the increasing interest in the game's development by both the soccer establishment and corporate sponsors. This involves the solicitation of corporate sponsors in addition to grant proposals submitted to charitable community foundations.
- The dual nature of our program allows us to receive funding from outside the soccer community.
- We have begun to develop an individual giving base through mailings to targeted groups of people in order to raise "free" capital to be used how and where we see fit. Through specific targeting and by refining our mailing lists we hope to be able to maximize these benefits through an annual giving campaign.

Fortunately, the success of Major League soccer gives soccer players in the United States role models and dreams, thus encouraging continued participation in soccer. We have developed a strong relationship with the Washington, DC based team and we consider other MLS cities to be strong candidates as potential expansion cities. MLS players, as pioneers of the sport, have a responsibility to promote soccer especially in their home cities. We have been able to garner the support of National Team and D.C. United players John Harkes and Jeff Agoos who sit as members on our Board of Advisors. We believe that by helping to foster strong relationships between MLS teams and their local communities, we can be an asset to the MLS as well as surrounding burgeoning soccer communities.

The Workshop

At the junior high/middle school level, which is the target for expansion over the next two years, the workshops will focus on:

- computer skills
- technological education

The junior high/middle school academic program is meant to follow logically from the elementary literacy program, but with a focus on skill that the students can take with them into high school and further into the competitive job market.

As DC SCORES moves to the high school level in the fall of 1998, our student-athletes will participate in the program by acting as the mentors to the younger students one day a week. The second academic day of the week will be a workshop that targets practical knowledge for both job and college applications. The student-athletes will:

- prepare students to take the SAT
- focus on test-taking skills
- teach them how to fill out job applications
- conduct mock job and college interviews

DC SCORES places a high priority on preparing our student-athletes for the higher education possibilities available to them after high school.

V. EXPANSION PROCESS

The simplicity of the concept from which DC SCORES originates, in combination with the level of development of soccer in the United States, particularly in the inner-cities, creates a unique opportunity for tremendous growth. DC SCORES is projecting growth in 3 ways:

- Horizontal growth at the elementary level, which will increase the breadth of the program by encompassing more schools and incorporating more children.
- Vertical growth into the junior and senior high schools which will give DC SCORES the ability to continue as a positive influence in our young people's lives.
- Replication. DC SCORES' conceptual simplicity makes it easy to replicate in other sites and also presents an attractive long-term project.

DC SCORES will begin the expansion process here in the District. While we expand here, we will also begin researching the most logical future site for the program. This plan projects a three-year growth pattern for DC SCORES, which will lay the groundwork for expansion beyond that time frame.

PROJECTED GROWTH

	1997	1998	1999	2000
school total	14	34	50	60+
student total	504	1224	1872	2232+
site total	1	1	2	2+

VI. COMMUNITY WEALTH ENTERPRISE

Description

DC SCORES has been exploring the idea of Community Wealth Enterprise on several fronts. The idea began as we attempted to diversify our funding in as many directions as possible. We intend to develop our not-for-profit organization into an entity capable of making money by using ideas and funding sources beyond the scope of traditional not-for-profit funding. This money would then go back into our programs thus alleviating some of the financial burden caused by fluctuating grant levels and "donor fatigue".

See Exhibit 5 - USA Today, Chronicle of Philanthropy

We intend to move toward this goal by:

- 1) Leveraging our relationship with Major League Soccer's DC United by jointly approaching both MLS and local sponsors including MasterCard, Fuji Film, Honda, Lulu's Cafe.
- 2) Increasing the exposure of the DC SCORES program and logo in order to expand the marketability of the program in the corporate community. The goal here is to create non-charitable based partnerships where DC SCORES and the corporate sponsor can both benefit from the relationship.
- 3) Exploring opportunities to expand the breadth of private and corporate funding through events specifically tailored to tap into resources outside of our current funding base. Those events currently being scheduled include a DC SCORES charity golf outing, a donor's cocktail reception, and a major donor's benefit being hosted by Cafe Milano.

We believe that DC SCORES has enormous potential to develop into a valued corporate partner whose worth extends beyond that of just a charitable contribution. By effectively leveraging some of our existing relationships and consistently expanding the exposure of our program we believe that we can create funding opportunities independent of foundation funding and other traditional means of non-profit fundraising.

DC SCORES is currently a very small organization without a large constituency to attract national corporate sponsors. However, this does not make our organization completely unattractive to commercial donations. At this time, we are soliciting non-commercial charitable donations from large national organizations, such as our equipment donation from adidas America. We are a young, entrepreneurial organization, offering real alternatives to crime, generating a new crop of urban soccer players, and educating our athletes as they learn the game. As we grow and succeed, so does our attractiveness, not just as a charitable organization, but as a marketing resource. The goal is to create a relationship by which all parties involved benefit financially through their affiliation with DC SCORES. By building these charitable relationships now, it will provide us with contacts necessary to build these relationships beyond their charitable affiliation status.

Additional Revenue Opportunities

Author and publisher Anne Harding Woodworth has agreed to donate her book Soccer Zones: Writings out of American Soccer to DC SCORES. Under the agreement, Mrs. Woodworth has given DC SCORES the full rights to market the book as we see fit and to retain any revenue collected through the sale of the book. We plan to market the book to local bookstores and promote the book by using DC United personalities and giveaways in conjunction with book signings. While we don't expect to make a great deal of money from a event such as this, it does help to increase exposure of our program and further extend our relationships with local businesses.

VII. ORGANIZATIONAL MANAGEMENT

One of DC SCORES' greatest strengths is its dedicated management team. Young, entrepreneurial and committed, the team has a unity of purpose and focused vision on the path that DC SCORES is forging.

- **Founder and Executive Director, Julie Kennedy**, created DC SCORES and has headed the organization since its inception. A graduate of Georgetown University (A.B.) and expecting her M.A. from Middlebury College, Julie began DC SCORES while working as a District of Columbia Public School Teacher through the Teach for America corps. Ms. Kennedy created the first girls soccer program in the DC Schools out of frustration from seeing students spend their after school time on the streets. She recognized an overall lack of self-esteem and infrastructure in the lives of her student. Ms. Kennedy has received numerous awards for her contributions and dedication to the development of soccer and at-risk children in the District of Columbia including Youth Service America's Fund for Social Entrepreneurs and the 1996 DC Celebrate Literacy Award. Her primary responsibilities include fund-raising activities, program development, and administrative tasks.

- **Soccer Director, Christopher Jones**, comes to DC SCORES from Coca Cola/Lang & Associates in Atlanta, Georgia where he worked as an event coordinator promoting and executing a Coca-Cola sponsored event. A Georgetown University graduate, Mr. Jones brings a business background to DC SCORES having studied marketing and management as well as having experience in numerous entrepreneurial organizations. An All-American member of the Georgetown University Men's Soccer Team, as well as several amateur teams, he brings extensive soccer knowledge and resources to the DC SCORES organization. His major responsibilities include development of the soccer curriculum, organizing and running all league related activities, and soliciting corporate sponsorships for the program.

DC SCORES is currently interviewing prospects to fill our Education Director position.

DC SCORES also has a very active Board of Directors and Board of Advisors who are leaders in both the soccer community and the educational/not-for-profit community. Their expertise and experience has been invaluable to the development of DC SCORES and will continue to be so in the future.

See Exhibit 6 for resumes. See Exhibit 7 for a complete Board listing.

VIII. THE FINANCING

Overview

DC SCORES is entering its second full year of operation. During our first year, we received our own non-profit status, and ended our year with no deficit. Our short term plans continue to include foundation support as seed money in order to establish the organization successfully.

DC SCORES is creating a package that will be presented to a group of potential funders who, working together, will capitalize our growth. Over the next three years, DC SCORES would like to diversify our funding sources, with our goal being no more than 30% of our funding coming from any one source. Joining together with our newest corporate donor, adidas America, are local community sponsors, foundations, and local businesses interested in working with DC SCORES.

The costs of operating a program like DC SCORES are relatively high for several reasons:

- it is a prevention based program, working to alleviate problems before they start
- the dual nature of the program increases the cost per child
- it is an intense program, providing after-school activities for children 30 weeks per year
- the timing (3:30-5:00pm) and time commitment necessary require us to pay our coordinators a stipend while at the same time limiting the number of potential volunteers

Sources and Uses

Local sources of potential funding are listed in Exhibit 8. For future sources of revenue DC SCORES is currently building a strong relationship with the Fannie Mae Corporation in Washington, DC. Fannie Mae is interested in working with other funders to help DC SCORES expand its programs within the District, and is willing to entertain a multi-year expansion proposal from DC SCORES. DC SCORES is looking for two to three other major donors to put this plan to work. The list of potential major funders is as follows:

Fannie Mae Foundation
U.S. Soccer Federation Foundation
MasterCard
Honda
Fuji Film
Soccer '94
Microsoft
Legg Mason
Crestar Bank

IX. FINANCIAL PROJECTIONS

DC SCORES' budget for the next three fiscal years reflect figures based on our current operating budget.

DC SCORES' 1996-1997 budget is attached and is used as our base year. This fiscal year is a transitional year as we move to funding our programs in advance rather than in arrears.

1996-1997 revenue is listed in exhibit 9.

BUDGETARY ASSUMPTIONS

- New site operating expenses will be similar to our current program costs
- A uniform's life is three years
- Trophies (after FY 1996-97) are issued only to: top 3 Elementary school teams
top 3 Junior High teams
top 2 Senior High teams
- New goals will be needed on all new fields (capital expenditure)
- A \$6 registration fee per child; a \$300 registration fee per school
- Overhead costs are divided evenly between the soccer league and writing workshop

PROJECTED GROWTH

	1997	1998	1999	2000
school total	14	34	50	60+
student total	504	1224	1872	2232+
site total	1	1	2	2+

DC SCORES
 1997 SUPPORTING DETAIL BUDGET
 ORGANIZATIONAL FISCAL YEAR -- SEPTEMBER 1 - AUGUST 31.
 FY 1997 (Sept.1, 1996- Aug. 31, 1997)

Budget Category	Assumptions	Subtotals
INCOME		280548
Contributions	6000	
Grants (Foundation)	176800	
Grants (Corporate)	25000	
Event	30000	
Registration Fees	2520	
School Fees	3000	
Other Income	1000	
In-kind donations	36228	

STAFFING AND PROGRAM OPERATIONS

Executive Director	Sept-Aug@\$27K	171920
Program Director	Sept-Dec@\$25K	
	Dec-Aug@\$23K	
Soccer Director	Sept-Dec@\$22K	
	Dec-Aug@\$24K	
Payroll tax	Sept-Aug@\$6651	
Employee benefits	Sept-Aug@\$10,000	
Consultants	Sept-Aug@\$10,000 (unspecified)	
Coaching Stipend	Sept-Nov@\$5000 (\$250 per coach x 20 coaches[fall season])	
	Mar-June@\$6000 (\$250 per coach x 24 coaches[spring-expansion-season])	
Literacy Program Teacher Stipend	Sept-June@\$22,000 (\$1,000/teacher x 20 teachers, add 500 x 4 expansion sites)	
Mentor Stipend	Sept-June@\$36,120 (\$6/hr x 70hrs x 86 mentors)	
Referee Stipend	Sept-Nov@\$700 (\$10/game x 7 weeks)	
	Mar-June@\$1400 (\$10/game x 10 weeks)	
<i>travel</i>		18400
Evaluation/Training advisors	\$1200 (4 trips@\$200)	
local travel	Sept-June@\$2000	
busses to transport teams to and		

FY 1997

from away games (drivers provided)

Mar-June@\$15,200

student expenses

uniforms

\$6416 (\$12.73 x 504)

54055

shin guards

\$1588 (504@\$3.15ea)

cleats

\$20,160 (504@\$40)

balls

\$7,880 (394@\$20ea)

corner flags

\$415 (\$83 x 5 fields)

trophies

\$2016 (504@\$4)

fields

5 fields for \$9,500 (spring expansion)

field paint

\$1080 (30 cases@\$36)

Writing Supplies (newsletters)

Sept-June@\$3000

Books

Sept-June @\$500

Program-wide project supplies (ie. Soccer mobile)

Sept-June@\$1000

Literary Magazine (end-of year)

\$500 (500 magazines)

FY 1997

OFFICE/ADMINISTRATION COSTS

Student liability insurance

\$5040 (\$10 x 504)

34006

Administrative insurance

Sept-June@\$1500

Rent

Sept-June@\$14,400

Postage and Delivery

\$1200 (\$100 x 12mos)

Telephone and Fax

\$4800 (\$400 X 12mos)

Office Supplies and Equipment

Sept-June@ \$3000

Printing and copying

Sept-June@\$3000

Payroll Service

\$566 (47.16 x 12mos)

Discretionary Fund

Sept-June@\$500

21

TOTAL:

278381

TOTAL SOCCER BUDGET:

148802

DC SCORES
 1998 SUPPORTING DETAIL BUDGET
 ORGANIZATIONAL FISCAL YEAR -- SEPTEMBER 1 - AUGUST 31.
 FY 1998 (Sept.1, 1997- Aug. 31, 1998)

Budget Category	Assumptions	Subtotals
INCOME		512544
Contributions	15000	
Grants (Foundation)	240000	
Grants (Corporate)	150000	
Event	40000	
Registration Fees	7344	
School Fees	10200	
Other Income	10000	
In-kind donations	40000	

STAFFING AND PROGRAM OPERATIONS

Executive Director	Sept-Aug@\$30K	324000
Director of Soccer Development	Sept-Aug@\$27K	
Director of Educational Development	Sept-Aug@\$25K	
Development Consultant	Sept-Aug@\$25K	
Administrative Assistant	Sept-Aug@\$10K	
Payroll tax	Sept-Aug@\$10,000	
Employee benefits	Sept-Aug@\$10,000	
Consultants	Sept-Aug@\$7,000	
Coaching Stipend	Sept-Nov@\$19,600 (\$350 per coach x 56 coaches[fall season]) Mar-June@\$23,800 (\$350 per coach x 24 coaches[spring expansion season])	
Literacy Program Teacher Stipend	Sept-June@\$47,600 (\$700/teacher x 68 teachers, [includes expansion sites])	
Mentor Stipend	Sept-June@\$75,600 (\$6/hr x 70hrs x 180 mentors)	
Referee Contract	Full year contract for 18 weeks of games per year@\$13,400	
<i>travel</i>		25700
Evaluation/Training advisors	\$1200 (4 trips@\$200)	
local travel	Sept-June@\$2000	

FY 1998

busses to transport teams to and
from away games (drivers provided)

Sept-June@\$22,500

student expenses

uniforms	\$9,166 (\$12.73 x 720)
shin guards	\$3,856 (1224@\$3.15ea)
cleats	\$28,800 (720@\$40)
balls	\$14,400 (720@\$20ea)
corner flags	\$1,660 (\$83 x 20 fields)
trophies	\$864 (216@\$4)
fields	20 fields @ \$38,000
field paint	\$1,980(55 cases@\$36)
Writing Supplies (newsletters)	Sept-June@\$7000
Books	Sept-June @\$1000
Program-wide project supplies (ie. Soccer mobile)	Sept-June@\$2500
Literary Magazine (end-of year)	\$1500 (1500 magazines)

110726

FY 1998

23

OFFICE/ADMINISTRATION COSTS

Student liability insurance	\$12,240 (\$10 x 1224)
Administrative insurance	Sept-June@\$1600
Rent	Sept-June@\$14,400
Postage and Delivery	\$1200 (\$100 x 12mos)
Telephone and Fax	\$4800 (\$400 X 12mos)
Office Supplies and Equipment	Sept-June@ \$3000
Printing and copying	Sept-June@\$3000
Payroll Service	\$566 (47.16 x 12mos)
Discretionary Fund	Sept-June@\$500

41306

TOTAL:

501732

TOTAL SOCCER BUDGET:

256866

DC SCORES - DC BUDGET

1999 SUPPORTING DETAIL BUDGET

ORGANIZATIONAL FISCAL YEAR -- SEPTEMBER 1 - AUGUST 31.

FY 1999 (Sept.1, 1998- Aug. 31, 1999)

Budget Category	Assumptions	Subtotals
INCOME		530056
Contributions	18000	
Grants (Foundation)	300000	
Grants (Corporate)	100000	
Event	30000	
Registration Fees	8856	
School Fees	13200	
Other Income	20000	
In-kind donations	40000	
STAFFING AND PROGRAM OPERATIONS		362700
Executive Director	Sept-Aug@\$33K	
Director of Soccer Development	Sept-Aug@\$30K	
Director of Educational Development	Sept-Aug@\$27K	
Development Consultant	Sept-Aug@\$25K	
Administrative Assistant	Sept-Aug@\$10K	
Payroll tax	Sept-Aug@\$10,000	
Employee benefits	Sept-Aug@\$10,000	
Consultants	Sept-Aug@\$7,000	
Coaching Stipend	Sept-Nov@\$28,000(\$350 per coach x 80 coaches[fall season]) Feb-June@\$29,400(\$350 per coach x 84 coaches[spring expansion season])	
Literacy Program Teacher Stipend	Sept-June@\$58,800 (\$700/teacher x 84 teachers[includes expansion sites])	
Mentor Stipend	Sept-June@\$75,600 (\$6/hr x 70hrs x 180 mentors)	
Referee Contract	Full year contract for 18 weeks of games per year@\$18,900	
travel		25700
Evaluation/Training advisors	\$1200 (4 trips@\$200)	
local travel	Sept-June@\$2000	

FY 1999 DC

24

busses to transport teams to and
from away games (drivers provided)

Sept-June@\$22,500

student expenses

uniforms

\$3,208(\$12.73 x 252)

shin guards

\$4,763 (1512@\$3.15ea)

cleats

\$10,080 (252@\$40)

balls

\$5,040 (252@\$20ea)

corner flags

\$644 (\$83 x 8 fields)

trophies

\$1,152 (288@\$4)

fields

8 fields @ \$15,200

field paint

\$2,520 (70 cases@\$36)

Writing Supplies (newsletters)

Sept-June@\$8000

Books

Sept-June @\$1000

Program-wide project supplies (ie. Soccer mobile)

Sept-June@\$5000

Literary Magazine (end-of year)

\$1600 (1600 magazines)

58207

FY 1999 DC

OFFICE/ADMINISTRATION COSTS

Student liability insurance

\$15,120 (\$10 x 1512)

Administrative insurance

Sept-June@\$1600

Rent

Sept-June@\$14,400

Postage and Delivery

\$1,200 (\$100 x 12mos)

Telephone and Fax

\$4,800 (\$400 X 12mos)

Office Supplies and Equipment

Sept-June@ \$3,000

Printing and copying

Sept-June@\$3,000

Payroll Service

\$566 (47.16 x 12mos)

Discretionary Fund

Sept-June@\$500

44186

25

TOTAL:

490793

TOTAL SOCCER BUDGET:

250127

DC SCORES - New Site Budget

1999 SUPPORTING DETAIL BUDGET

ORGANIZATIONAL FISCAL YEAR -- SEPTEMBER 1 - AUGUST 31.

FY 1999 (Sept.1, 1998- Aug. 31, 1999)

Budget Category	Assumptions	Subtotals	
INCOME		276750	FY 1999 NS
Contributions	10000		
Grants (Foundation)	80000		
Grants (Corporate)	120000		
Event	30000		
Registration Fees	1750		
School Fees	3000		
Other Income	2000		
In-kind donations	30000		
STAFFING AND PROGRAM OPERATIONS		163220	
Executive Director	Sept-Aug@\$29K		
Soccer Director	Sept-Aug@\$25K		26
Education Director	Sept-Aug@\$25K		
Payroll tax	Sept-Aug@\$10,000		
Employee benefits	Sept-Aug@\$10,000		
Consultants	Sept-Aug@\$5,000		
Coaching Stipend	Sept-Nov@\$4,200 (\$350 per coach x 12 coaches[fall season]) Mar-June@\$7000 (\$350 per coach x 20 coaches[spring expansion season])		
Literacy Program Teacher Stipend	Sept-June@\$11,200 (\$700/teacher x 20 teachers, [includes expansion sites])		
Mentor Stipend	Sept-June@\$36,120 (\$6/hr x 70hrs x 86 mentors)		
Referee Contract	Full year contract for 18 weeks of games per year@\$3,700		
travel		28200	
Executive advisors	\$1200 (4 trips@\$200)		
local travel	Sept-June@\$2000		
busses to transport teams to and			

from away games (drivers provided)

Sept-June@\$25,000

student expenses

uniforms	\$4583 (\$12.73 x 360)
shin guards	\$1,134(360@\$3.15ea)
cleats	\$14,400 (360@\$40)
balls	\$7,200 (360@\$20ea)
corner flags	\$830 (\$83 x 10 fields)
trophies	\$1,440 (360@\$4)
fields	10 fields @ \$19,000
field paint	\$540 (15 cases@\$36)
Writing Supplies (newsletters)	Sept-June@\$3,000
Books	Sept-June @\$500
Program-wide project supplies (ie. Soccer mobile)	Sept-June@\$1,000
Literary Magazine (end-of year)	\$400(400 magazines)

54027

FY 1999 NS

27

OFFICE/ADMINISTRATION COSTS

Student liability insurance	\$3600 (\$10 x 360)
Administrative insurance	Sept-June@\$1200
Rent	Sept-June@\$9,600
Postage and Delivery	\$1200 (\$100 x 12mos)
Telephone and Fax	\$4800 (\$400 X 12mos)
Office Supplies and Equipment	Sept-June@ \$6000
Printing and copying	Sept-June@\$2,000
Payroll Service	\$566 (47.16 x 12mos)
Discretionary Fund	Sept-June@\$500

26766

TOTAL NEW SITE BUDGET:

272213

NEW SITE SOCCER BUDGET:

161127

TOTAL ANNUAL BUDGET:

762778

DC SCORES - DC BUDGET

2000 SUPPORTING DETAIL BUDGET

ORGANIZATIONAL FISCAL YEAR -- SEPTEMBER 1 - AUGUST 31.

FY 2000 (Sept.1, 1999- Aug. 31, 2000)

Budget Category**Assumptions****Subtotals**

FY 2000 DC

INCOME

576056

Contributions	24000
Grants (Foundation)	300000
Grants (Corporate)	130000
Event	30000
Registration Fees	8856
School Fees	13200
Other Income	30000
In-kind donations	40000

STAFFING AND PROGRAM OPERATIONS

370100

Executive Director	Sept-Aug@\$35K
Director of Soccer Development	Sept-Aug@\$32K
Director of Educational Development	Sept-Aug@\$29K
Development Consultant	Sept-Aug@\$25K
Administrative Assistant	Sept-Aug@\$10K
Payroll tax	Sept-Aug@\$10,000
Employee benefits	Sept-Aug@\$10,000
Consultants	Sept-Aug@\$7,000
Coaching Stipend	Sept-June@\$58,800 (\$700 per coach x 84 coaches)
Literacy Program Teacher Stipend	Sept-June@\$58,800 (\$700/teacher x 84 teachers)
Mentor Stipend	Sept-June@\$75,600 (\$6/hr x 70hrs x 180 mentors)
Referee Contract	Full year contract for 18 weeks of games per year@\$18,900
travel	
Evaluation/Training advisors	\$1200 (4 trips@\$200)
local travel	Sept-June@\$2000

28

25700

busses to transport teams to and
from away games (drivers provided)

Sept-June@\$22,500

student expenses

uniforms

\$6,416 (\$12.73 x 504)

shin guards

\$4,763 (1512@\$3.15ea)

cleats

\$20,160 (504@\$40)

balls

\$10,080 (504@\$20ea)

trophies

\$1,152 (288@\$4)

field upkeep

42 fields @ \$21,000

field paint

\$2,520 (70 cases@\$36)

Writing Supplies (newsletters)

Sept-June@\$8000

Books

Sept-June @\$1000

Program-wide project supplies (ie. Soccer mobile)

Sept-June@\$5000

Literary Magazine (end-of year)

\$1600 (1600 magazines)

81691

FY 2000 DC

OFFICE/ADMINISTRATION COSTS

Student liability insurance

\$15,120 (\$10 x 1512)

Administrative insurance

Sept-June@\$1600

Rent

Sept-June@\$16,000

Postage and Delivery

\$1,400 (\$100 x 12mos)

Telephone and Fax

\$5,000 (\$400 X 12mos)

Office Supplies and Equipment

Sept-June@ \$3,000

Printing and copying

Sept-June@\$3,000

Payroll Service

\$566 (47.16 x 12mos)

Discretionary Fund

Sept-June@\$500

46186

TOTAL:

523677

TOTAL SOCCER BUDGET:

279511

DC SCORES - New Site Budget
 2000 SUPPORTING DETAIL BUDGET
 ORGANIZATIONAL FISCAL YEAR -- SEPTEMBER 1 - AUGUST 31.
 FY 2000 (Sept.1, 1999- Aug. 31, 2000)

Budget Category	Assumptions	Subtotals	
INCOME		350320	
Contributions	15000		
Grants (Foundation)	150000		
Grants (Corporate)	80000		
Event	40000		
Registration Fees	4320		
School Fees	6000		
Other Income	10000		
In-kind donations	30000		
STAFFING AND PROGRAM OPERATIONS		221280	
Executive Director	Sept-Aug@\$30K		
Soccer Director	Sept-Aug@\$26K		
Education Director	Sept-Aug@\$26K		
Payroll tax	Sept-Aug@\$10,000		
Employee benefits	Sept-Aug@\$10,000		
Consultants	Sept-Aug@\$5,000		
Coaching Stipend	Sept-Nov@\$11,200 (\$350 per coach x 32 coaches[fall season]) Mar-June@\$14,000 (\$350 per coach x 40 coaches[spring expansion season])		
Literacy Program Teacher Stipend	Sept-June@\$19,600 (\$700/teacher x 40 teachers, [includes expansion sites])		
Mentor Stipend	Sept-June@\$60,480 (\$6/hr x 70hrs x 144 mentors)		
Referee Contract	Full year contract for 18 weeks of games per year@\$9,000		
travel		28200	
Executive advisors	\$1200 (4 trips@\$200)		
local travel	Sept-June@\$2000		
busses to transport teams to and			

FY 2000 NS

30

from away games (drivers provided) Sept-June@\$25,000

student expenses

uniforms	\$4583 (\$12.73 x 360)
shin guards	\$2,268(720@\$3.15ea)
cleats	\$14,400 (360@\$40)
balls	\$7,200 (360@\$20ea)
corner flags	\$830 (\$83 x 10 fields)
trophies	\$432 (108@\$4)
fields	10 fields @ \$19,000
field paint	\$1,080 (30 cases@\$36)
Writing Supplies (newsletters)	Sept-June@\$6,000
Books	Sept-June @\$1,000
Program-wide project supplies (ie. Soccer mobile)	Sept-June@\$2,000
Literary Magazine (end-of year)	\$800(800 magazines)

59593

OFFICE/ADMINISTRATION COSTS

Student liability insurance	\$7,200 (\$10 x 720)
Administrative insurance	Sept-June@\$1200
Rent	Sept-June@\$9,600
Postage and Delivery	\$1200 (\$100 x 12mos)
Telephone and Fax	\$4800 (\$400 X 12mos)
Office Supplies and Equipment	Sept-June@ \$3000
Printing and copying	Sept-June@\$2,000
Payroll Service	\$566 (47.16 x 12mos)
Discretionary Fund	Sept-June@\$500

30066

TOTAL NEW SITE BUDGET:

339139

NEW SITE SOCCER BUDGET:

182693

TOTAL ANNUAL BUDGET:

862816

FY 2000 NS

XI. RISKS AND PROBLEMS

Risks

Potential risks facing DC SCORES as it enters its second full year are:

- **Funding--** We have been tremendously successful this past year in amassing community support and involvement and our list of in-kind donors has increased considerably. Funding, however, remains our primary focus. We are confident that we can obtain sufficient funding for our long term objectives but we must focus our energies on maintaining the program's quality.
- **Program Stability--** A great deal of our success is contingent on our individual site coordinators. The program succeeds when they succeed and it fails when they fail. Currently, our site coordinators have a huge responsibility because they are responsible for the program both inside the classroom and outside on the field. We are exploring other options that will reduce the individual responsibilities of our people and give them more incentive to work to make the program a success.
- **Quality and Efficiency--** We are constantly reviewing and upgrading the quality and effectiveness of the program. We are improving internal systems. We are refining our communication procedures to improve the program's quality. Communication and feedback are essential to the program's quality and improving and maintaining efficient systems are a high priority for the organization.

Problems

As with any soccer league, we expect to experience difficulties as our numbers increase. These difficulties include:

- Increased administrative duties.
- there are a finite number of fields in any city or community and we will not have access to all of the fields we desire.
- transportation costs are relatively high as we are unable to have any of the costs subsidized through the schools due to the District of Columbia's budget crisis.
- expansion to other cities will require us to become our own club or to find other local clubs willing to support our activities and register our children.

Clinton Presidential Records Digital Records Marker

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This marker identifies the place of a publication.

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

D.C. Scores, "We Keep D.C. kids after
School Kicking and screaming."
brochure



We
D.C.
after

We keep
D.C. kids
after
school



kicking
and
screaming

Clinton Presidential Records Digital Records Marker

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

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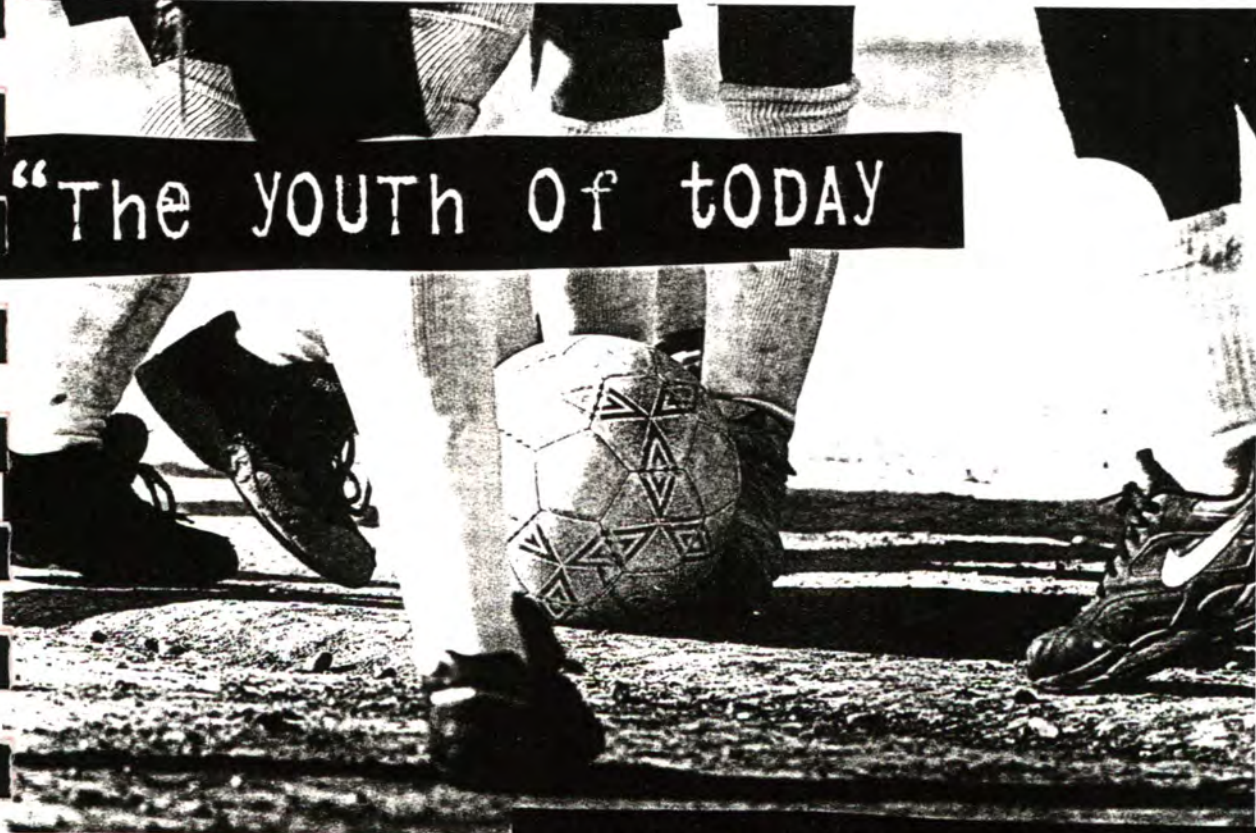
D.C. Scores "The youth of today are the
leaders of tomorrow. Believe in them."
Volume 1, December/3, 1996 pamphlet



Collectables

DC SCORES

Volume 3, December 13, 1996



"The YOUTH Of today

Are the LEADERS

Of tomorrow.
BELIEVE IN THEM."



FALCON TIMES



November 25, 1996

Takoma Girls' and Boys' Soccer Teams



If I were President.....

If I were President of the United States of America I would change all the violence and drugs. I would make sure the world would be more safe and clean. I would make sure all D.C. Public schools have all of the supplies they need. And they would need all transportation.

Takeya Jackson

If I were President I will clean up the city. I will make sure the homeless was not homeless anymore. I will make people that had cancer and HIV, and Aids, make sure that the people that make medicine, do all that they can do, and help them get a cure. If I were President I will make sure the water in the country will be clean. I will make sure they have enough food in the store. If people kill people they will get executed or stay in jail without eating or the rest of their life. And I will help the teenagers not have babies at a young age. I will not let the schools go broke, or use old boods, or nasty uncooked food. I will make sure that young people will not smoke or put graffiti on the walls. I will make sure people will get their education. I will make sure that people will not be prejudiced. I will make sure that the people will not smoke drugs when they are pregnant. I will make people not abuse children or children abuse their parents.

Danielle Dixon



Conflict Resolution Raps



Power, Respect, Love

*Power to the people,
I said power to the people,
Power to the people,
Power to the people.*

*We need to stop violence,
We need to stop violence,
We need to stop violence.*

*Respect all people,
Respect all people,
Respect all people.*

*Love all the people,
Love all the people,
Love all the people.*

Brittney M^cRae

*All you have to do is put your mind to it.
If you have a problem, just solve it out.
Don't fight!
If there's someone trying to give you some drugs,
Just say no and walk away.
When there's a bully in your class, just tell your mother.
When she solves it out, just be a friend.*

Dana James



Soccer Raps



*Power to the soccer team,
Power to the coach,
'cause she never lets the soccer team down.
We have the best coach on earth.
Thanks to all the people in the house for supporting us.
Check the rhyme, we are the best soccer team 'cause we never
lost a game.*

Delphine Glay

*We are Takoma soccer team and we are all of that,
We never loss a soccer game cause we are that beast,
You don't want to see us cause we can whip your butt!!
If you play us you would want to quit,
Cause we are winners, we are not losers, we would beat your funky
feet.*

HO HEY!

HO HEY!

HO HEY!

Takeya Jackson



Current Events:

Who will win the Presidential election?
Our poll reveals a landslide win for Bill Clinton: 100%!

My Team Is Great Because...

My team is great because of our coach.

My team is great because we have confidence.

My team is great because we are obedient.

My team is great because we are excellent.

My team is great because we can all play.

My team is great because we have control.

Zico M^cCoy

My team is great because we work hard at practice.

My team is great because of Ronald.

My team is great because of Keyle.

My team is great because of our coach.

My team is great because of me.

Allen Brown

My team is great because we have a great coach.

My team is great because we have good team work.

My team is great because we work together.

My team is great because we respect each other in games.

My team is great because we have a good team.

Jamal Norcome

My team is great because they stay organized.

My team is great because they help each other.

My team is great because they stay tough through games.

My team is great because they have good team work.

My team is great because they are like class act.

Kyle Washington

My team is great because I am on it.

My team is great because we win all the time.

My team is great because we are perfect.

My team is great because we're the best.

My team is great because our coach is the best.

Obina KeKe



Soccer Acrostics



Self control

Obedient

Common Sense

Concentrate

Educated

Recognized

Obina KeKe

Self organized

Obedience

Calm

Classified

Energetic

Respectful

Kyle Washington

Success

Obey

Control

Class Act

Expect

Respect

Jamal Norcome

Self Control

Obedient

Control

Confidence

Excellent

Reluctant

Zico M^cCoy

Study real hard so you won't lose

Obeying teachers is the right thing to do

Confidence is what you need to succeed

Complacency is not the path you want

Energy is what you need to win

Respect is what you want to give away

Larry Robinson

WEST TIGERS' SOCCER TEAM NEWS

VOL.2

NOVEMBER 14, 1996

OCTOBER SOCCER

OCTOBER IS THE MONTH THAT WEST IS ON A WINNING STREAK. WEST BOYS TEAM GAMES ARE 2-1. WE HAVE FOUR GAMES LEFT TO PLAY. WE SHOULD HAVE THREE GAMES LEFT BUT THE BURROUGH'S ELEMENTARY GAME WAS CANCELED. OUR COACH GLADLY THINKS WE WILL MAKE UP THAT GAME AT THE END OF THE SEASON. WE HAVEN'T HAD OUR FIRST SOCCER GAME AT HOME YET. WEST TEAM IS HOPING THAT THE NEXT GAME WILL BE AT HOME.

(Algie Taylor)

MY BEST FRIEND JUAN

JUAN IS MY BEST FRIEND. HE NEVER TELLS A LIE. HE ALWAYS TELLS THE TRUTH. HE IS NICE AND REAL COOL. I'M HIS BEST FRIEND TOO. HE PLAYS SOCCER WITH ME. WE GO TO SCHOOL TOGETHER. I GO TO HIS HOUSE EVERY MORNING TO WAKE HIM UP BEFORE GOING TO SCHOOL. SOME NIGHTS WE PLAY HIDE AND GO SEEK. WE HAVE A LOT OF FUN. HE IS TRULY MY BEST FRIEND.

(Marvin Contreros)

MY FAVORITE GAME SOCCER

I LIKE SOCCER BECAUSE IT IS FUN. IF WE PRACTICE, WE CAN WIN ALL OF THE GAMES. ALSO, IF MORE PEOPLE JOIN THE SOCCER TEAM, WE WILL BE THE BEST AND WE MAY RECEIVE A TROPHY LATER. WE WILL BE THE BEST AND WE WILL WIN THESE GAMES. MY FRIEND, MARVIN AND I WILL PRACTICE MORE.

(Juan Claros)

OUR SOCCER GAMES

THE SOCCER GAMES ARE VERY GOOD BECAUSE YOU CAN PLAY AND WIN. I LIKE WINNING AND I LIKE RECEIVING TROPHIES TOO.

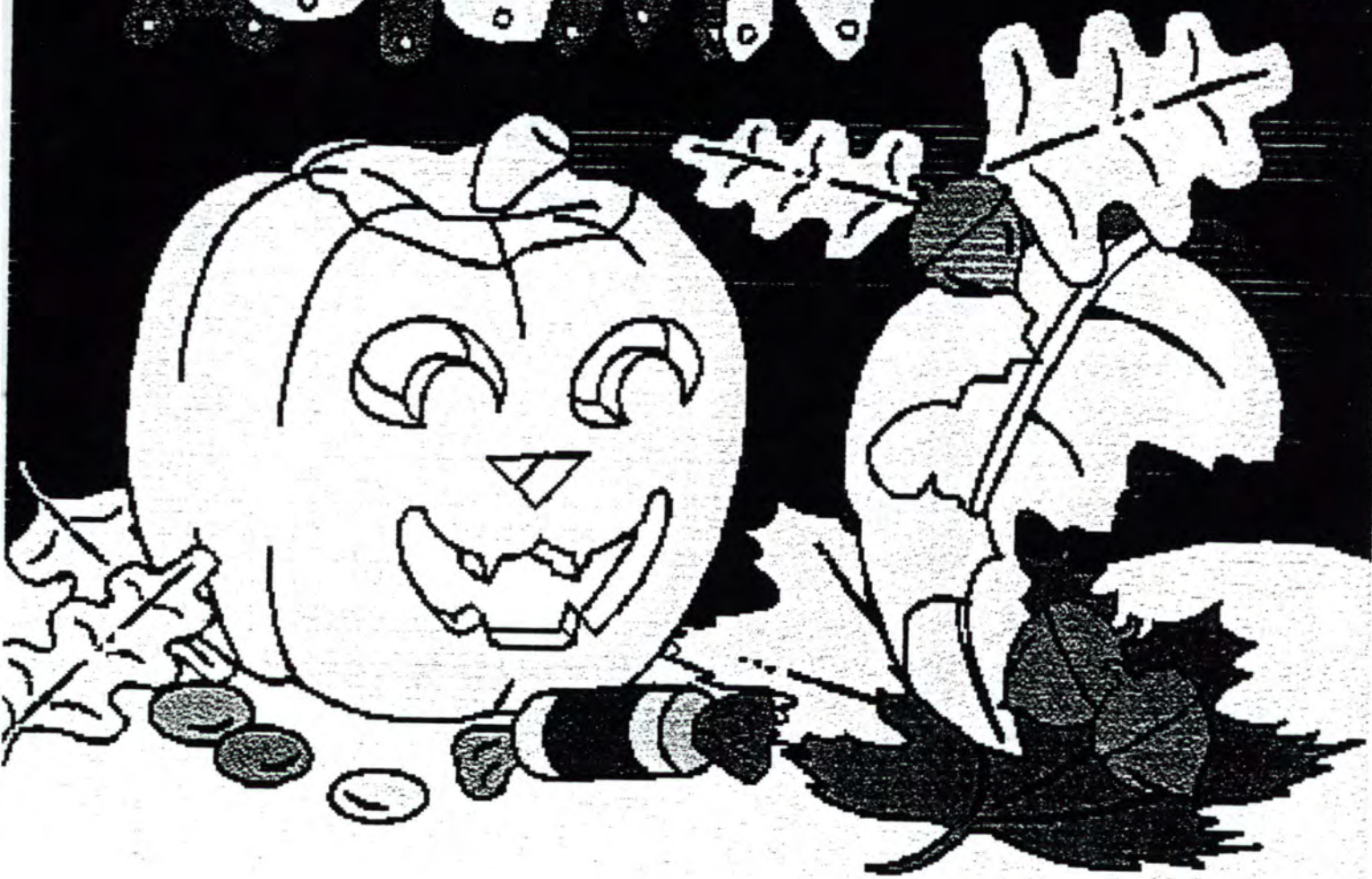
(Martin Canales)

I REMEMBER

I REMEMBER LAST YEAR
I REMEMBER BEING THE BEST IN THE LEAGUE
I REMEMBER THE TEAM WINNING ALMOST EVERY GAME
I REMEMBER RECEIVING A SOCCER TROPHY
I REMEMBER RECEIVING MY CERTIFICATE
I REMEMBER TRYING MY BEST
I REMEMBER BEING CONSIDERED ONE OF THE GREATEST ROOKIES OF THE YEAR!

(Algie Taylor)

AUTUMN



WEST TIGERS' SOCCER TEAM NEWS

VOL.2

NOVEMBER 14, 1996

OCTOBER

- O - OUTSTANDING COSTUMES
- C - CUTS AND STAB WOUNDS
- T - TERRORIZING
- O - OUTSTANDING TRICKS
- B - BEATING HEARTS
- E - EAR KILLING NOISE
- R - REINCARNATION

HALLOWEEN

- H - HORROR
- A - ATE UP DEAD CORPSE
- L - LISTENING FOR GHOST
- L - LISTENING FOR POLTEGUISE
- O - OUTSTANDING BLOODY COSTUMES
- W - WILD AND WEIRD FRANKS
- E - EERIE DEAD BODIES
- E - EATEN DEAD ANIMALS
- N - NEAT COSTUMES

(Algie Taylor)

HALLOWEEN

HALLOWEEN IS GOOD BECAUSE CHILDREN GET TO DRESS UP IN COSTUMES AND GO OUT TRICK OR TREATING. SOME PEOPLE DON'T THINK HALLOWEEN IS GOOD. THEY THINK HALLOWEEN IS A DAY OF KILLING PEOPLE. BUT TO ME, IT IS A DAY OF FUN AND TO DRESS UP LIKE IMAGINARY PEOPLE.

(Sigismond Nicolls)

HALLOWEEN

I LIKE HALLOWEEN BECAUSE YOU CAN GO TRICK OR TREATING AND GET CANDY. HALLOWEEN IS ALSO A DAY TO WEAR A MASK, WEAR MAKE UP OR EVEN NEAT COSTUMES. YOU CAN EVEN HAVE PARTIES. IT IS A LOT OF FUN TO HAVE A PARTY. YOU MAY WANT TO GO TO A HAUNTED HOUSE. SOMETIMES YOU ARE BLIND FOLDED AND YOU CAN BOB APPLES OUT OF A TUB FULL OF WATER. ALSO, SEVERAL DELICIOUS DESSERTS MAYBE SERVED. SOMETIMES THEY HAVE WONDERFUL PRIZES THAT YOU CAN WIN. I REALLY LIKE HALLOWEEN.

(Daijo Delbe')

WEST TIGERS' SOCCER TEAM NEWS

VOL.2

NOVEMBER 14, 1996

I AM SOMEBODY

I AM SOMEBODY WHO IS NICE
I AM SOMEBODY WHO IS
FRIENDLY
I AM SOMEBODY WHO IS
LIKABLE
I AM SOMEBODY WHO LIKE TO
LEARN
I AM SOMEBODY THAT WILL LEND
A HELPING HAND

(Tyrone Tate)

I AM

I AM GOOD
I AM WONDERFUL
I AM GREAT
I AM NICE
I AM PROUD
I AM MYSELF
I AM THE ONE AND ONLY
I AM GOOD LOOKING
I AM JEMAL JORDAN

(Jemal Jordan)

I WISH

I WISH THAT PEOPLE LIKED ME
I WISH THAT I WAS BETTER THAN
DAMONI IN SOCCER
I WISH I WAS THE RICHEST BOY
IN THE WORLD
I WISH I HAD MY OWN SOCCER
TEAM

(Sigismond Nicolls)

I AM SOMEBODY

I AM SOMEBODY WHO DOES HIS
WORK
I AM SOMEBODY WHO IS BRIGHT
I AM SOMEBODY WHO IS NICE
I AM THE LUCKY BOY
I AM THE SMARTEST BOY
I AM THE BEASTY SOCCER
PLAYER
I AM!

(Brandon Tate)



DISTRICT OF COLUMBIA READING COUNCIL
of the
International Reading Association
(DCRC-IRA)

Mrs. Phyllis H. Lewis
PRESIDENT

Ms. Charlene Belt
VICE PRESIDENT

Ms. Patricia Tuck
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Mrs. Winifred Yonkers
MEMBERS-AT-LARGE

Mrs. Emma J. Coates
MEMBERSHIP DIRECTOR

January 23, 1996

Ms. Julie B. Kennedy
DC SCORES, Director
Dear Ms. Kennedy,

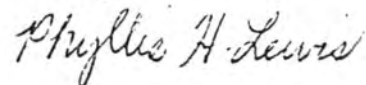
The District of Columbia Reading Council is proud to announce that you have been selected to be one of five (5) recipients of the 1996 CELEBRATE LITERACY AWARD. This award recognizes an individual, agency or institution that has made significant contributions to literacy.

Our Council will hold its 5th Annual Award Ceremony on Saturday, February 24, 1996 at the Washington Marriott, 1221 22nd Street, N.W., Washington, D.C. at 11:30 a.m. The committee cordially requests your presence as our guest at the reception and luncheon celebrating your contributions.

We encourage you to invite your family, friends and colleagues to participate in this celebration.

For additional information, please contact Sylvia Broome, (202) 362-7748.

Sincerely,



Phyllis H. Lewis,
President
DC Reading Council

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Exhibit 2

Divider Title: _____

Demographic Survey

<u>School and Ward</u>		<u>1995-1996 School Enrollment</u>
Merritt Elementary School Ward 7	72 % free lunch Chapter I school 30 AFDC families	502 100 % African American
Burroughs Elementary School Ward 5	60 % free lunch Chapter I school 36 AFDC families	352 98% African American 1% Hispanic 1% Asian
West Elementary School Ward 4	19 % free lunch 49 AFDC families	402 1% Asian 88% African American 11% Hispanic
Truesdell Elementary School Ward 4	62 % free lunch Chapter I school 37 AFDC families	385 1% Asian 88% African American 10% Hispanic
Takoma Elementary School Ward 4	43 % free lunch 58 AFDC families	542 96% African American 4% Hispanic
Rudolph Elementary School Ward 4	72 % free lunch 82 AFDC families	514 1% Asian 92% African American 7% Hispanic
Powell Elementary School Ward 4	90 % free lunch 14 AFDC families	279 2% Asian 57% African American 41% Hispanic

Barnard Elementary School Ward 4	43 % free lunch 70 AFDC families	595 87% African American 13% Hispanic
--	-------------------------------------	---

Bancroft Elementary School Ward 1	98 % free lunch Chapter I School 87 AFDC families	563 11% Asian 23% African American 65% Hispanic 1% White
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Reed Learning Center Ward 1	76 % free lunch Chapter I School 86 AFDC families	501 1% Asian 43% African American 56% Hispanic
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Exhibit 3

Divider Title: _____

33RD STORY of Level 1 printed in FULL format.

Copyright 1995 The New York Times Company
The New York Times

September 8, 1995, Friday, Late Edition - Final

SECTION: Section A; Page 16; Column 5; National Desk

LENGTH: 761 words

HEADLINE: Grim Forecast Is Offered On Rising Juvenile Crime

BYLINE: By FOX BUTTERFIELD

BODY:

If current trends continue, the number of arrests of juveniles for violent crimes will double by the year 2010, the Justice Department said today in the most comprehensive report ever assembled on crimes committed by young people.

The report based its projection on a finding that arrest rates among juveniles ages 10 to 17 for violent crimes jumped 100 percent between 1983 and 1992, and the number of teen-agers in the population was expected to increase 20 percent over the next decade.

The report also calls into question some of the most popular crime prevention programs adopted by cities, states and the Federal government in the past few years, including curfews and midnight basketball leagues. The report found, for example, that the peak time during which youths age 6 to 17 commit violent crimes was from 3 to 6 P.M., between the end of the school day and dinner.

James Alan Fox, dean of the college of criminal justice at Northeastern University, said the new figures on the time at which young people commit crimes showed that "we can't leave it to families" to solve the problem of juvenile violence. "The families aren't available, and it's often not out of choice," Professor Fox said. "They are off working out of economic necessity and it leaves kids idle, unsupervised with little to do except hang out with their friends."

Professor Fox said the report showed a clear need for more after-school activities at a time that the public and politicians have been cutting financing for athletics and after-school arts and music classes.

The report, "Juvenile Offenders and Victims: A National Report," was put together by the National Center for Juvenile Justice in Pittsburgh. It amounts to an encyclopedia of information on youth criminals, victims and how the juvenile justice system functions.

Among other findings in today's report were these:

*From 1980 to 1992, reports of children abused and neglected almost tripled, to 2.9 million from 1 million. The report cited several studies that showed a clear link between child abuse and neglect, and future juvenile delinquency and adult criminality. But Howard Snyder, one of the authors of the report and director of systems research for the National Center for Juvenile Justice, said it was unclear how much of the increase in cases might be attributed to better



LEXIS-NEXIS

A member of the Reed Elsevier plc group



LEXIS-NEXIS

A member of the Reed Elsevier plc group



LEXIS-NEXIS

A member of the Reed Elsevier plc group

...mentoring works!

"The number one indicator of success for a child is a good relationship with a caring adult."

"People who grew up in difficult circumstances and yet are successful have one thing in common: at a critical juncture in their early adolescence, they had a positive relationship with a caring adult." —PRESIDENT BILL CLINTON

"During my work on behalf of the Points of Light Foundation, I have witnessed firsthand the powerful impact of volunteers connecting with children through mentoring. Mentoring helps children feel loved and cared for, some for the first time in their lives. And mentoring is equally beneficial for adults. They tell us they get far more from being a mentor than they give." —PRESIDENT GEORGE BUSH

Young people with mentors are more likely to....

A Procter & Gamble study on their mentoring programs in Cincinnati schools shows that like 133 young people with mentors were more likely to:

■ stay in school.

Not one student with a mentor dropped out of school; average daily attendance was higher.



■ achieve and aspire to better grades.

Grade point average was almost a half a unit higher for young people with mentors.



■ go on to college.

Eighty-six percent, or 24 of the students from the senior class went on to college. Typically only 25-30 percent of students from these schools goes on to college.



In its concluding report on adolescent development, *Great Transitions: The Carnegie Council on Adolescent Development*,

- states good programs give youth what they want: mentoring relationships;
- reports that mentors can "rewrite the future of youth;" and
- calls on community organizations to connect youth with reliable adults who can offer them opportunities to "... learn about the world of work, earn money, build a sense of worth, and make durable friendships."

"All children, at every age, share basic needs — for a deep connection with a loving parent or other caregiver, good nutrition, adequate housing, safe neighborhoods, an environment that encourages exploration and adults to teach them about how to cope with the world and find their place in it." — *Standards for Success: Building Community Supports for America's Children*

A Public/Private Ventures study of Big Brothers/Big Sisters one-to-one mentoring found that Little Brothers and Sisters who met with their "Bigs" regularly for about a year were:

• • •

- Forty-six percent less likely than their peers to start using illegal drugs and 27 percent less likely to start drinking;
- Fifty-two percent less likely than their peers to skip a day of school and 37 percent less likely to skip a class;
- More trusting of their parents or guardians, less likely to lie to them, and felt more supported and less criticized by their peers and friends.

Sociologist William Julius Wilson, in *The Truly Disadvantaged*, writes that a mainstream, adult model "can help keep alive the perception that education is meaningful, that steady employment is a viable alternative to welfare, and that family stability is the norm, not the exception."

A Prison Fellowship study maintains that mentoring reduces

recidivism up to **80 %**
PERCENT.

In a 1989 Louts Harris poll of 400 high school juniors and seniors who participated in a national mentoring program, *Career Beginnings*, the vast majority of students credited their mentors with helping improve their lives:

- 73% of students said their mentors helped them raise their goals and expectations.
- 87% of students went directly to college or planned to attend college within one year of graduating from high school.
- 59% of mentored students improved their grades.
- 87% of mentoring students said they benefitted in some way from their mentoring relationship.

Beating the Odds

In their new book, *Beating the Odds: How the Poor Get to College* the researchers from Columbia University and University of Massachusetts found that:

"those who overcome poverty to reach college often share a common bond: a mentor, or perhaps several, who shepherds students across unfamiliar terrain."



In a study of 900 children, researchers Terry Williams and William Kornblum (*Growing Up Poor*) found that:

"the probabilities that teenagers will end up on the corner or in a stable job are conditioned by a great many features of life in their communities. Of these we believe the most significant is the presence or absence of adult mentors."

Arthur Levine
Jana Nidiffer

Beating THE Odds

HOW THE POOR
GET TO COLLEGE

95% of Midtown Educational Foundation [of Chicago] students—all inner-city minorities—graduate from high school, whereas 40% of their peers drop out, and 65% go on to college, whereas 14% of students with similar backgrounds do so.

Approximately 40% of MEF students major in engineering or one of the scientific fields, which is atypical of minority students pursuing college or university studies.

About 60% of MEF's students have attended college preparatory high schools, many on full or partial scholarships.

Almost unanimously (95%), MEF students—past and present—credit the organization's staff with helping them enter an academically challenging high school or college.

— The Retailing Issues Letter, Arthur Andersen & Co., and the Center for Retailing Studies at Texas A&M University

Youth in Crisis

A number of anecdotal and statistical references illustrate the crisis in youth development. This section provides examples.

"Today's youth are growing up in an increasingly changing and uncertain world. Families and neighborhoods often do not provide the stability and value reinforcement that enable young people to gain a sense of identity as achieving and contributing members of the community. This is especially true for urban and minority youth."—*National Collaboration for Youth*

"We can no longer ignore the fact that a growing number of our youth are unprepared to be productive members of society. Study after study produces statistics that point to this stark and troubling reality. In fact, it can be said that the scope of this problem has reached crisis proportions."—*National Collaboration for Youth*

"In the past, we as a society appear to have been all too willing to write off a portion of our youth who were unable to enter into the work force, support their families, and enjoy the benefits of our affluent society. As the overall numbers of youth decline, however, we can no longer afford to squander the talents of these young people. The inescapable fact is that in order for our economy to continue to grow, the youth we regard as 'at risk' will be needed to fill the jobs of tomorrow. Unfortunately, nearly half of these young people will lack the necessary skills to meet the increasing demands of the workplace. Instead, they will enter the ranks of the unemployed and working poor who comprise the permanent underclass of our society."—*National Collaboration for Youth*

School Dropouts

"The issue of school dropouts is no longer a matter of concern only to educators, youth advocates, and the families of failing students. Most new jobs in the year 2000 will require a work force whose median level of education is 13.5 years. That means, on average, that the workers who fill tomorrow's jobs will need some college-level training—not to enter the executive suite, but just to qualify for the first rung on the employment ladder. In other words, jobs that require little education are disappearing, in spite of the rapid expansion of the service sector.

"This situation is particularly alarming in view of the large number of young people who do not complete high school and those present and future workers who have limited basic reading, writing, and arithmetic skills. The implications of this are distressing. Clearly, the fate of our society rests heavily on our ability

to educate and train a competent and qualified work force to meet the changing needs of the workplace and a growing economy."

—*National Collaboration for Youth*

- One out of four students who enter high school this year will not graduate four years from now. Each year's class of dropouts will, over their lifetime, cost America about \$260 billion in lost earnings and forgone taxes.
—*Kettering Foundation and National Collaboration for Youth*
- About 1 million young people drop out of school each year. In June 1986, 2.6 million students graduated from high school; yet there were 3.6 million 17-year-olds in the population.
—*National Collaboration for Youth*
- American industry will have to spend as much as \$25 billion yearly on remedial education.
—*National Collaboration for Youth*

Functional Illiteracy

"There is more than one literacy problem in the United States. The one receiving most media attention is the painful problem of those adolescents and adults who can barely read or write. A much larger, more intractable problem is that millions of young adults are functionally illiterate; that is, they can read and write, but not well enough to meet the rising literacy demands of our increasingly complex and technological world."

—National Collaboration for Youth

- Seven out of ten high school students cannot write an effective letter seeking employment or information.
—National Collaboration for Youth
- Three out of five 20-year-olds cannot read a map or add up their lunch bill.
—National Collaboration for Youth
- 68 percent of those arrested, 85 percent of unwed mothers, 85 percent of dropouts, 72 percent of unemployed young people are functionally illiterate—and one out of every eight 17-year-olds cannot read and write at the sixth-grade level.
—National Collaboration for Youth

Youth Unemployment

"Up to one-third of our at-risk youth will face a life of chronic unemployment, welfare dependency, drug and alcohol abuse, and crime. These are also the same children who have children, many of whom will grow up in poverty and face the same bleak future. In short, they will join the permanent underclass of young people who are trapped in a cycle of dependency and failure."

"The magnitude and concentrated nature of youth unemployment cannot be blamed on the business cycle or the normal job instability of youth. Rather, it is due to the widening gap between the level of

basic skills of youth entering the labor force and the level of basic skills necessary for the jobs of today and tomorrow."

—National Collaboration for Youth

- As of June 1989, the unemployment rate for all youth aged 16-19 was 15.6 percent; for whites, it was 13.0 percent, and for black youth, the unemployment rate was 36.5 percent.
—National Collaboration for Youth
- More than 16 percent of teenagers looking for jobs are unable to find one. For black teens, the figure is more than one out of three. Those who remain unemployable will be unable to pay taxes, contribute to Social Security, or support themselves in today's society.
—Kettering Foundation and National Collaboration for Youth
- Today's unemployed youth are less prepared for the workplace in terms of skills, attitudes, experience, and understanding. The New York Telephone Company tested 57,000 applicants for entry-level jobs before finding 2,000 who qualified. The Motorola Company found that only 20 percent of its applicants can pass a simple seventh-grade English comprehension or fifth-grade math test.
—National Collaboration for Youth

Poverty

- One out of every five children under age 18 lives in poverty.
—Kettering Foundation
- Half of all teenage mothers remain single parents and are likely to live in poverty. Eighty-five percent of black and 72 percent of white female-headed households with mothers under 25 raise their children in poverty.
—National Collaboration for Youth

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Exhibit 4

Divider Title: _____

D.C. SCORES
IMPACT
School Year 1995-1996

of children played: ~ 425

of girls played : 192

of boys played: 233

of coaches: 22

of high school tutors: 49

of writing workshop leaders: 18

of elementary schools participating: 10

of high schools participating: 5

of volunteer referees: 15

of games played: 118

of writing workshops held: ~ 880

of soccer practices: ~ 880

of clinics: 2

of trophies awarded: ~ 425

In order to evaluate the 1995-1996 school year program most effectively, D.C. SCORES created surveys and questionnaires for every involved group. A student questionnaire was distributed via coaches and returned to the D.C. SCORES office. A coach/writing leader survey was also distributed and collected. High school tutors and community service counselors also had the opportunity to evaluate the program and their roles in it. Finally, principals were invited to evaluate the program's impact on each of the ten participating schools.

From each of the surveys, DC SCORES has compiled an extensive list of suggestions for how the program could be improved. All responses were taken into consideration and included in the list.

With regards to the student participants in the writing and soccer program, many rated the soccer favorably along with the writing workshop. We received over 130 evaluations from students in the program. Of the returned evaluations, most students indicated a very positive sentiment regarding their participation in both soccer and writing. When asked what else they may be doing other than being in the program, student answers ranged from "watching t.v." to "being bored." Burroughs Elementary School students, which did not field a soccer team this spring, expressed disappointment over not being able to play in the soccer league. All of the student's responses to the program improvement questions were compiled and are listed below.

The coaches and writing leaders also responded to the year end evaluations. We received back 13 of a possible 20 evaluations. The evaluations were helpful in providing us with strong suggestions for improvement that will be incorporated in the fall. Noted areas of concern include more extensive training time, tutor relations and writing workshop structure. A majority of the coaches and writing leaders indicated a willingness and desire to work with the program during the 1996-1997 school year.

The tutor evaluations were returned to the D.C. SCORES office before tutor stipends were paid. Most of the evaluations and comments provided additional information to the areas of concern noted by writing leaders. 25 of the participating 49 tutors submitted evaluations. Many tutors mentioned their satisfaction with being a role model. Some expressed an interest in being involved in the soccer component of the program as well as the writing program. More than 20 tutors expressed an interest in working with the program in the 1996-1997 school year.

From the Community Service counselors, evaluations were supportive and helpful. It was noted that the program could be more effective with the high school students if DC SCORES could attend the community service fairs. The counselors also noted that there needs to be continuous contact via school mail and telephone to inform them of placement sites. The suggestions were noted and are listed below.

Finally, the principal evaluations were distributed at the beginning of the summer. Questions covered all aspects of the program ranging from children's benefit from the program to relationship with the coaches to school atmosphere and community involvement. Of the evaluations received at this time, the responses have been extremely positive. Most principals agree that the program has had a positive effect on the school atmosphere and school climate.

All of the evaluations provided strong suggestions for programmatic improvements. For those who completed and returned the evaluations, there exists a general feeling of wanting the program to continue and grow. The staff of DC SCORES has reviewed the evaluations and is incorporating the suggestions and criticisms into the fall planning process.

Exit Survey Results
Evaluation - School Year 1995-1996

How can D.C. SCORES improve the overall program?

From Tutors:

- children have more discipline
- children be more involved
- extended the time
- send supervisors to make sure everything runs smoothly
- more students
- tutors be able to see games
- better communication with supervisor
- more time helping with homework
- have more tutors
- more sharing of student work at soccer games

From Community Service Counselors:

- more continuous contact to inform them of placement sites

From Kids:

- have more fun stuff
- have more activities
- had more practices
- supplied kids with water and juice
- have arts and crafts
- if we had cleats
- to play at a stadium
- a new place to play
- each field have the correct lines on the field
- wearing the same shoes
- have names on jerseys
- having more tutors
- having a good field
- getting more uniforms
- having better referees
- more team spirit
- more games
- go to see pro games
- practicing more
- playing on the weekends
- having a tournament at the end
- doing things other than writing
- do more interesting writing
- having a well-trained coach

From Coaches:

- be more selective in coach hiring
- have a more cohesive, goal-oriented literacy program
- Saturday games; neutral fields
- have better field maintenance

- have a soccer jamboree to kick off season
- set schedule that can be modified coach to coach
- have consistency with tutors
- have more training about soccer
- better communication
- have more time with Lou/ step by step training sessions for writing
- "checked up" on more
- transportation improved
- get more referees (give them a stipend possibly)
- make tutors more clear about program
- make writing workshop outcomes more clear
- have oranges and water at every clear
- have visual materials for soccer (videos)
- make training less abstract
- have more support
- have more clinics

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Exhibit 5

Divider Title: _____

THE CHRONICLE OF PHILANTHROPY

The Newspaper of the Non-Profit World

November 30, 1995

OPINION

Commentary and Letters

A Cure for Charities' Blanche DuBois Syndrome

By BILL SHORE

EVERY DAY millions of Americans wage an uphill battle to improve their lives and help others. But anyone who has done so knows how frustrating it can be when the organization for which you volunteer is short of the necessary resources, lacks skilled staff members, and is not as organized as it should be. The overwhelming majority of charities are underfinanced and overworked, constantly preoccupied by fund raising, and unable to perform on a scale equal to the needs they seek to deal with. That undermines citizen participation and virtually forfeits the task of community building to government agencies poorly equipped to handle it.

Even though the non-profit world is rich in compassion and idealism, it is entrepreneurially bankrupt. If we really want to fight problems like hunger and homelessness we need to reconceive and reinvent non-profit organizations so they not only redistribute wealth, but actively create the new wealth necessary to deal with future problems.

Now too many groups settle for that tiny margin of the financial universe that consists of leftover wealth—the excess money people are willing and able to donate after their primary needs have been met. Depending on leftover wealth to fight poverty is like trying to get a tractor-trailer to the top of a hill by depending upon passersby to push it in their spare time rather than creating a powerful engine to take it there.

Of all the ways in a free society to amass the resources necessary to do great and important things, relying on other individuals or institutions to give away whatever portion of their own money they have concluded they may not need seems like the most lame. I call it the "Blanche DuBois Syndrome" because, like the character in *A Streetcar Named Desire*, non-profit groups find themselves at the mercy of the kindness of strangers.

Funds from individuals, foundations, and government all have one thing in common: They are somebody else's money. Non-profit groups that rely on those sources shift limited dollars from one place to another, dividing the philanthropic pie rather than taking steps to create a bigger pie.

Redistributing leftover wealth is a narrow, perverse, and self-defeating posture that virtually dooms non-profit groups to fall short of fulfilling their missions. It is shamefully wasteful. And it is profoundly ironic. An entire population of disadvantaged Americans are, because of welfare, viewed rightly or wrongly as an underclass surviving on, and becoming dependent on, handouts that do not enable them to even meet their families' needs. So how do those who are their champions support their own efforts to create programs to help them? In most cases through handouts in the form of government or foundation grants.

Non-profit groups are themselves dependent on charity. And because of that, they suffer from a problem that goes to the heart of their inability to succeed: Instead of determining the level of resources necessary to solve a

certain problem, most non-profit organizations figure out how much they think is available from traditional charitable or government sources and set their goals accordingly. That's backward logic. Because charities allow fixed resources to determine the scope of their missions, rather than fixing a mission and determining what resources are necessary to achieve it, failure becomes a self-fulfilling prophecy.

None of this should be construed as an intent to dismiss the value and importance of charity, or to suggest that the pursuit of charitable support is bad or dishonorable. It is not. The sum total of charitable giving in this country has produced some fantastic results and reflects the best and most generous aspects of the American character. Every

non-profit institution ought to go out and get every private and public dollar available. But the point is that they should not limit themselves to philanthropic dollars if they can help it. There is nothing wrong with appealing to people's generosity and charitable instincts, but why stop there? Why not appeal to their self-interest as well? Self-interest is and always has been one of the most powerful profit generators. Why should the for-profit world have a monopoly on it? Why not develop a business that produces products and services that people want and need?

Businesses have always found ways to make their

**Redistributing
leftover wealth is a
narrow, perverse,
and self-defeating
posture that
virtually dooms
non-profit groups
to fall short
of fulfilling their
missions.**

goals publicly appealing and profitable so that they can marshal the resources necessary to achieve them. When they spend money on things nobody wants to buy, they must subsidize those expenditures with revenues from products or services that people do want to pay for. Most charities run programs and services that cannot attract paying customers. Like for-profit businesses, they should consider using money generated by other goods and services to run programs that help the needy.

A NON-PROFIT ORGANIZATION that is run for profit sounds like a contradiction in terms. But it doesn't have to be. This new type of entrepreneurial hybrid is what I call a community wealth enterprise.

A community wealth enterprise creates wealth by providing a product or service of value, by selling something that people want to buy for reasons independent of their charitable intentions. But the wealth it generates is returned to the public in the form of direct services or grants to charities that serve the poor.

Perhaps the most well-known example of a community wealth enterprise is Paul Newman's food company, Newman's Own, which donates 100 per cent of after-tax profits to a wide array of causes. Since 1982, the company has channeled \$60-million to charity. The idea works, in Mr. Newman's own words, because "we furnish people with wholesome food that they enjoy, which then enables us to take the profits we make and give them to the unfortunate people of the country, who because of poverty, sickness, old age, or illiteracy, desperately need help."

By turning their skills to the public interest, community wealth enterprises are not dependent on trends in charitable giving, but on the wants and needs expressed through the free market. As a result, they are not vulnerable to the "compassion fatigue" that many charities have seen their donors undergo.

What's more, they generate revenues that have no strings attached, which is often not the case with government and foundation money. That means charities can spend the money as they see fit, in accordance with their best judgments, and not in ways distorted by the desire to please grant makers or support popular programs over less popular ones that might be more deserving.

Community wealth enterprises do not compete directly with other non-profit groups for scarce charitable dollars because they are creating *new* wealth. They produce new donors—something that benefits all charities. Instead of money simply being shifted from one pot to another, or more accurately, away from one charitable enterprise to another, the cumulative pot gets larger. Most non-profit groups draw down the well of resources available for

charitable or public-interest activities. Community wealth enterprises bring new water to the well, from which all can benefit. And since they are not competing directly—at least not in the traditional fashion—community wealth enterprises make cooperation among charities more feasible.

It would be too idealistic, perhaps, to think that an appropriate wealth-generating activity could be found for each and every kind of charitable cause. Many organizations, including those that protect and advocate minority views or unpopular positions, may not enjoy the support necessary to create a wealth-generating financial base. There are many that will always have to rely on philanthropic dollars and charitable intentions. But where possible, non-profit groups should use ingenuity and enterprise to bring additional resources to the table.

COMMUNITY WEALTH ENTERPRISES could generate billions of dollars for the non-profit world. They represent a new option that can revolutionize non-profit work in the challenging times ahead by supporting a wide range of social programs and community services that are starved for resources. They can be a powerful tool for building community wealth, making new resources available for social services, and allowing talented business entrepreneurs to contribute more to society.

No matter how hard we work, we can't "out-fund-raise" hunger and poverty. If we are going to create lasting change, it will be because we change the way people think about themselves and their responsibilities and opportunities to contribute to the greater good. We need a massive, nationwide commitment of talented, compassionate, and creative people in our society, a commitment not only to support worthwhile programs and projects financially, but to deploy skills and special talents in behalf of people in need. The effort must be focused, sophisticated, organized, and directed toward the toughest tasks, rather than the tasks that are simply the most suitable for untrained but well-meaning volunteers.

Just as we can't buy our way out of poverty, we can't volunteer our way out, either. Communities will be transformed when the people in and around them are transformed. The next American revolution must be a revolution of the heart.

Bill Shore is the founder of Share Our Strength, an organization that mobilizes individuals and industries to fight hunger. This article is adapted from his new book, Revolution of the Heart (Riverhead Books) and is printed with permission of the publisher, which is a division of the Putnam Berkley Group. Copyright © 1995 Bill Shore.

OPINION USA

Charities change roles by turning a profit

Working with business, and learning to think like one, is a necessary step in meeting increasing social-service demands.

Traditionally, America's nonprofits are rich in compassion and idealism, but they are entrepreneurially bankrupt.

They're stuck settling for leftover wealth — the excess funds people and companies donate after their primary needs are met. Depending on leftovers to fight poverty or promote economic development is about as effective as trying to move a truck by asking passersby to push — what you need is a powerful engine.

As nonprofit organizations in every American community are scrambling to bridge gaps in federal social spending, they're turning to the business sector, not for donations but to create their own sources of revenue — their own engines.

The most innovative ideas are emerging from unlikely places. An order of Roman Catholic priests produced a feature film, *Care of the Spitfire Grill*, that just captured the Sundance Film Festival audience award. The \$4 million profit from its sale to Castle Rock Entertainment will help to support the social-service programs of the church.

Likewise, five of the nation's largest black churches recently united to form the Revelation Corporation of America — a business that will use its profits to make home mortgages and fund new-home construction in minority neighborhoods. Profits from 20 million church members' purchases of discounted groceries, clothing and insurance will go to create the loan and building funds.

The Roman Catholic priests and the Afri-



Commentary
By Bill Shore

can-American churches are only the most recent evidence of a burgeoning movement — a profound but little-noticed trend bringing new vitality and desperately needed resources to the fight for better social services.

Even though Democrats and Republicans disagree about the role of the federal government in solving the nation's social ills, they do agree that nonprofits must take up more of the burden.

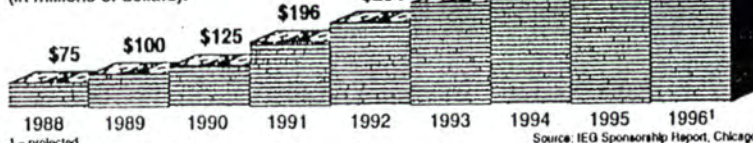
Yet America's nonprofits do not have the resources to solve the huge social problems faced by our communities. Now, more than ever, nonprofits need to find new ways to raise revenue.

Not all nonprofits may be ready to leap into business, but increasingly many businesses are ready to get involved in "socially responsible marketing." Ben and Jerry's Ice Cream, Anita Roddick's Body Shops and American Express all have raised money for charity by earmarking a percentage of profits for social causes.

Over the past five years, Share Our Strength, a national anti-hunger group, has developed a groundbreaking partnership with American Express based upon its corporate values. The Charge Against Hunger campaign helps achieve several objectives for American Express: Employees become involved in local communities, American Express is identified as a good corporate citizen, and the company builds better relationships with the merchants who take its card by working together in a good cause.

Giving good business

Corporate sponsorship of charities is a growing part of many companies' marketing program. Funds raised in recent years (in millions of dollars):



One successful program

The Charge Against Hunger, one of the largest corporate-giving programs, primarily sponsored by American Express, has attracted numerous other companies to help. They've raised more than \$5 million each of the last 3 years. Some participants:

- ▶ Kmart
- ▶ Melville Corp. (CVS, Marshalls, Linens 'N Things, Kay Bee Toy Stores)
- ▶ United Colors of Benetton
- ▶ Walt Disney World
- ▶ ITT Sheraton
- ▶ Hertz
- ▶ Blockbuster Video
- ▶ Caldor
- ▶ Macy's

Source: Share Our Strength



By Elys A. McLean, USA TODAY

Once nonprofit leaders begin to think like business executives, they'll be able to forge relationships that benefit both the public and private sectors.

Then they can take this approach a step further. In fact, a new breed of entrepreneurs is doing just that — completely reinventing the nonprofit sector by creating new wealth.

A nonprofit that creates wealth sounds like a contradiction in terms, but it doesn't have

to be. In growing numbers, new entrepreneurial organizations, like the priests' and black churches', are emerging as hybrids — profit-seeking firms with a social cause. They might better be called community wealth enterprises — CWEs — because their profits, rather than lining the pockets of individuals, are returned to the community.

The most well-known example of this phenomenon is Paul Newman's food company, Newman's Own. One hundred percent of af-

ter-tax profits from the sale of salad dressing, tomato sauce and popcorn is donated to a wide array of charitable causes.

By creating new wealth and returning it directly back to the community, CWEs are less vulnerable to what philanthropies call "compassion fatigue." And because they create new wealth, community wealth enterprises also increase commerce, adding to the economy's growth, just as any for-profit business would.

Some businesspeople argue that nonprofits have an unfair competitive advantage because they are not paying taxes. At the same time, some nonprofit executives fear the loss of their nonprofit, tax-exempt status.

There is no doubt that, as the wall between nonprofit and for-profit continues to crumble, the nation's tax laws will need to be examined and revised. If a nonprofit is earning a profit, it is only fair — under current law — that it should pay taxes.

However, legislators may decide that preferential tax treatment for organizations that direct all of their profits back into the community is good public policy.

Of course, nonprofit organizations should raise every private and public dollar they can. But they should not limit themselves to philanthropic dollars. Nonprofits that rely solely on government funds, charitable solicitations and foundation grants are redividing the ever-shrinking philanthropic pie rather than taking steps to create a bigger one.

If nonprofits are going to fill even some of the holes left to them by federal spending cuts and escalating social problems, they must become nonprofits for profit.

Bill Shore, founder of Share Our Strength, a Washington-based anti-hunger nonprofit, is author of *Revolution of the Heart*.

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Exhibit 6

Divider Title: _____

Julie Book Kennedy

3111 Adams Mill Rd. NW
Washington, DC 20010
202.462.3979

Education

Middlebury College, *Middlebury, VT*
Bread Loaf School of English
M.A. in English
Degree anticipated, summer 1997

Georgetown University, *Washington, DC*
A.B., 1993
Major: Comparative Governments, GPA: 3.5
Minor: Theology, GPA: 3.5

Languages

Fluent French, proficient Spanish

Work Experience

DC SCORES

Founder, Chief Executive Officer

Founded and currently organize and direct all activities of the non-profit organization which provides organized after-school athletic and academic activity for inner-city students. This has also required extensive grant-writing to fully fund the program.

Washington, DC
5/94-present

Teach For America/DC Public Schools

Marie H. Reed Learning Center

ESL Teacher, grade 4(SY93-94) grade 1 (SY94-95)

Maintained full classroom responsibility and offered instruction in English and Spanish for a class of 21 (SY93-94) and 26 (SY94-95) students. Classes were composed of mainstream and language minority students. This required complete daily planning in all subjects as well as extensive classroom management skills.

Washington, DC
6/93 - 6/95

Co-curricular Activities

Girls Soccer Coach, Literacy Coordinator

Marie H. Reed Learning Center

Coach a team of 18 girls twice a week. Act as faculty advisor for the literacy side of the DC SCORES program: supervise a writing workshop made up of the athletes and high school mentor-tutors.

Washington, DC
9/94 - present

Georgetown University, Men's Varsity Heavyweight Crew
Coxswain

Washington, DC
8/91 - 5/93

Awards & Prizes

DCPS Girls Soccer League

Now known as DC SCORES. This program received the first grant awarded by the World Cup '94 Grants Committee, in June of 1994.

Washington, DC
6/94

Recognition Award from DC Stoddert Soccer, Inc.

I received an award for outstanding contributions to the development of inner-city youth soccer in the District of Columbia, as well as an honorable mention for their Volunteer of the Year award.

Washington, DC
11/94

Intercollegiate Rowing Association Championships

Gold Medal, Men's Heavyweight Four with cox

Syracuse, NY
6/91

Interests

Education. Foreign languages, cultures and governments. Athletics, particularly team sports. Travel. Leadership positions.

CHRISTOPHER L. JONES

1019 23rd Street South
Arlington, VA 22202
(703) 553-8624

EDUCATION

GEORGETOWN UNIVERSITY, WASHINGTON, DC
GEORGETOWN SCHOOL OF BUSINESS
Bachelor of Science, Business Administration, May 1995
Double Major: Marketing/New and Small Business Management
GPA: 3.28/4.0

EXPERIENCE

COCA-COLA/LANG & ASSOCIATES

Event Coordinator, March 1996 to September 1996

- Promoting and executing the Coca-Cola classic Street Hockey Games Tour in 14 cities
- Coordinating communication between event contacts including CCUSA, LANG, & TARGET
- Conducting market reports for LANG and on-site trouble shooting
- Maintaining an expense account as well as inventory and equipment maintenance

PERSONAL TOUCH HOME CARE, WASHINGTON, DC

Administrative Assistant, June 1995 to August 1995

- Organized, maintained and updated over 300 patient files
- Developed procedure for entering patient data into a customized computer system

GEORGETOWN UNIVERSITY INTRAMURAL DEPARTMENT, WASHINGTON, DC

Official, October 1992 to May 1995

- Coordinated and officiated intramural athletic events
- Organized and prepared facilities for athletic competitions

POTOMAC ELECTRIC POWER COMPANY, WASHINGTON, DC

Analyst-Commercial Energy Services, Summer 1994

- Researched accts. and conducted inspections to determine rebate prog. eligibility & progress
- Created a preliminary marketing proposal for a new electric cooking technology

VECTOR MARKETING CORPORATION, ALEXANDRIA, VA

Advance Sales Representative, Summer 1993

- Conducted over 150 in-home sales presentations and sold over \$6900 in Cutco merchandise
- Developed a list of over 400 potential leads and scheduled appointments by phone

DRINK CLEAN WATER COMPANY, TRENTON, NJ

Plant Manager Office Clerk Driver, 1988 to 1992

- Maintained interpersonal relations with private and business customers on a daily basis
- Supervised production crew of five in the water bottling plant

HONORS AND ACTIVITIES

- Georgetown University NCAA Division I Men's Soccer Team, 1991-1995
- Big-East Academic All-Star Team, 1993-94, 1994-95
- Adidas Scholar Athlete All-American, 1993, 1994
- Arthur Ashe Jr. Award Winner, 1995
- Big-East First Team All-Conference, 1993, 1994
- One of 32 Georgetown students named Who's Who in American Colleges and Univ., 1994-95
- Black Issues in Higher Education First-Team All-American, 1993-94, 1994-95
- NCAA Athletics Self-Study Steering Committee, 1994-95
 - One of two Georgetown Univ. student-athletes selected from a pool of 600 candidates
 - Participated in the collection and review of athletic department financial information
 - Made final recommendations voicing student concerns in the Self-Study Report
- One of two student-athletes nominated to attend Big-East Student-Athlete Conference, 1995
- Assistant Coach DC Stoddert League Under-9 soccer team
- Intern at the 1996 International Sports Summit in Atlanta, GA

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Exhibit 7

Divider Title: _____

DC SCORES BOARD OF DIRECTORS AND ADVISORS

Board of Directors members were selected based on their involvement in DC SCORES from its outset, and current interest in leading the young organization toward continued success and growth. Board of Directors and Board of Advisors members were selected because of the broad range of knowledge, experience and diversity of talents that they could bring to the organization.

Louis Bernieri	Director and Founder, Project for Literacy, Athletics, the Arts and Youth Service (PLAYS), Andover, MA.
Arthur Dockery	Soccer Coordinator, DC Department of Recreation and Parks. Board Member, World Cup Soccer, DC Advisory Committee
Kevin Payne	President/General Manager Washington, DC UNITED
Abigail Smith	Regional Director, Teach For America, DC National Field Director, Teach For America, 1994-1995
D. Dodge Thompson	President, DC SCORES Board of Directors Chief of Exhibitions, National Gallery of Art
Anne Harding Woodworth	Chair, Board of Advisors, DC SCORES Editor, Soccer Prose, Inc.

Board of Advisors

Jeff Agoos Major League Soccer Player WASHINGTON, DC UNITED US Men's National Soccer Team Player	Dr. Betty Jo Gaines Director, DC Department of Recreation & Parks Washington, DC
Shirley Hall Member Foundation for the National Capital Region Washington, DC Team	John Harkes Captain, WASHINGTON DC UNITED Captain, US Men's National Soccer
Tom King General Manager United States Soccer Federation Chicago, IL	Wendy Kopp President & Founder Teach For America New York, NY
Dr. Susan Linn Judge Baker Children's Center Media Center for Children Boston, MA	David Milner President Funds for the Community's Future Washington, DC

Richard Motzkin
President
SportsNet Marketing & Management, Inc.
Santa Monica, CA

Len Oliver
USYSA Director of Coaching, Washington DC
US Pan-American Soccer Team
US Olympic Soccer Team '63 - '64

Doug Newman
Promotions Manager, Soccer
adidas Soccer
Portland, OR

Louise Sagalyn
President,
Ethel & Irvin Edelman Foundation
Washington, DC

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Exhibit 8

Divider Title: _____

For FY 1996-1997

Applications will be made to:

AT&T Foundation	\$10,000
Banyan Tree Foundation	\$5,000
*Ben & Jerry's - Adams Morgan	\$1,500
*Ben & Jerry's - Downtown	\$1,500
Bernstein Foundation	\$2,000
Cafritz Foundation	\$15,000
Chevy Chase Bank	\$1,000
Clark-Winchcole Foundation	\$15,000
DC Stoddert Soccer, Inc.	\$5,000
Dimick Foundation	\$1,500
Edelman Foundation	\$5,000
England Foundation	\$1,000
Freddie Mac Foundation	\$15,000
Fannie Mae Foundation	\$15,000
Fdn. for the Nat'l Capital Region	\$5,000
John Edward Fowler Mem. Foundation	\$5,000
Philip L. Graham Fund	\$30,000
Hechinger Foundation	\$2,000
Himmelfarb Foundation	\$2,000
Lea Foundation	\$5,000
Mead Foundation	\$2,000
Meyer Foundation	\$20,000
Moriah Foundation	\$2,000
Prince National Trust	\$15,000
Public Welfare Foundation	\$15,000
Sallie Mae Foundation	\$2,000
Strauch Foundation	\$2,000
Hattie M. Strong Foundation	\$5,000
Washington Post Company	\$1,000
Soccer '94, DC	\$60,000
USSF Foundation	\$50,000
Youth Service America	\$22,000
Ten school sponsors @ \$2,000	\$20,000
Ten Schools fees @ \$600	\$6,600
TOTAL:	\$365,100

We plan to request at least twice our needed budget in order to assure that with the grants we do receive, we are able to meet our expenses for this fiscal year .

* School Sponsorship

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Exhibit 9

Divider Title: _____

REVENUE
FY 1996-1997

Grants and Contracts:

Foundations:

\$22,000 grant from Youth Service America's Fund for Social
Entrepreneurs

\$5,000 grant from an anonymous donor

\$5,000 grant from the Edelman Foundation

\$3,000 grant from the Fannie Mae Foundation

\$2,500 grant from the Shugar Foundation

\$1,000 grant from Sallie Mae Foundation

Corporations/

Business Support:

\$18,000 in-kind donation of soccer cleats from Alexi Lalas, US
National Team Member.

\$14,798 in-kind from DC Stoddert Soccer, Inc.

Covers player expenses, equipment, liability insurance.

\$3,875 in-kind donation of uniforms (shirts, shorts, shin guards,
balls) from Lanzera International

\$10,610 in-kind donation of uniforms (shirts, shorts, shin
guards, balls) from adidas America

\$3,000 in-kind equipment donation from DC UNITED

School Fees

\$3000

Registration Fees:

\$1,800

Individual support:

\$2,000

In-kind support:

\$36,000 (see attached list of donors)

TOTAL REVENUE:

\$131,083

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Exhibit 10

Divider Title: _____



THE DISTRICT OF COLUMBIA
WASHINGTON, D.C. 20001

MARION BARRY, JR.
MAYOR

Mr. Robert L. Beck
Executive Director
United States Soccer Federation
Foundation
1050 17th Street, NW, Suite 600
Washington, DC 20036

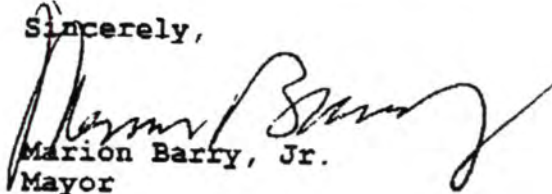
Dear Mr. Beck:

I am writing this letter in reference to the DC SCORES program. This organization provides the opportunity for young children to get involved in an after school program which combines a soccer league and a writing workshop. This type of program encourages students of all ages to feel confident about their athletic and academic abilities.

At a time when juvenile crime and violence is at such a high rate, programs like DC SCORES are vital in the lives of the children in the District of Columbia. This program motivates public school students to look at school in a positive way. Through this program they learn to study and work hard to gain a valuable academic and athletic experience.

I support the DC SCORES program and I wish it continued success. I look forward to working with the young community of the DC area. As your Mayor, I strongly support programs that will have a positive impact in Washington, DC.

Sincerely,


Marion Barry, Jr.
Mayor



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Superintendent

415 12th Street, N.W.
Washington, D.C. 20004

(202) 724-4222
FAX (202) 727-1516

January 31, 1996

Ms. Julie B. Kennedy
Director and Founder
D.C. SCORES
3111 Adams Mill Road, N.W.
Washington, D.C. 20010

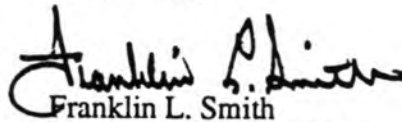
Dear Ms. Kennedy:

Dr. Allen E. Chin, Director of Athletics, has acknowledged your organization's assistance with over 300 D.C. Public Schools' students in ten (10) elementary and five senior high schools by providing them with organized after-school athletic, academic and youth service opportunities. Since the fall of 1994, D.C. SCORES has provided elementary girls with a school-based after-school program that would build their self-esteem and academic performance. In March 1995, the program changed from a girls' soccer league to a co-ed after-school program that combines soccer, cross-age tutoring, creative writing and youth service opportunities.

This letter is in support of the continued work of D.C. SCORES with the District of Columbia Schools' elementary athletic program. For further information, please contact Dr. Allen F. Chin, Director of Athletics.

Thank you for your continued support of our students.

Yours truly,


Franklin L. Smith
Superintendent of Schools
Chief State School Officer

FLS:jcm

WASHINGTON D.C. UNITED™

MAJOR LEAGUE SOCCER



October 30, 1996

Mr. Robert L. Beck
US Soccer Federation Foundation, Inc.
1050 17th St.
Ste. 600
Washington, DC 20036

Dear Rob,

Please accept this letter as an unqualified voice of support for the program developed by DC Scores in the District of Columbia.

As you might expect, given the length and nature of my involvement in soccer and the business of soccer, I've been exposed to many community based, non-profit soccer programs. While nearly all are well intentioned and to varying degrees effective, I can say without equivocation that DC Scores is the most comprehensive, focused, well-organized and well-administered such program I've seen yet. That's why DC United has pledged to be a major supporter of DC Scores.

The DC Scores program was developed and is administered by an extremely dedicated and talented group of staff and volunteers who understand the power for good that the world's greatest game can become, especially in the inner city. Using soccer as both tool and metaphor, DC Scores creates a partnership of school children, coaches, parents, and mentors to emphasize the importance of teamwork, dedication, and commitment to sport and to education.

I think it is particularly meaningful that DC Scores works closely with the public school system of the District to accomplish their goals. It's ironic that here in the capitol of the United States, where national educational policies are formulated, promulgated, and funded, so many of our policy-makers send their children to private schools, in some ways exacerbating the sense of division that exists in America in the very place where unity, understanding, and teamwork should be of paramount importance. DC Scores and DC United share a commitment to those qualities.

In closing, I can think of no group which better exemplifies the desire to represent soccer as a tool for positive change and growth than does DC Scores. I hope the Board of the US Soccer Federation Foundation will agree with me and provide the organization with the generous support it has earned.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin J. Payne".

Kevin J. Payne
President/CEO
DC United

✓ cc. Julie Kennedy, DC Scores

WASHINGTON D.C. UNITED™

MAJOR LEAGUE SOCCER



October 30, 1996

Mr. Robert L. Beck
Executive Director
US Soccer Federation Foundation, Inc.
1050 17th St.
Ste 600
Washington, DC 20036

Dear Mr. Beck,

I am writing to you to indicate my strong personal support for DC Scores and the programs it has begun in the District of Columbia, and to ask that the US Soccer Federation Foundation support DC Scores as well by approving the organizations request for a grant to help it's programs succeed.

I serve on the Advisory Board of DC Scores, and was proud to participate in the recent public event celebrating the work of DC Scores, held at the Children's Museum of the District of Columbia.

As the Captain of the US National Team and of the MLS Champion DC United, I feel privileged to try in a small way to help DC Scores be successful. But the Foundation can do much more, and I want to urge you and the Board of the Foundation to show this organization the support it deserves.

I look forward to seeing you at an upcoming match.

Sincerely,

John Harkes

WASHINGTON D.C. UNITED™

MAJOR LEAGUE SOCCER



October 30, 1996

Mr. Robert L. Beck
Executive Director
US Soccer Federation Foundation, Inc.
1050 17th St.
Ste 600
Washington, DC 20036

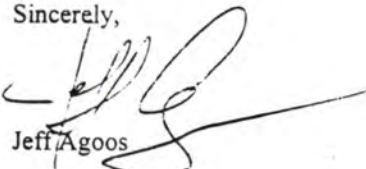
Dear Mr. Beck,

As you may be aware, it has been my pleasure since early summer to serve on the Advisory Board of DC Scores. It was a thrill for me to participate in the public event held at the Childrens Museum to celebrate the progress the program has made to date.

I've committed my time and intend to continue to do so to support DC Scores, because I think it is important that programs such as this one, which use soccer to help address the needs and concerns of inner city school children and their parents, have the opportunity to flourish. I hope that you and the Board of the Foundation will agree and give the DC Scores grant request a favorable response.

I look forward to working with the Foundation to help the work of DC Scores continue.

Sincerely,



Jeff Agoos

cc. Julie Kennedy



501 Santa Monica Boulevard
Suite 505
Santa Monica, California 90401
Tel / 310.656.3400
Fax / 310.656.3401

October 30, 1996

BY REGULAR MAIL

Mr. Robert L. Beck
Executive Director
United States Soccer Federation Foundation
1050 17th Street NW, Suite 600
Washington, D.C. 20036

Re: DC Scores

Dear Mr. Beck:

I am extremely proud of my association and involvement with DC Scores, an after-school program for public school children in Washington, D.C. that combines soccer and creative writing. The program not only is spreading the "gospel" of soccer to untapped territory, but it is making a tremendous contribution to the lives of children living in low-income neighborhoods. This past summer when I was in Washington, I had the opportunity to meet many of the students, teachers and staff involved with the program and to witness DC Scores' ability to bring the joy of soccer and learning to inner-city children. It is a vision and a program I wholeheartedly support.

It is my sincere hope that DC Scores will continue to thrive in the Washington, D.C. area and, over time, extend to other urban areas, particularly cities that host MLS Teams. It is clear to me that for the good of soccer DC Scores deserves the support of the USSFF. I hope that you agree.

All the best.

Very truly yours,


Alexi Lalas

cc: Richard L. Motzkin

CHEVY CHASE BANK

Chevy Chase Bank
8401 Connecticut Avenue
Chevy Chase, Maryland 20815

Board of Directors
Community Relations
Advisory Committee

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Margaret K. Hatton
Director - Special Projects

Monica M. West
Community Affairs Officer

October 7, 1996

Dear Colleague,

Ms. Julie Kennedy has founded an organization we feel will make a difference.

The Chevy Chase Bank has gladly supported DC SCORES (Soccer & Community Outreach Responding to Educational Needs of Students); for the joy and discipline the game of soccer brings to 350 of Washington's public school children as well as the mentoring enrichment that is a vital part of the program.

Ms. Kennedy, along with her staff have consistently expended impressive energy in reaching out to the public school community. They have, indeed, combined fun, with demands, and have shown good results for their efforts. For their children good sportsmanship goes hand in hand with active community participation, while writing skills are honed weekly through tutors.

We hope you will agree this is a fine way for youngsters to spend after-school time.

Thank you for your consideration of DC SCORES.

Very Truly Yours,



Margaret K. Hatton
Director Special Projects



October 31, 1996

To Whom It May Concern:

D.C. Stoddert Soccer, Inc. (DCSSL) is a non profit organization in Washington D.C. which provides soccer instruction and competition for metropolitan youth ages 5 to 19. The League organizes soccer matches for its 4400 member players each weekend during the Spring and Fall seasons. DCSSL is governed by a 50 member Board of Directors of volunteer parents elected annually. DCSSL was founded in 1977 with approximately 60 players and has grown steadily.

DC SCORES, led by Ms. Julie Kennedy, provides soccer and tutorial opportunities to inner-city girls and boys. DCSSL assisted Ms. Kennedy when DC SCORES began several years ago. Although DC SCORES has become an independent legal entity with help from DCSSL, DC SCORES plays soccer as part of DCSSL. In addition, as members of DCSSL, DC SCORES's youth players have the privilege of membership in the Jelleff Boys' and Girls' Club, as well as insurance coverage through Virginia Youth Soccer Association ("VYSA"). Ultimately, all of these programs are under the auspices, rules, and jurisdiction of the national soccer governing body, the USYSA.

DCSSL is very fortunate and quite proud to be associated with Ms. Julie Kennedy and her enthusiastic staff and coaches. We support her efforts to obtain grants for her program and we continue to work with DC SCORES where our efforts can be best utilized.

Very truly yours,

William B. Willis
Chairman

DC Stoddert Soccer League - PO Box 39203 - Washington, DC 20016
Hot Line (202) 965-GOAL

Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Exhibit 11

Divider Title: _____

Colman McCarthy

Sorry, Kids, Game's Over

As a former high school and college athlete, Julie Kennedy, a 1993 Georgetown University graduate, is involved these days in a part of the sports world she knew little about: money management, grant writing, reseeding fields, locating vans for travel, pricing uniforms and scheduling games. In ways she never imagined, as well as measured by success, she has become a pro at it.

Kennedy, on the faculty of the Marie H. Reed Learning Center in the Adams-Morgan area of the capital, team-teaches first grade to 26 children. Twenty of them speak Spanish as a first language. Nearly all are in the school breakfast and lunch program. In her second year at the elementary school, she is a member of Teach for America, the New York-based program that recruits, trains and assigns teachers—mostly recent college graduates—for urban and rural public schools.

After getting a feel for Reed and the captivating multiculturalism of the neighborhood, Kennedy noticed that in addition to living with every other impoverishment that plagues Washington and the nation's inner-city schools, her kids had little outlet for after-school play. "They would often hang out on the streets with little to do," she says. "So I thought, why not a soccer program? It was a logical move for me. It's a sport I've played all my life."

At this point, she could have agonized or organized. She chose the second, and now Reed, a well-regarded school, has a soccer team for its fourth-, fifth- and sixth-grade girls. Kennedy is like the young rabbi in Paddy Chayefsky's play, "The Tenth Man," who tells his new congregation that the best way to develop the spiritual life of the community is organize a sports team.

Last fall, 90 players guided by nine coaches at five public elementary schools became the core of what Kennedy began: the D.C. Public Schools Girls Soccer League. She learned how to beg, borrow and deal. Covering ground like a midfielder, she went to such groups as World Cup '94—the international soccer organization—Howard and Georgetown universities, a local soccer league, a Methodist church, a sporting goods store and a supermarket for help. They responded with services and donations, including five fields seeded into playing conditions complete with lines and goals, 70 soccer balls, medical checkups for players, use of a van and oranges from Safeway for all practices and games.

The story of this resourceful and caring teacher might end here except that the kind of idealism she practices could come to nothing if some political leaders have their negative way. "I am totally opposed to national service," House Speaker Newt Gingrich has announced. "It is coerced voluntarism. . . . It's gimmickry."

Kennedy and 940 other members of Teach for America are under siege because they are part of AmeriCorps, the object of Gingrich's scorn. Teach for America, which has placed 2,300 elementary and high school teachers in underserved areas in the past five years—and only after being invited in—received \$2 million last year from AmeriCorps.

Julie Kennedy and other teachers like her are the kind of public employees politicians ought to be showering with praise, not threatening to wipe out. Kennedy is a fresh-thinking innovator who has immersed herself in the lives of her first-graders and her soccer players. "I love my students and I love my school," she says.

In addition to teaching and coaching, Kennedy waitresses 25 hours a week to pay back college loans. What little time is left goes to writing grant applications to expand her program. Why stop at five schools? she asks. Why limit the program only to girls? And why think only of Washington, when dozens of cities with millions of grade-school kids could be reached?

This is gimmickry? Gingrich's charge amounts to slander. AmeriCorps is in only its first year—crawling in its infancy, now getting to its feet—and already the House Appropriations Committee, following the speaker's calls for a "revolution," has plans to cut off its legs.

Is the Republican leadership's obsession to take down Bill Clinton so strong that 20,000 young people in AmeriCorps' 350 programs are to be sacrificed too? And where do Julie Kennedy's kids, who are also being tutored academically, go after school?

KEEP THOSE ESSAYS COMING!

For the last two years, the RCCP National Center has been collecting essays from young people around the country to compile in a book of *Kids' Conscious Acts of Peace*. The book will recognize and celebrate students for the positive steps they are taking to resolve conflicts in nonviolent and creative ways. In addition to the activity guides we have sent out through our collaboration with Ben & Jerry's and the Corporation for Public

Broadcasting's Act Against Violence campaign, we have sent activity guides to site coordinators to encourage RCCP schools to send in their students' essays about times they witnessed or performed a conscious act of peace.

school has not received an

Kids' Conscious Acts of Peace

Classroom activities for teaching students how to wage peace in school and at home.

activity guide and essay form (which are easily photocopied), please contact your site coordinator. We will be collecting essays for the book through the summer. ○

If you are an RCCP teacher and your

This "Peace Rap" was composed by Jewell Boyd and Juanita Beasley, sixth graders who participate in DC Scores, an afterschool program in Washington, D.C.

*Conflict resolution is the way to go,
Don't get mad, just let it go. (x2)*

Conflict resolution is the thing to do,
Using your mind when you have to.
Solving your problems without using violence,
Talking it out, breaking the silence.

Conflict resolution is the brand new way,
Using it means to have a brighter day.
We're going to tell a story; we hope it's a blessing,
So sit back and learn this valuable lesson.

We're going to tell you about what happened to us,
We solved our problem; we didn't fight,
we didn't fuss.

*Conflict resolution is the way to go,
Don't get mad, just let it go. (x2)*

Well, I think conflict resolution
Means to have a positive solution,
So listen to what I am saying:
One day my friends and I were just a-laughing and a-playing.
We were in the store trying to buy some bread.
Then some girls walked in, they wanted Alexis dead.
They started fussing and talking all this crap,
Alexis is the one they wanted to slap.
Alexis made the choices to leave it be.
She turned around and walked towards me.
The next day we found out it was all over a look.
When I heard that, my body shook.
The point of this story is to find a positive solution,
And that is what we know about conflict resolution.

*Conflict resolution is the way to go,
Don't get mad, just let it go. (x2)*

IN THE NEIGHBORHOOD

By Duncan Spencer

On the Whole, We'd Rather Be In Philadelphia

Anxious to discover why Philadelphia is successfully conquering its urban problems as DC is being vanquished by its own, I went north last weekend.

Though it was a brief visit to a fellow row-house dweller in a neighborhood called Queen Village — located between City Hall and the Delaware River — I confidently expected to see Philly's miracle Mayor Ed Rendell whizzing from place to place in a car driven no doubt by a city cop, taking notes and planning further major improvements to the City of Brotherly Love.

Rendell, they say, has done the impossible: turned a dead-end doughnut city around. But the mayor must have passed while I was checking out a tattoo parlor (there are dozens), or gazing at the graceful clipper ship Mosholu, which recently joined the Delaware dock-front's collection of tourist and restaurant vessels.

Philly is no longer the butt of those "Filthy-delfia" jokes. In the first place, people clearly want to be in town and they swarm there at night and on the weekend. They have the hassle of parking tickets as do we on the Hill, but as far as a destination goes, the city — especially the noisy, jumping South Street restaurant strip — is it.

There seems to be far more commerce there than here — with delis and shops (most of them tiny) crammed in to every available housefront on almost every block. There also seems to be many more people per block.

One of the most remarked-upon things the Philadelphia mayor has done is his policy of demolishing buildings whose aban-

GETTING A KICK OUT OF SOCCER



US World Cup soccer stars John Harkes, Jeff Agoos, Cobi Jones, and Alexi Lalas (they're at the back) join young soccer players at the Capital Children's Museum Tuesday to help boost DC Scores, a group organized by former teacher and soccer player Julie Kennedy. Kennedy is pushing soccer as a possible replacement for more expensive sports like football, which has been canceled in some city schools due to budget cuts. She also argues that kids who play soccer do better at schoolwork. The soccer stars announced that major support in the form of equipment — including 350 pairs of new Adidas soccer cleats — and coaching will be given to inner-city schools. The DC Scores program now involves more than 300 students, ten schools, 20 coaches, and 50 high school-age mentors.

Photo by Rebecca Roth

D.C. SCORES

From Page 18

"It's a lot of fun for the kids and a very different coaching experience for me," she said. "Working with older kids and forming these different relationships is refreshing."

Arica Lacey, a fourth grader at Barnard, said she loves soccer but enjoys the writing workshops, too.

"I write about soccer, school, my family and how I feel about things," she said.

Kennedy said she believes the writing component is critical to the future of kids like Lacey.

"Literacy is the highest and most important skill for children," she said. "If they can read and write, they can do anything. Writing lets them be creative and talk about things that are important to them — it's empowering for them."

Kennedy is the chief executive officer of D.C. SCORES and has just one full-time assistant. The majority of her time is spent in fundraising, although she still works as a teacher/coach at Marie Reed.

D.C. SCORES was recently selected from thousands of entries nationwide for Youth Service America's Fund for Social Entrepreneurs. The program provides funding for professional development and technical assistance to recruit and train more "citizen-problem solvers."

The new recruits will broaden the program's reach to additional schools and students who have inadequate funding for after-school programs, she said.

**St. John's
Tennis Club**
2607 Military Road, N.W.

NORTHWEST SPORTS

ATHLETICS IN NORTHWEST WASHINGTON

JUNE 26, 1996

Soccer celebrities give kick to Adams Morgan venture

By KAREN BATE
Current Correspondent

Adams Morgan entrepreneur Julie B. Kennedy got some high-profile help this month for the after-school soccer and writing program she founded at the Marie H. Reed Learning Center.

Four members of the U.S. National soccer team, in town for the U.S. Cup match against Bolivia, attended a ceremony at the Capital Children's Museum on June 11 to unveil a giant soccer mobile constructed by the young participants of the program.

Alexi Lalas, who plays Major League Soccer for the New England Revolution, donated 352 pairs of Adidas soccer shoes to the student-athletes who participate in D.C. SCORES — Soccer and Community Outreach Responding to the Educational needs of Students.

Los Angeles Galaxy player Cobi Jones and D.C. United stars John Harkes and Jeff Agoos also attended the event. Harkes, captain of D.C. United and the U.S. National team, presented Kennedy with a check for \$500 to support her innovative program.



Bill Petros/The Current

D.C. United star John Harkes presents Julie Kennedy a \$500 check.

Kennedy, 25, a former teacher and soccer player, founded the program in 1994. It combines soccer, cross-age tutoring, creative writing and youth service in an after-school program that meets both on the field and in the classrooms at 10 D.C. elementary schools.

More than 300 students participated this

year, along with 20 adult coach/teachers and 49 high school mentors.

"The idea is to build student-athletes — to take the self-esteem and confidence they gain on the soccer field and transfer it to their academic skills," Kennedy said.

Kennedy created the first girls soccer program in the D.C. Public Schools out of frustration from seeing students spend their after-school hours on the streets. While teaching English as a Second Language for two years, she noticed that many students were wise beyond their years, but had no self-esteem or support, she said.

D.C. SCORES quickly grew to include a writing component and became coed in 1995. Coach/teachers are specially trained and paid for their work. Participants play soccer twice a week and attend writing workshops twice a week with the high school student-mentors.

Sonya Hardin, a kindergarten teacher at Barnard Elementary School in Petworth and a D.C. SCORES coach/teacher, attended the unveiling of the soccer mobile with some of her players.

See **D.C. SCORES**/Page 19



FAX COVER SHEET

'97 FEB 14 PM 2:21

TO: Phil CaplanFROM: Julie KennedyDATE: _____ FAX #: 456 2215# OF PAGES: 2
(INCLUDING COVER)

IF THERE ARE ANY PROBLEMS WITH FAX TRANSMITTAL, PLEASE CALL 202.296.2051

I put this together without a
whole lot of info about where
it was going, but if its to be
selected, I hope it works!

Thanks for looking into
this!



MEMORANDUM

DATE: 14 February 1997
TO: Jan Richter
FROM: Julie Kennedy 
RE: Public Service Announcement

PROGRAM DESCRIPTION

DC SCORES is a two-part after-school program that operates in ten DC public elementary schools and five public high schools. DC SCORES combines the proven benefits of a soccer program -- increased self-esteem, team pride, good sportsmanship -- with an on-site academic program that uses **cross-age mentors** from community high schools. DC SCORES creates a dynamic service-learning model, includes children with a broad range of academic capabilities and skills, and builds intra-community communication. DC SCORES teaches students to see each other as resources, to see their communities as places of opportunity, and to see themselves as future community leaders.

Over 400 students participate in the program as student-athletes and as mentors. DC SCORES operates a 20-team soccer league of ten boys teams and ten girls teams at the elementary schools. The teams practice twice a week, compete against each other once a week. The students work as teams in community-based writing workshops the other two days of the week completing school newspapers, yearbooks, literary magazines, raps, poetry, and stories. The high school students participate in the workshop acting as mentors to the younger student-athletes. We encourage all of our participants to be dynamic, productive students and citizens in their communities-- all skills that will lead to leadership and community development in our inner-city.

DC SCORES Mission: *DC SCORES works in partnership with youth mentors, teachers, neighborhood schools, and the soccer community to inspire and promote academic achievement, community involvement, and athleticism among urban youth through an after-school soccer league and creative academic workshop.*

PSA

DC SCORES would like to propose that the Benton Foundation consider using one of our mentors and a few of our student-athletes for your "Who's side on your on?" Public Service Announcement.

Maximiliano Zambrano is a 10th grade student at Roosevelt Senior High School here in the District, and is mentoring students participating in the DC SCORES program at Powell Elementary School for his second year in a row. Max is product of the DC Public Schools and is committed to serving the community that he has grown up in. Max works with small groups of students in grades four through six. He works with them to complete writing projects that they have chosen in the community-based writing workshop that DC SCORES operates to complement its athletic activities.

DC SCORES is a not-for-profit organization that works in partnership with the DC public schools.

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

14-Feb-1997 01:58pm

TO: CAPLAN_P

FROM: Laura D. Schwartz

SUBJECT: This is are excerpts from the memo that I sent around to get

Message Creation Date was at 14-FEB-1997 13:55:00

The AdCouncil, in conjunction with the Coalition for America ,s Children, would like to create and distribute Public Service Announcements with the President and Mrs. Clinton focusing on their commitment to improving the lives of America ,s children. Issues would include literacy, after school programs, and violence.

At the end of each PSA an e-mail address and toll free number will appear over the visual. The e-mail address will take the viewer to the Coalition ,s home page entitled Kids Campaigns. At this address and phone number www.kidscampaign.org and 888-544-KIDS, the user can find information on how to get involved with organizations nearest them that are part of the coalition.

You will recall that in 1994 the President participated in the AdCouncil ,s "Take a Bite Out Of Crime" PSA with local teen Alicia Brown. The PSA was extremely successful, in large part due to the open press event in room 450 with prominent AdCouncil supporters and media executives in the audience. The event offered a screening for the media of the final product and a chance to hear from Alicia Brown and her real life battles with crime. This also provided the opportunity for the President to repledge his support for protecting America ,s youth.

The following information was compiled by the AdCouncil based on the achievement of the President ,s 1994 Crime PSA. As you recall, the President ,s unveiling event in the OEOB 450 was the springboard that lead to the PSA ,s success. I have extrapolated what I feel are the most impressive points from their report to demonstrate the importance of duplicating this success with a White House unveiling for the President and Mrs. Clinton ,s PSA for children.

For easy reference I have chosen to highlight the Placement, Media dollars and effect on call volume the President ,s Crime PSA had in 1994.

PLACEMENT

59,000 PSAs were placed by the AdCouncil in 1994, POTUS Crime PSA accounted for 41% of total placements.

After the release of the POTUS PSA, network participation increased from 66 placements per month to 115, an increase of 30%.

Cable activity increased from 48 placements a month to 492, an increase of

1,000%.

An increase in the number of spot markets (from 80- almost 100)

Daypart dispersion of the POTUS PSAs had a slight edge over the average Ad Council daypart dispersion, especially in the high rated daypart of primetime. The POTUS PSA also had an increase in the number of prime time spots (10% versus 3% on average for Ad Council campaigns)

Daypart	POTUS PSA	AdCouncil	Average %Difference
Early Morning	6%	8%	-25%
Daytime	17%	17%	-
Early Fringe	7%	5%	+40%
Prime	10%	3%	+230%
Late Fringe	8%	6%	33%
Late Night	52%	61%	15%

MEDIA DOLLARS

Campaign at \$91.9 Million ranked #1 of all AdCouncil campaigns in donated media support.

Campaign ranked #1 in TV support alone with \$18.4M in Network/spot and \$28.9M in Cable.

POTUS PSA showed an increase in donated media dollar values from \$0.5 million to \$1 million per month.

CY campaign increased +\$42M versus CY 93 (at \$49.9M total); the year after the POTUS PSA, media support dropped to \$54.0M in CY 95 demonstrating the impact of the POTUS PSA during CY 94.

CALL VOLUME TO 800 WE PREVENT 8

Call volume surpassed all previous efforts. Before the POTUS PSA aired, 800 WE PREVENT received under 1,000 calls per week; after the POTUS PSA unveiling, the calls were increased to an average of 2,500 per week. 1994 call volume totaled 66,611.

In the first three months, calls to the 800# increased as follows: March 8,356; April 11,599; May 12,362. A chart highlighting this is attached.

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

14-Feb-1997 04:42pm

TO: (See Below)

FROM: Chris Jones/Julie Kennedy

SUBJECT: DC SCORES

JUST A REMINDER THAT THE NEXT STEERING COMMITTEE MEETING IS SCHEDULED FOR
NEXT FRIDAY THE 21ST AT 4:00 AT DC SCORES. SEE YOU THEN!

-DC SCORES

Distribution:

TO: Vince Meldrum
TO: Karen Giorgio
TO: Thomas Graham
TO: Peter Loge
TO: Cleveland Howard
TO: Christine Parker
TO: Phil Caplan

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

17-Feb-1997 10:12am

TO: (See Below)
FROM: Chris Jones/Julie Kennedy

SUBJECT: meeting

JUST A REMINDER THAT THE NEXT STEERING COMMITTEE MEETING IS SCHEDULED FOR
NEXT FRIDAY THE 21ST AT 4:00 AT DC SCORES. SEE YOU THEN!

-DC SCORES

Distribution:

TO: Vince Meldrum
TO: Karen Giorgio
TO: Thomas Graham
TO: Peter Loge
TO: Cleveland Howard
TO: Christine Parker
TO: Phil Caplan



FAX COVER SHEET

TO: Phil CaplanFROM: Julie KennedyDATE: _____ FAX #: 456 2215# OF PAGES: 6
(INCLUDING COVER)

IF THERE ARE ANY PROBLEMS WITH FAX TRANSMITTAL, PLEASE CALL 202.296.2051

If you have any questions /
comments, etc -- please call.

* Please note VIPs!

We will have nametags, etc... for you:
— and someone can brief you on any
last minute info when you arrive.

DC SCORES
January 23 Reception
Program/Speakers

~6:50-7:00

LOUISE--welcome to house

- general welcome
- relationship with DC SCORES

DODGE--what we do, why we're here (looking for individual donors), short-term growth plans, long-term growth plans

- DC SCORES mission: *DC SCORES works in partnership with youth mentors, teachers, neighborhood schools and the soccer community to inspire and promote academic achievement, community involvement, and athleticism among urban youth through an after-school soccer league and creative academic workshop.*
- history of funding--76% foundations, 23% in-kind, <1% individual donations in FY 1996
- need to begin to develop individual donor base--long-term community commitment to program
- (mention John Koskinen's remark)
- short-term plans: solidify program (curriculum development, site coordinator training, etc.) in order to be ready to..
- long-term plans: replicate program in other cities

JULIE--history, texture

- started program as TFA teacher in DC Public schools (why, saw a need)
- program began as DC Public School Girls Soccer League
- added boys in _____
- added workshop in _____
- unique because
- satisfaction from seeing results
- describe screenplay writing process
- describe loyal support from foundations, corporations, teams
- at a stage now where can begin to look for supporters from the community

KEVIN--DC United support, experiences with program, need for individual donors

- experience with program
- reason for DC United support
- any personal reflections
- *MLS team relationship will be model for replication in different cities?*
- need for individual donors to make the same type of commitment that team has
- introduce players
- *introduce other DC United people?*

JULIE--recognize people, encourage guests to approach them with questions

- VIP's
- DC SCORES Board of Directors:
 - Abigail Smith
 - Arthur Dockery
 - Anne Woodworth
 - Dodge Thompson
 - Kevin Payne
 - Bill Willis

- DC SCORES Steering Committee:
 - Peter Loge
 - Christine Parker
 - Cleveland Howard
 - Phil Caplan
- DC SCORES Staff
 - Chris Jones
 - Karen Giorgio
- Volunteers
 - Suzanne Isack, YSA
 - P.J. Hamlen, YSA
 - Kelly Martin
 - Peter Giorgio
- Thank Kevin and DC United

WHOLE PROGRAM SHOULD TAKE NO MORE THAN 15 MINUTES

JAN23INV.XLS

Invitations sent for January 23 Reception

<u>Last</u>	<u>First</u>	<u>People</u>	<u>Contact</u>	<u>Response</u>	<u>Coming</u>	<u>Other</u>
Payne	Kevin	2		yes		2 Board
Thompson	Dodge	1		yes		1 Board
Willis	William (& Family)	2		yes		2 Board
Woodworth	Anne & Fred	2		yes		2 Board
Sagalyn	Arnold (Mr. & Mrs.)	2		yes		2 HOSTS!!
Finkenstaedt	Mark	1		yes		1 Photographer
Giorgio	Karen	1		yes		1 Staff
Jones	Chris	1		yes		1 Staff
Kennedy	Julie	1		yes		1 Staff
Howard	Cleveland	1		yes		1 Steering Committee
Loge	Peter	1		yes		1 Steering Committee
Parker	Christine	1		yes		1 Steering Committee
Caplan	Phil	1		yes		1 Steering Committee
Arena	Bruce	1		yes		1 VIP
Bellor	Mary	1		yes		1 VIP
Bradley	Bob	1	Kevin	yes		1 VIP
Cowan	Mark	1	Payne	yes		1 VIP
Folger/Werkman	Nancy/Sidney	2	Sagalyn	yes		2 VIP
Hall	Elliott (Mr. & Mrs.)	2	Anne	yes		2 VIP
Jones	Barclay & Sarah	1	Sagalyn	yes		1 VIP
Landrum	Roger	1	YSA old	yes		1 VIP
Levy	Karen	2	Nechamkin	yes		2 VIP
Lisboa-Farrow	Elizabeth	3		yes		3 VIP
Moss	Melissa	1		yes		1 VIP
O'Sullivan	Bob	1		yes		1 VIP
Rooney	Evie & Fred	2	Sagalyn	yes		2 VIP
Sharon	Craig	1		yes		1 VIP
Sklar	Eric	1		yes		1 VIP
Steifel	Barry	1		yes		1 VIP
Tyra	Neil	1	Payne	yes		1 VIP
Wofford	Harris	1	Sagalyn	yes		1 VIP
Wofford	David	1	Sagalyn	yes		1 VIP
Giorgio	Pete	1		yes		1 Volunteer
Hamlen	P.J.	1		yes		1 Volunteer
Isack	Suzanne	1		yes		1 Volunteer
Martin	Kelly	1		yes		1 Volunteer
Albert	Gidon	1		yes		1
Barris	Jonetta	1		yes		1
Bihi-Zenou	Dan	1		yes		1
Brody	Kenneth	1	Dodge	yes		1
Bush	Graeme	1		yes		1
Butler	Michael	1		yes		1
Coffey	Eric	1		yes		1
Corbino	Peter	1		yes		1
Culbertson	Steve	1		yes		1
Cunningham	Will	1		yes		1
DeLo	Katherine	1	?	yes		1
Diamond	Tony	2		yes		2
Donahue	James	1		yes		1

JAN23INV.XLS

Invitations sent for January 23 Reception

<u>Last</u>	<u>First</u>	<u>People</u>	<u>Contact</u>	<u>Response</u>	<u>Coming</u>	<u>Other</u>
Dorachel	Wynona	1		yes		1
Evans	Michael	1		yes		1
Fuller	Brian	1		yes		1
Graebner	John	1		yes		1
Gray	Peter	1		yes		1
Gray	Kimberly	1		yes		1
Harleston	Berniece	1		yes		1
Harleston	Paul	1		yes		1
Hartley	Douglas (Mr. & Mrs.)	2	Anne	yes		2
Hatton	Margaret	1		yes		1
Hermann	Maria	1		yes		1
Holmes-Bonilla	Leah	1		yes		1
Jefferson	Rolanda	2		yes		2
Johnson	Tony	1		yes		1
Jovel	Gerry	1		yes		1
Kelleher	Marti	2		yes		2
King	Kevin	1		yes		1
Krugoff	Gayle & Bob	2	Anne	yes		2
Lee	Robert	1		yes		1
Little	Henry	1		yes		1
Lopez/Lyon	Jonathan/Jennifer	2		yes		2
Martens	Cathy	1		yes		1
McCarthy	John	1		yes		1
McNamara	John	1		yes		1
Mueller	John	1		yes		1
O'Leary	Howard (Mr. & Mrs.)	2	Anne	yes		2
Oakes	Abner	1		yes		1
Oliver	Len	1		yes		1
Oman	James (Mr. & Mrs.)	2		yes		2
Pauley	Elizabeth	1		yes		1
Pihl	Tina	2		yes		2
Pommier	Vivianne	2		yes		2
Poole-Gibson	Mrs.	1		yes		1
Renzolli	Jeff	1	?	yes		1
Rice	Larry	2		yes		2
Riseling	George	1		yes		1
Shenk	Sylvia	1		yes		1
Siegel	Marc	1		yes		1
Siegel	Margaret	1		yes		1
Smyth	Jeanette	1		yes		1
Sparrow	Dr.	1		yes		1
Speciale	Margo	1		yes		1
Staihar	Janet (w/ Rick Darnes	2		yes		2
Stern	Eric	1		yes		1
Szewczyk	Celeste	1		yes		1
Tabatznik	Keith	1		yes		1
Tartaski	Craig	1		yes		1
Washo	Mark	1		yes		1
Windmoeller	Hank	1		yes		1

JAN23INV.XLS

Invitations sent for January 23 Reception

<u>Last</u>	<u>First</u>	<u>People</u>	<u>Contact</u>	<u>Response</u>	<u>Coming</u>	<u>Other</u>
Womack	Jay	1		yes	1	
Woodward	Kathleen (& husband)	2		yes	2	
Wright	Beau	1		yes	1	
Young	Mark	1		yes	1	
Zea	Antonio	2		yes	2	
Foss	Mike	1			1	
Milner	David	1			1	
Gori	Mario	1			1	

1/22/97, 1:16 PM

3

TOTAL P.006

Bulletin

& FOCUS GROUP &

DC SCORES needs you to help make our programs better. We are looking for 10 teachers to attend a focus group on **April 14, 1997 from 6:30 to 8:30 p.m.** We will be discussing the following:

- writing curricula;
- workshop motivation and attendance; and
- staff communication.

Before April 14th, we ask you to spend a few moments considering how DC SCORES can make your job easier and more enjoyable.

The focus group will be held at the DC SCORES offices at 1001 Connecticut Avenue, Suite 819 (enter the building on K Street). DC SCORES will provide dinner. Street parking is available beginning at 6:30.

Please RSVP to Chris Jones or Rebecca Shulman at 202/296-2051

Writing Announcements:

- Updates are due in school mail on April 18. These should include the workshop log, mentor hours (if applicable), requests for any supplies you need, and your team's two-page newsletter.
- Don't forget the contests announced in the last issue of Collectibles! They are as follows:
 - ⇒ DC United is asking DC SCORES students to think about "What United means to me." Essays should be 1-3 pages; neat handwriting is acceptable. The deadline for this contest has been extended to April 4th.
 - ⇒ Name the DC SCORES Logo! Ask your students what the DC SCORES logo, which appears at the top of this bulletin, should be called. Students may enter as many times as they like. The deadline is April 17th, and the winning student will receive two tickets to a DC United game.

Please make sure names are on all entries. Submissions should be sent by school mail by the above deadlines.

Soccer Announcements:

- The girls' soccer games canceled on March 19th will be rescheduled for May 21st - the make-up date that was set aside on the schedule.
- Please follow up with parents to make sure that they know about the uniforms that will be distributed and that they know that they are responsible for ensuring that their child turns the uniforms in at the end of the season.
- Please remember to leave game results on the machine at the office following each game.
- Rule Change - Any game canceled for any reason other than inclement weather, field conditions, etc. will go down as a forfeit for the canceling team.

We hope that we'll see you soon at the upcoming Teacher Appreciation Night. Please note:

- * bring exact change (\$9) for guests, or a check made out to DC SCORES;
- * you are responsible for tickets for all guests that you told us were coming;
- * we have purchased tickets for you as well as your guests. Although we are delighted to treat you to a DC United game, any DC SCORES staff who told us they were coming but does not show up is responsible for his or her own \$9 ticket.

We look forward to seeing you at 4:00 on April 5th!

In an effort to streamline the information we send you, we have replaced Collectibles with the DC SCORES Bulletin. The Bulletin will be sent to you monthly, and includes important information. Collectibles will be combined with our Quarterly Report, which you will receive four times each year.

If you have any questions about the Writing Workshops or the Bulletin, please call Rebecca Shulman, Education Director, at 202/296-2051. For answers to questions about Soccer, please call Chris Jones at the same phone number.

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D.C. Scores, Collectibles

10

Volume 3, January/February 1997

Pamphlet

DC SCORES

Collectibles

Volume 3, January/February 1997



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D.C. Scores, Collectibles
Volume 1, October 21, 1996 pamphlet



DC SCORES

Collectables

Volume I, October 21, 1996



I am nice
I am what I eat
I am a slacker
I am funny
I am cool
I am a student
I am a soccer player
I am a son
Who am I?



DC SCORES

PHOTOCOPY
PRESERVATION



Julie B. Kennedy
Executive Director

DC SCORES

1001 Connecticut Avenue NW

Suite 819

Washington DC 20036

202 296.2051

fax 202 530.0276

DC SCORES@aol.com

WHITE HOUSE STAFF MESS LUNCH

Members Name: (Print Last, First)

Phone:

Date: DEC 10 1990

SOUPS

Cup Bowl	Soup of the Day	Cup Bowl	Consomme/Gazpacho	Cup Bowl	Tomato
-------------	-----------------	-------------	-------------------	-------------	--------

MAIN COURSES

#1	#2	#3
Fish of the Day:	Rice B/P F/F	
Marinated Shrimp:	Rice B/P F/F	
Chopped Steak:	R MR M MW WD	Rice B/P F/F
Pasta of the Day	Vegetable of the Day	Bowl of Rice Baked Potato S/C

SALADS & SANDWICHES

Garden Salad:	Sm Lg	Daily:
Cobb Salad:	Sm Lg	Daily:
Chef's Salad:	Sm Lg	Tuna/Chicken: WH WW RYE
Chicken Pasta Salad:	Sm Lg	Club: 1 2 3 WH WW RYE
Caesar Salad:	Sm Lg	Vegi Burger: (cheese)
Fruit Combo		Hamburger: R M WD (cheese)
Salad Dressing: BC TH IT RAN HO CUK RAS		Fries Chips Fruit Cup

DESSERTS

Scoop of Sorbet	Frozen Yogurt: VAN/YOD Sm Lg
Chocolate Chip Cookie	Cheesecake
Yogurt Sundaes: Sm Lg	Other:

BEVERAGES

Coffee: Reg Decaf Sm Lg	Soda:
Milk: Reg Skim 2% Sm Lg	Water:
Tea: Hot Iced Sm Lg	Other:

Initials: _____

Time: _____

- Tour - like family

How many?

300 max

- Peter

Fridays

March 3:45 - 4:45
4-5

- workshops

- 92% live below
poverty line

- speaks to workshop

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By Yvette Smith
Sportsmanship
Opportunity
Cheerful
Control
Excitement
Respect

By Natasha Covington
Score
Overtime
Crazy Coaches
Coin Toss
Excitement
Run

DC SCORES
wishes to thank the following donors
for their support

DC SCORES
is pleased to welcome
our special guests:

- Ben & Jerry's - Adams Morgan
- The Morris & Gwendolyn Cafritz Foundation
- Café Milano
- Caplin & Drysdale, Chartered Law Offices
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- Clark-Winchcole Foundation
- DC Stoddert Soccer, Inc.

- Dimick Foundation
- Ethel & Irvin Edelman Foundation
- Lois & Richard England Family Foundation
- John Edward Fowler Memorial Foundation
- Philip L. Graham Fund
- Raffa & Associates, P.C.
- Select Printing

Peace

Peace is when you are equal with someone.
Peace is happiness.
Peace is on a Sunday afternoon.
Peace is everything and everyone you like.

By Andrea Young

- Soccer '94, Washington, DC
- Starbucks Coffee
- Hattie M. Strong Foundation
- Teach For America
- The Washington Post
- Youth Service America



What If?

What if there were no sports?
If there were no sports, I would be bored.
There would be no such people as Michael Jordan, Pele, Emmitt Smith and Wayne Gretzky.
If there were no sports Eric would not be our coach and I would not be on a soccer team.
That is what sports mean to me.

By Leke Obalua



**Jeff Agoos
John Harkes
Cobi Jones
Alexi Lalas**

&

all of the DC SCORES kids.

Autographs



Photos Mark Finkenstaedt Design Todd Kirby



DC SCORES

*I believe
that our children are the future
to a better world!*

*We are
here to help them
lead the way!!*

- Katherine Criss
Third Grade Teacher &
Site Coordinator
at John Burroughs
Elementary School

PROGRAM

I Can
By Daniel Ekuere

*I can touch a school.
I can hear lots of noise.
It smells like cigarettes.
I see lots of people on the playground.
And I smell lots of pizza.*

Welcome

Cathy Martens
Executive Director/President
Capital Area Children's Museum

Introductions

Julie Kennedy
Founder, DC SCORES

Opening Remarks

John Koskinen
Chair, DC Olympic Soccer Committee

Abigail Smith
Regional Director, Teach For America

Kevin Payne
General Manager, DC United

Mobile Unveiling

Jeff Agoos
US National Team Member

John Koskinen
Chair, DC Olympic Soccer Committee

Abigail Smith
Regional Director, Teach For America

Remarks

Jeff Agoos
US National Team Member

John Harkes
US National Team Captain

Poetry Reading

Edgar Monterosso
DC SCORES player, Truesdell Elementary School

Genia Gunter
DC SCORES player, Merritt Elementary School

Remarks

Cobi Jones
US National Team Member

Alexi Lalas
US National Team Member

Closing

Julie Kennedy

Danger in My Building

*I live at 741 Longfellow St. Our Superintendent is Mr. Victor.
There are a lot of fat people in my building.
There is no heat some nights.
One time I was in my living room looking at TV around eleven o'clock,
and my mother was asleep.
A lady started screaming at her husband in the hallway in front of my door.
Then she took out a gun and tried to shoot her husband.
The next day she and her husband got kicked out of our building.
I think I was the only one who heard the gun shots.*

It is dangerous in my building.

By Christina Blakenship

DC SCORES combines soccer, cross-age tutoring, creative writing, and youth service opportunities in an innovative program that reaches more than three hundred public school elementary students. Fifty DCPS high school mentors, and twenty coaches/teachers participate in this program.

Building self-esteem, self-expression, and developing community awareness are integral parts of DC SCORES. Students are encouraged to work together in expressing themselves creatively, improving their writing skills and learning to think critically on and off the soccer field.

DC SCORES allows students to find their own voices and their own ways to improve their communities from within. Unlike other service programs that bring students from other communities into a needy area to complete youth service projects, this program fosters growth and productivity in its own young citizens.

History

Soccer's All That

*I like playing soccer.
I never fall when I'm kicking the ball.
I like making goals because it helps us get home.
There's so many things you can do.
So wake up and get your head on straight.
So be a good sport and don't forget:
SOCCER'S ALL THAT.*

By Vanessa White

My Recipe For A Good Soccer Team

*First you need a dozen players,
then mix with 1 pint of confidence.
Stir fry with fitness and enthusiasm,
but before you add fun, your hands you must rinse.
Next you must bake with a sprinkle of competition, yes, pour on the pressure.
Don't let them burn, the time you must measure.
Now the recipe is almost complete.
But the worst is yet to come: the agony of defeat.
Now comes the time for you to insert a cup of sportsmanship.
But do it carefully, you don't want it to rip.
Now it is time to serve the public.
With this recipe their plates they will lick.*

By Juanita Beasley

A Lie (una mentira)

*Mi nombre es Edgar
Yo soy el rey de los libros.
Yo soy una ormiga.
Yo voy a la escuela.
Mi escuela es un árbol.
También es una ardilla.
Yo vivo en un árbol*

By Edgar Pacheco

A Lie

*I am a clock made out of bananas.
I was born a rabbit and made into a cat.
I eat feet with lots of meat.
I have red hair.
My teacher has a big blue nose.
I also have a bed made out of heads.*

By Shanita Guthrie

Were You Ever Loved?
By Treasure Thompson

*Were you ever loved?
Do you know what it feels like?
Can you imagine what it would be like
if you were ever loved?
Would you like to be, or can you be?*

I Am The One

*I am the one who is fast.
I am the one who is short.
I am the one who likes football.
I am the one who likes basketball.
I am the one who likes to play soccer.
I am the one who is best at the game.*

By Julio Membreno

I wish

*I wish I could kick the ball to the moon.
I wish I could score six times a game.
I wish I could play the whole game.
I wish I could play soccer all the time.*

By Eric Maldonado

The following is a list of ten DC Public Schools that participate in the DC SCORES soccer and literacy program.

*Bancroft Elementary School
Barnard Elementary School
Burroughs Elementary School
Merritt Elementary School
Powell Elementary School
Marie Reed Learning Center
Rudolph Elementary School
Takoma Elementary School
Truesdell Elementary School
West Elementary School*

EL PREGONERO

Volumen 19, Número 24

Washington, DC ■ Maryland ■ Virginia

Junio 13, 1996



Las estrellas de la selección de fútbol norteamericana (de izq. a der.) John Harkes, Jeff Agoos, Cobbi Jones y Alexi Lalas departen con los niños del programa DC Scores de las escuelas elementales del Distrito. (Foto/Mike Alexander)

Mente sana y cuerpo sano

La filosofía
de DC Scores

■
José A. Camevali-Doan
El Pregonero

En el preámbulo de su enfrentamiento con la selección nacional de Bolivia en el RFK Kennedy Stadium, varios jugadores del equipo norteamericano de fútbol departieron esta

críticos en el programa extracurricular *DC Scores*, que combina la promoción académica y la práctica del fútbol como sistema adicional para el desarrollo integral de sus ya cientos de participantes en el Distrito.

El capitán de la selección nacional y mediocampista John Harkes, los defensas Jeff Agoos y Alexi Lalas, y el mediocampista Cobi Jones, actuaron de invitados especiales y de honor en una ceremonia de *DC Scores* celebrada en el Capital Childrens Museum de



El niño Edgar Monterrosso sonríe orgulloso junto al capitán de la selección de fútbol, John Harkes. (Foto/Michael Alexander)

MENTE, viene de Página 1

Washington, donde se anunció la donación por parte de Alexi Lalas de un total de 325 pares de zapatillas de fútbol adidas destinadas a los participantes de este exitoso programa fundado hace tres años por la joven de 25 Julie Book Kennedy.

Las 4 estrellas de la selección nacional de fútbol desvelaron un móvil gigante realizado por participantes de DC Scores como forma personal de expresión así como de promoción del fútbol en la capital, deporte que está adquiriendo una gran popularidad entre el público y principalmente entre los niños y jóvenes norteamericanos.

En el acto, el niño hispano de origen guatemalteco inscrito en la escuela elemental Truesdell Elementary, Edgar Monterrosso, dio lectura a un poema sobre el fútbol y los muchos beneficios de este deporte, arrancando las sonrisas y aplausos de todos

los asistentes, que abarrotaban una de las salas del museo de niños de la capital.

"El fútbol es divertido; el fútbol es un juego; el fútbol es ganando; el fútbol es peleando; el fútbol a veces no es divertido; el fútbol es todo; fútbol es yo..." -rezan algunas estrofas del poema leído en forma bilingüe por este niño aficionado de 11 años y miembro de DC Scores desde su fundación.

Otra niña hispana presente, Naudy Martínez, de 8 años y alumna de la Bancroft Elementary, logró esquivar la masa de niños deseosos de tomar autógrafos de sus estrellas del deporte, que estampaban sin descanso su firma sobre panfletos, revistas, pelotas y camisetas.

DC Scores se desarrolla en 10 escuelas públicas del DC gracias al apoyo de varias organizaciones empresariales y fundaciones, y combina la práctica del fútbol, la tutoría interedades, cursos de redacción literaria y oportunidades de servicio juvenil.

IN THE NEIGHBORHOOD

By Duncan Spencer

On the Whole, We'd Rather Be In Philadelphia

Anxious to discover why Philadelphia is successfully conquering its urban problems as DC is being vanquished by its own, I went north last weekend.

Though it was a brief visit to a fellow row-house dweller in a neighborhood called Queen Village — located between City Hall and the Delaware River — I confidently expected to see Philly's miracle Mayor Ed Rendell whizzing from place to place in a car driven no doubt by a city cop, taking notes and planning further major improvements to the City of Brotherly Love.

Rendell, they say, has done the impossible: turned a dead-end doughnut city around. But the mayor must have passed while I was checking out a tattoo parlor (there are dozens), or gazing at the graceful clipper ship Mosholu, which recently joined the Delaware dock-front's collection of tourist and restaurant vessels.

Philly is no longer the butt of those "Filthy-delfia" jokes. In the first place, people clearly want to be in town and they swarm there at night and on the weekend. They have the hassle of parking tickets as do we on the Hill, but as far as a destination goes, the city — especially the noisy, jumping South Street restaurant strip — is it.

There seems to be far more commerce there than here — with delis and shops (most of them tiny) crammed in to every available housefront on almost every block. There also seems to be many more people per block.

One of the most remarked-upon things the Philadelphia mayor has done is his policy of demolishing buildings whose absentee owners have refused to pay taxes and whose structures are in need of major renovation.

GETTING A KICK OUT OF SOCCER



US World Cup soccer stars John Harkes, Jeff Agoos, Cobi Jones, and Alexi Lalas (they're at the back) join young soccer players at the Capital Children's Museum Tuesday to help boost DC Scores, a group organized by former teacher and soccer player Julie Kennedy. Kennedy is pushing soccer as a possible replacement for more expensive sports like football, which has been canceled in some city schools due to budget cuts. She also argues that kids who play soccer do better at schoolwork. The soccer stars announced that major support in the form of equipment — including 350 pairs of new Adidas soccer cleats — and coaching will be given to inner-city schools. The DC Scores program now involves more than 300 students, ten schools, 20 coaches, and 50 high school-age mentors.

Photo by Rebecca Roth

SHORT PASSES ...

LYNN BERLING-MANUEL

Snickers teams up with Soccer America

...SNICKERS is the new sponsor of *Soccer America's* SOCCER YELLOW PAGES.

The M&M Mars brand will debut with the 1996-97 edition, publishing Sept. 2. Snickers is also the major sponsor of the U.S. Youth Soccer Association. The Snickers Cup crowns national champions in five age groups (under-16 to under-20) for both boys and girls. The Snickers Cup semifinals and finals are scheduled for July 24-28 in Indianapolis...

...The NPSL now has its own MasterCard credit card through MBNA America. Each team has its own design...

...The Disney Soccer Classic has added a women's open division. The adult tournament, held Sept. 6-8 at Disney World in Orlando, Fla., also has a men's super, men's open and men's over-40 division. For information on registration, call (407) 363-6262...

Honoring American soccer's players

...We'd like to thank our partners in the *Soccer America Silver XI*: the UNITED STATES YOUTH SOCCER ASSOCIATION, the U.S. NATIONAL SOCCER HALL OF FAME, TSI SOCCER CATALOG and the USISL. The Silver XI will honor the 11 players and



one coach of the last 25 years who have had the most positive impact on American soccer. Celebrity nominations will be appearing in *Soccer America* and *Soccer America Online* throughout the summer. Fan voting will begin Sept. 1. Ballots will be available in *Soccer America*, as well as the Fall TSI catalog, at the Soccer Hall of Fame, in the USYSA Network and state association newspapers, at the USISL championships, as well as direct voting through *Soccer America Online* (<http://socceramerica.com/SA>). Voting will close Oct. 30 and the winners will be announced at *Soccer America FanZone* during the NCAA Division I men's soccer championship weekend Dec. 11-13 in Richmond, Va....

...The criteria for the Silver XI player selection are wide open. Candidates must have played pro soccer in the U.S. or have qualified to play for any of the U.S. national teams. It will be soccer fans, however, who decide how important they've been to American soccer. When you consider the vast number of players who have graced the U.S. in the last 25 years, you realize how tough this final selection will be. From Pele (who put soccer on the front page) to Paul Caligiuri (whose goal qualified the U.S. for the 1990 World Cup) and from Alexi Lalas (who got soccer on the David Letterman) to Kyle Rote Jr. (who 20 years earlier got soccer on the Superstars), the contribution by players has been tremendous. Michelle Akers, Shep Messing, Franz Beckenbauer, Tab Ramos, Giorgio Chinaglia, Bob Righy, Tony Meola, Jorge Campos — the list is endless and fascinating. Players have been the backbone of our sport and we want to insure that they are remembered for their contribution long after their playing days are over...

DC Scores on soccer and education

...ALEXI LALAS, COBI JONES, JEFF AGOOS and JOHN HARKES will be on hand June 11 at the unveiling at the Capital Children's Museum of a giant soccer-themed mobile made by young Washington, D.C., soccer players. It's part of DC Scores, a program that combines soccer and academics at Washington elementary schools for an after-school program. Lalas will also be announcing major equipment support for the inner-city soccer and educational program. A news conference and reception will begin at 2:30 p.m. at the museum. Ten schools and more than 300 students, 20 adult coaches and teachers and 50 high school mentors participate in DC Scores, founded by JULIE B. KENNEDY, a former teacher and soccer player who saw a way to use soccer as a tool for sharpening learning skills. The program emphasizes children improving writing skills and learning to think critically and creatively. For more information on DC Scores, call (202) 296-2051...

...GARRY COOK, vice president at Patrick Soccer USA, has joined Nike starting June 3...

...Umbro has announced the signing of a two-year contract for global sponsorship of the Pro Beach Soccer Tour. It will supply uniforms for each of the competing teams during international all-star tournaments in June and July and the finals scheduled Nov. 23-24 in Miami Beach. ABC recently announced it will air the tour's first event, a four-team tournament in England featuring the U.S., Brazil, Italy and England, on "Wide World of Sports" on June 29...

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CATCH THE

Win 3

EDUCATION WEEK

American Education's Newspaper of Record

Volume XIV, Number 33 • May 10, 1995

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New Generation of Activists Channels Their Idealism

By Meg Sommerfeld

Even when put on hold, callers to the Boston offices of City Year cannot escape the idealism that sparked the creation of this youth-service corps.

In those idle moments that another business might fill with soothing background music or advertisements, callers to City Year are likely to hear a recording of Martin Luther King Jr. speaking of his dream of racial harmony.

Alan Khazei, the co-director of City Year, quips that callers complain about being taken off hold. "I can't tell you how many people say, 'You took me off hold! I want to hear the rest of the speech.'"

Seven years ago, Mr. Khazei, 33, and Michael Brown, 34, started City Year, which President Clinton cited as a model for the national AmeriCorps program.

Signs of Growth

A melding of the entrepreneurial spirit of the 1980's with the activism that was the hallmark of the 1960's distinguishes City Year and a growing number of other non-profit groups that were founded in recent years by young adults. Defying the image of disillusionment often attributed to people in their 20's and early 30's, sometimes known as "Generation X," Mr. Khazei, Mr. Brown, and others like them bring energy, ambition, and even optimism to their pursuits.

Though it is unclear how many nonprofits have been launched by young adults in recent years, philanthropic leaders say that they are growing in number and that many of these groups focus on schools and youths.

Independent Sector, the nation's largest association of nonprofits, and Indiana University's Center on Philanthropy, one of the best-known research centers in this field, say more young people are starting nonprofits. But neither has kept track of how many such groups exist.

Among the new breed of groups devoted to youths and schools are Teach for America, the five-year-old teacher corps that grew out of the senior thesis of Wendy

Continued on Page 10



Doug DeMark

Karen Susan Young, 27

Organization: Founder and director, Youth on Board, Somerville, Mass.

Founded: 1994

Purpose: To provide leadership opportunities for young people by placing them on the boards of directors of nonprofit organizations.

Education: Ms. Young

graduated from Washington High School, a public school in Fremont, Calif., and received a bachelor's degree in human ecology in 1990 from Humboldt State University in Arcata, Calif.

Other: Served as a communications director for the Campus Outreach Opportunity League, a group that encourages college students to get involved in community service. Ms. Young says she is concerned that "we're not passing leadership down and [are] relying on the same old folks. There isn't enough intergenerational partnership or mentoring." Youth Service America recently included her in a group of "social entrepreneurs" who will receive support. (See story, this page.)



David Milner, 27

Organization: President, Funds for the Community's Future, Washington.

Founded: 1990

Purpose: Has helped establish 17 neighborhood-investment funds that award scholarships of \$500 to \$2,000 to public school students in Washington. Under the leadership of local residents,

each fund organizes projects designed to...

Defying Stereotype, 'Generation X' Focuses Idealism To Form Nonprofits

Continued from Page 1

Kopp, a Princeton University graduate; the Youth Volunteer Corps of America, a community-service group for teenagers founded by David Battey shortly after he graduated from Williams College in 1985; and Do Something, a charity established by Andrew Shue, an actor on the television show "Melrose Place," that gives grants of up to \$500 to youths for community-improvement projects.

Some members of the new generation of activists are even starting their own schools. Sarah Kass, a 28-year-old doctoral student at the Harvard University education school and a former public school teacher, is one of the two founders of City on a Hill, a charter school slated to open in Boston in the fall. (See related story, page 1.)

Other signs point to the growing involvement by young adults in nonprofit ventures:

- A recent "fund for social entrepreneurs" competition, sponsored by Youth Service America, attracted 400 inquiries, mostly from people in their 20's and early 30's. The seven winners will receive financial support and training to start nonprofits. (See story, this page.)

- For the first time, Independent Sector has appointed two members younger than 30 to its board of directors: Jeffrey K. Trujillo, 26, a program officer at the FJ Pappas

in 16 urban and rural regions, and Ms. Kopp has achieved national prominence.

Ms. Kopp said she never planned to start her own organization but felt "driven by the power of the idea and the commitment of seeing it happen."

She turned to many people for advice, including Mr. Khazei and Mr. Brown, who had started City Year the year before. She told them of her plans to start a national teaching corps with 500 members in its first year.

let people know there is a powerful sense of idealism among college students all over this country. If we don't start big, we won't be able to leverage that opportunity. And she was right."

The spin-off groups founded by members of the teaching corps have been an unanticipated windfall. In a recent survey of corps members, 48 percent reported having started programs of various sorts. They range from a medical-internship program for high school students in Georgia

"I think there is a real renaissance" of idealism among young people. "As a nonprofit entrepreneur myself, I think it's great."

■
Anne Hallett

Executive Director, Cross City Campaign for Urban School Reform in Chicago

Mr. Khazei said he told her: "This is a wonderful idea, this is tremendous, but you should think about starting smaller; pilot it with one city and 50 corps members, and then roll it out."

"And she nodded and sort of shook her head and wrote down what we were saying," he said. "But then she called me."

to a children's literary journal for the students of corps members in Louisiana.

Ms. Kopp's first employee, Daniel Oscar, recently left Teach for America to form his own organization, the Learning Project.

Mr. Oscar said he hopes to open four summer schools this year in the Washington, D.C., area.

each fund organizes projects designed to benefit the community and raise money. The group provides matching funds to each group.

Education: Mr. Milner graduated in 1986 from the Sidwell Friends School, a private school in Washington, and received a bachelor's degree in economics in 1990 from Middlebury College in Middlebury, Vt.

Other: Says he hopes to set up a fund in every neighborhood in Washington "so every kid growing up here knows their own neighborhood is working to invest in their future." His greatest concern for the future is the "lack of the sense of community we have and the effect that has on how we treat one another."



Benjamin Tice Smith

Julie Kennedy, 24

Organization: Director, District of Columbia Public School Youth Soccer League.

Founded: 1994

Purpose: To teach students to play soccer and be a team player, and to build their academic skills through an after-school soccer league and related study lab.

Education: Born and raised in Canada, Ms. Kennedy moved to the United States when she was 14. She attended St. Mark's School, an Episcopal boarding school in Southborough, Mass., and received a bachelor's degree in government and theology in 1993 from Georgetown University in Washington.

Other: Now in her second year as a Teach for America corps member, teaching a 1st-grade class in English as a second language at the Marie Reed Learning Center, a public school in Washington. Of the now privately financed soccer league, Ms. Kennedy says: "Ultimately I'd like to have this league become a part of the school system, but right now I'm hesitant because the schools are so abusive of any extra money."

a program officer at the P.I. Foundation in Colorado Springs, and Vanessa Kirsch, 29, the founder of Public Allies, a five-city urban service corps. (See *Education Week*, Nov. 2, 1994.)

Ms. Kirsch and Mr. Trujillo also serve on an Independent Sector task force studying how to groom more young people for leadership positions in nonprofit groups.

• Not long ago, the W.K. Kellogg Foundation received only a few proposals a year from younger applicants seeking start-up funds. But now the Battle Creek, Mich., grantmaker receives 20 to 25 such requests a year, according to Joel J. Orosz, the coordinator for philanthropy, volunteerism, and leadership programming.

"There seems to be kind of return to idealism among young people in ways that we haven't seen recently," said Charles R. Stephens, the director of development and communications at the Indiana University philanthropy center.

"I think there is a real renaissance," added Anne Hallett, the executive director of the Cross City Campaign for Urban School Reform in Chicago. "As a nonprofit entrepreneur myself, I think it's great."

Teach for America, a group that places graduates of top colleges in school districts with teacher shortages, is perhaps the most widely known of the new nonprofit initiatives. In the five years since its inception, the teacher corps has placed 3,000 teachers

Youth Service America Seeks To Pave Way for New Breed Of Social Entrepreneurs

By Meg Sommerfeld

Soon after Roger Landrum finished a stint in the Peace Corps in Nigeria in 1964, he decided to launch Teachers Inc., a teacher corps that operated in six East Coast cities for about seven years.

Group's fund to help 18 young people establish service projects.

Getting started was not easy, whether he was selecting board members or helping corps members cope with the limited resources and sometimes chaotic nature of inner-city schools.

But now, as the president of Youth Service America, Mr. Landrum is trying to make that process easier for a new genera-

tion of social entrepreneurs. The Washington-based group advocates youth service at the national, state, and local levels.

Over the next five years, the group's "fund for social entrepreneurs" will help 18 young people establish community-service organizations. Last month, Y.S.A. announced its first "class" of seven winners, many of whom are launching groups that focus on education and youths. (See box, next page.)

It will select two more classes over the next two years and work with each group for three years.

Winners will receive \$36,000 in seed money over a two-year period and about \$100,000 worth of training and technical assistance.

Youth Service America also will seek pro bono services from other organizations to provide an extra cushion of support. One Y.S.A. board members, for example, is working to secure free legal assistance for the entrepreneurs.

At a Crossroads

The group, founded by Mr. Landrum in 1986, provides

New York City that use a project-based approach to learning. The idea is that students will learn by doing—creating a planetarium, publishing a magazine, or opening a restaurant, for example.

At the same time, Mr. Oscar said, teachers will have a chance to learn new methods during a less hectic time of the year.

"What appeals to me is not so much starting a new organization or being a social entrepreneur," Mr. Oscar said. "What appeals to me is the mission of this project."

Others have managed to squeeze in entrepreneurial ventures on top of full-time jobs.

Julie Kennedy, a second-year Teach for America member in Washington, has raised \$35,000 to start a youth soccer league while teaching 1st grade, working up to 30 hours a week at a coffee shop, and studying for her master's degree in English literature. (See profile, preceding page.)

"She has that rarest of skills among idealists—she knows how to organize rather than agonize," Colman McCarthy, a columnist for *The Washington Post*, said last month at a league fundraiser. Mr. McCarthy featured Ms. Kennedy's program in a recent column.

Early Starts

About half of all 18- to 24-year-olds do volunteer work in some form. The figures are even higher for teenagers: 61 percent volunteer, averaging 3.2 hours of service a week.

For many budding social entrepreneurs, early experience with community service got them hooked. As a high school student, Ms. Kennedy spent a week each



At a Teach for America reunion held earlier this year in Washington, Alan Khazel talks to members and veterans of the teaching corps about his experiences as one of the founders and directors of City Year, a Boston-based service organization. Since Mr. Khazel, 34, and his partner, Michael Brown, 33, founded the program seven years ago, it has been widely cited as a model for AmeriCorps, President Clinton's national-service program.

summer rebuilding houses in Appalachia with a Methodist youth group. And Karen Susan Young, the founder of Youth on Board, directed nutrition-education and multicultural-awareness programs for children while she was in college. (See profile, preceding page.)

Others were attracted to the business dimension of community-based work.

David Milner, the founder of Funds for the Community's Future, started several for-profit businesses while a student at Middlebury College in Vermont.

After he graduated, he started a painting business in Lowell, Mass. "I ended up hiring people who lived on my block to help run the business, two of whom had been on parole and had rough begin-

nings, but ended up being great leaders," Mr. Milner said.

"I began thinking about how I could make a difference by connecting their leadership potential with the resources and framework needed to help them implement their ideas," he said.

Funds for the Community's Future is helping 17 neighborhoods in Washington organize projects that raise money and better their communities at the same time. (See profile, preceding page.)

Even young entrepreneurs in the for-profit sector, such as Douglas L. Becker, 28, the president of Sylvan Learning Systems Inc., are finding some time to lend a hand.

The Baltimore-based education-services company gives

\$200,000 a year to a scholarship fund sponsored by the National Association of Secondary School Principals.

"If they are busy looking to infuse the spirit of the private sector into these young, dynamic, nonprofit companies," Mr. Becker said, "I'm interested in infusing the values of the nonprofit sector into this high-growth company."

Funding First Steps

For many of the new nonprofit groups, getting start-up money from a foundation or corporation was a critical first step.

But even for foundations that support youth and education issues, taking a chance on an idealistic neophyte can seem like a big risk.

"The biggest concern all of us have in making grants to organizations led by young people is the lack of experience," said Mr. Orosz of the Kellogg Foundation, "and the sense that young people may sometimes make impetuous decisions that raise some eyebrows."

But so far, Kellogg's risks—it was an early investor in the Youth Volunteer Corps of America and T.E.A.—have paid off.

"The fact of the matter is, our experience has been that young people have been very careful managers of the funds we've given them," he said. "It's kind of like getting your first loan; you're scared to death if there are any problems it will ruin your credit rating forever."



Well before most of his colleagues at Youth Service America were born, Roger Landrum, center, had founded a teacher corps program and served in the Peace Corps in Nigeria. Today, his group provides training, funding, and support for a new generation of service organizations.

Benjamin Tice Smith

training and technical assistance to more than 2,000 service organizations.

It has given support to several prominent nonprofits founded by young people—among them City Year and Public Allies, two of the volunteer corps that received federal funding from AmeriCorps, President Clinton's service program.

The W.K. Kellogg Foundation in Battle Creek, Mich., provided a five-year, \$1 million grant to get the project started.

"We see the service movement

in America as being at a very interesting crossroads," said Joel J. Orosz, the coordinator for philanthropy, volunteerism, and leadership programming at the Kellogg Foundation.

"In many ways, one could say the work of foundations has paid off because we now have AmeriCorps," Mr. Orosz said. "But we don't think that the job is done. Every movement needs a constant fertilization down at the grassroots level."

Primary goals for this project include identifying and support-

ing visionary young people and reinforcing a private-sector entrepreneurial tradition as a central part of national service.

"I think since President Clinton started AmeriCorps there has been a general misunderstanding that this is all a government effort," Mr. Landrum said.

"While we didn't start the entrepreneurial program to [dispel that], I think it can now serve that purpose and build a bipartisan foundation of support for national service," he added.

The First Class

Youth Service America chose the following people, ages 23 to 32, and the programs they are creating as the first "class" to receive support from its "fund for social entrepreneurs."

■ David Brien, The Eagle Project, Grand Forks, N.D.

Program to increase the number of young Native Americans who earn financial-management degrees and return to serve their communities.

■ Carl Colonius, The Rocky Mountain Service Corps, Ranchos de Taos, N.M.

Rural youth-service corps that will focus on cultural and environmental preservation and service learning.

■ Ann E. Kletz, SportsBridge, San Francisco.

Mentoring group to help low-income girls get involved in sports and community service.

■ Demetri Moshoyannis, YouthPositive D.C., Washington.

Program to encourage young

people infected with H.I.V., ages 13 to 25, to participate in community-service projects, including AIDS education and outreach.

■ Daniel Oscar, The Learning Project, New York City.

Group of alternative summer schools that will emphasize hands-on learning and community service.

■ Kenny Rogers, College Kids, San Francisco.

Group that will use mentoring, tutoring, and community-service activities to encourage at-risk youths to stay in school.

■ Karen Susan Young, Youth on Board, Boston.

Group that will encourage nonprofits to recruit people under age 25 to serve on their boards of directors.

Colman McCarthy

Sorry, Kids, Game's Over

As a former high school and college athlete, Julie Kennedy, a 1993 Georgetown University graduate, is involved these days in a part of the sports world she knew little about: money management, grant writing, reseeding fields, locating vans for travel, pricing uniforms and scheduling games. In ways she never imagined, as well as measured by success, she has become a pro at it.

Kennedy, on the faculty of the Marie H. Reed Learning Center in the Adams-Morgan area of the capital, team-teaches first grade to 26 children. Twenty of them speak Spanish as a first language. Nearly all are in the school breakfast and lunch program. In her second year at the elementary school, she is a member of Teach for America, the New York-based program that recruits, trains and assigns teachers—mostly recent college graduates—for urban and rural public schools.

After getting a feel for Reed and the captivating multicultural of the neighborhood, Kennedy noticed that in addition to living with every other impoverishment that plagues Washington and the nation's inner-city schools, her kids had little outlet for after-school play. "They would often hang out on the streets with little to do," she says. "So I thought, why not a soccer program? It was a logical move for me. It's a sport I've played all my life."

At this point, she could have agonized or organized. She chose the second, and now Reed, a well-regarded school, has a soccer team for its fourth-, fifth- and sixth-grade girls. Kennedy is like the young rabbi in Paddy Chayefsky's play, "The Tenth Man," who tells his new congregation that the best way to develop the spiritual life of the community is organize a sports team.

Last fall, 90 players guided by nine coaches at five public elementary schools became the core of what Kennedy began: the D.C. Public Schools Girls Soccer League. She learned how to beg, borrow and deal. Covering ground like a mid-fielder, she went to such groups as World Cup '94—the international soccer organization—Howard and Georgetown universities, a local soccer league, a Methodist church, a sporting goods store and a supermarket for help. They responded with services and donations, including five fields seeded into playing conditions complete with lines and goals, 70 soccer balls, medical checkups for players, use of a van and oranges from Safeway for all practices and games.

The story of this resourceful and caring teacher might end here except that the kind of idealism she practices could come to nothing if some political leaders have their negative way. "I am totally opposed to national service," House Speaker Newt Gingrich has announced. "It is coerced voluntarism. . . . It's gimmickry."

Kennedy and 940 other members of Teach for America are under siege because they are part of AmeriCorps, the object of Gingrich's scorn. Teach for America, which has placed 2,800 elementary and high school teachers in underserved areas in the past five years—and only after being invited in—received \$2 million last year from AmeriCorps.

Julie Kennedy and other teachers like her are the kind of public employees, politicians ought to be showering with praise, not threatening to wipe out. Kennedy is a fresh-thinking innovator who has immersed herself in the lives of her first-graders and her soccer players. "I love my students and I love my school," she says.

In addition to teaching and coaching, Kennedy waitresses 25 hours a week to pay back college loans. What little time is left goes to writing grant applications to expand her program. Why stop at five schools? she asks. Why limit the program only to girls? And why think only of Washington, when dozens of cities with millions of grade-school kids could be reached?

This is gimmickry? Gingrich's charge amounts to slander. AmeriCorps is in only its first year—crawling in its infancy, now getting to its feet—and already the House Appropriations Committee, following the speaker's calls for a "revolution," has plans to cut off its legs.

Is the Republican leadership's obsession to take down Bill Clinton so strong that 20,000 young people in AmeriCorps' 350 programs are to be sacrificed too? And where do Julie Kennedy's kids, who are also being tutored academically, go after school?

continued from previous page

Though the city can't afford to recycle, everyone but the city's grandmother has figured out ways to make money recycling (given the high price traders are paying for recycled goods). One effort is particularly interesting. Matt Silberman, a junior at Colgate University, hopes to make tuition money this summer by providing curbside pickup of newspapers and magazines. He and his associates plan to pickup three tons of paper from 2,000 homes daily in Northwest D.C. Capital Fiber is offering six cents per pound for paper, which means Silberman and Company can earn up to \$360 daily (minus costs). Silberman's pickup schedule is Monday (Chevy Chase south of Nebraska Avenue, NW, and Forest Hills); Tuesday (Cleveland Park and McLean Gardens); Wednesday (Chevy Chase north of Nebraska Avenue, NW); Thursday (American University Park); and Friday (Friendship Heights and North Cleveland Park). Call Matt at 202.244.0808 for more information.

DO-IT-YOURSELF SOCCER

Providing after-school recreational activities seems like a simple enough idea for inner-city schools, especially when private money is available to fund programs. But despite (or because of) the leaden bureaucracy at D.C. Public Schools (DCPS) Central, most elementary school kids are sent home after the school day. Though they are allowed back on the fields after school closes approximately an hour later (when the school is no longer liable for the kids'

welfare), most kids drift off to...well, you can imagine.

Julie Kennedy, a recent Georgetown University graduate teaching elementary school under the Teach for America program, had a better idea. With the help of contacts she had in the private D.C. Stoddert Soccer League, she organized a small after-school girls' soccer league for spring 1994. Within a week of asking Stoddert for help, she had enough uniforms, shin guards, soccer balls, training officials, and liability insurance to field a five-team league. World Cup 94 also kicked in support for field renovation. Kennedy organized a five-team league that played Fridays at 1:30 p.m. The program's success—parents, grandparents, and the rest of the community came out to support the program—encouraged Kennedy to expand the program in 1995.

After a difficult period of lining up support for the project (much of the tsuris coming from DCPS administration), Kennedy is running an impressive program. This fall, the D.C. Public School Youth Soccer League is fielding 20 teams with the participation of 350 elementary school children. Kennedy raised over \$30,000 (half the price of one city T&A employee), much of it coming from the World Cup organization. Stoddert Soccer also committed up to \$5,000 in in-kind benefits and a myriad of technical and emotional support for the challenging project. In addition, Kennedy's other employer—Starbucks—has run ongoing benefits to solicit community support for the project. Ask about where you can make your donations when you buy your next cup of latté.

The Northwest Side Story • June 1995

I've followed Julie for five months as she's put together this program, and I can comment on a few facts in a way that she can't. What Julie has created is impressive. One wonders how she marshaled the energy—while working two jobs—to accomplish all that she did. But it's questionable whether the program can be sustained without her. Volunteerism is admirable but it doesn't pay the bills—especially college loans. Volunteer burnout has turned many a good idea to dust.

Kennedy is considering plans to operate the program next year as a nonprofit business. The good people at Stoddert Soccer are standing by to help. And, in the scheme of things, the program wouldn't cost that much money.

But the nagging question for me is where is DCPS in all of this? DCPS has a recreation department and staff as well as a mandate to provide after-school recreation. And, for years, the World Cup Organization has had money available to fund inner-city soccer programs—which

DCPS knew about but didn't try to tap until recently. Running a program like this is hard work and takes extraordinary skills. But if Kennedy could run it as a volunteer—making endless logistical calls during breaks on her various jobs—DCPS ought to be able to do at least as well. And if it can't, we should find out who the irresponsible parties are, replace them with Julie, and pay her a decent salary for the wonders she has worked.

continued on page 10

D.C. SCORES

From Page 18

"It's a lot of fun for the kids and a very different coaching experience for me," she said. "Working with older kids and forming these different relationships is refreshing."

Arica Lacey, a fourth grader at Barnard, said she loves soccer but enjoys the writing workshops, too.

"I write about soccer, school, my family and how I feel about things," she said.

Kennedy said she believes the writing component is critical to the future of kids like Lacey.

"Literacy is the highest and most important skill for children," she said. "If they can read and write, they can do anything. Writing lets them be creative and talk about things that are important to them — it's empowering for them."

Kennedy is the chief executive officer of D.C. SCORES and has just one full-time assistant. The majority of her time is spent in fundraising, although she still works as a teacher/coach at Marie Reed.

D.C. SCORES was recently selected from thousands of entries nationwide for Youth Service America's Fund for Social Entrepreneurs. The program provides funding for professional development and technical assistance to recruit and train more "citizen-problem solvers."

The new recruits will broaden the program's reach to additional schools and students who have inadequate funding for after-school programs, she said.

**St. John's
Tennis Club**

2607 Military Road, N.W.

NORTHWEST SPORTS

ATHLETICS IN NORTHWEST WASHINGTON

JUNE 26, 1996

Soccer celebrities give kick to Adams Morgan venture

By KAREN BATE
Current Correspondent

Adams Morgan entrepreneur Julie B. Kennedy got some high-profile help this month for the after-school soccer and writing program she founded at the Marie H. Reed Learning Center.

Four members of the U.S. National soccer team, in town for the U.S. Cup match against Bolivia, attended a ceremony at the Capital Children's Museum on June 11 to unveil a giant soccer mobile constructed by the young participants of the program.

Alexi Lalas, who plays Major League Soccer for the New England Revolution, donated 352 pairs of Adidas soccer shoes to the student-athletes who participate in D.C. SCORES — Soccer and Community Outreach Responding to the Educational needs of Students.

Los Angeles Galaxy player Cobi Jones and D.C. United stars John Harkes and Jeff Agoos also attended the event. Harkes, captain of D.C. United and the U.S. National team, presented Kennedy with a check for \$500 to support her innovative program.



Bill Petros/The Current

D.C. United star John Harkes presents Julie Kennedy a \$500 check.

Kennedy, 25, a former teacher and soccer player, founded the program in 1994. It combines soccer, cross-age tutoring, creative writing and youth service in an after-school program that meets both on the field and in the classrooms at 10 D.C. elementary schools.

More than 300 students participated this

year, along with 20 adult coach/teachers and 49 high school mentors.

"The idea is to build student-athletes — to take the self-esteem and confidence they gain on the soccer field and transfer it to their academic skills," Kennedy said.

Kennedy created the first girls soccer program in the D.C. Public Schools out of frustration from seeing students spend their after-school hours on the streets. While teaching English as a Second Language for two years, she noticed that many students were wise beyond their years, but had no self-esteem or support, she said.

D.C. SCORES quickly grew to include a writing component and became coed in 1995. Coach/teachers are specially trained and paid for their work. Participants play soccer twice a week and attend writing workshops twice a week with the high school student-mentors.

Sonya Hardin, a kindergarten teacher at Barnard Elementary School in Petworth and a D.C. SCORES coach/teacher, attended the unveiling of the soccer mobile with some of her players.

See **D.C. SCORES**/Page 19



FOR IMMEDIATE RELEASE

Contact: Almus Thorp (202) 462-0981

DC SCORING BIG

Washington, D.C. -- DC SCORES unites soccer and academics here in unique after-school activity.

Founded by Julie B. Kennedy, DC SCORES combines soccer, cross-age tutoring, creative writing, and youth service opportunities. More than three hundred Public School elementary students, fifty DCPS high school mentors, and twenty coaches/teachers participate.

Building self-esteem, self-expression, and developing community awareness are integral parts of the program. Students are encouraged to work together in expressing themselves creatively, improving their writing skills and learning to think critically on and off the soccer field.

DC SCORES allows students to find their own voices and their own ways to improve their communities from within. Unlike other service programs that bring students from other communities into a needy community to complete youth service projects, this program fosters growth and productivity from its own young citizens.

There has never been a greater need for after-school programs in D.C. Many D.C. schools do not offer after-school activities, and from a very young age many of the city's students spend their afternoons unsupervised. Past after-school activities have suffered from funding cuts and government downsizing. As a result, the D.C. Department of Recreation and Parks has closed many facilities, and in Wards 1, 4, 5 and 7, where DC SCORES operates, many facilities work on a summer-only schedule.

DC SCORES is supported by Ben & Jerry's, Washington, D.C.(Adams-Morgan); The Morris & Gwendolyn Cafritz Foundation; Café Milano; Caplin & Drysdale, Chartered Law Offices; Chevy Chase Bank; Clark-Winchcole Foundation; DC Stoddert Soccer, Inc.; D.C. United; Dimick Foundation; Ethel & Irvin Edelman Foundation; Lois & Richard England Family Foundation; John Edward Fowler Memorial Foundation; Philip L. Graham Fund; Raffa & Associates, P.C.; Select Printing; Soccer '94, Washington, D.C.; Starbucks; Hattie M. Strong Foundation; Teach for America; The Washington Post; Youth Service America, and many other community contributors.

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FACT SHEET

DC SCORES, founded by Julie B. Kennedy

What? 2-part after-school program focusing on soccer and writing.

DC SCORES is a soccer/writing after-school program for boys and girls in ten public elementary schools in Washington, D.C. Adult leaders coach the students in soccer and give them guidance in a writing workshop, where they produce poems, stories, artwork and other forms of self-expression related to their activities on and off the soccer field. High school students serve as mentor-tutors in the classroom, building their own self-esteem as well as that of the younger students. The soccer league is comprised of the ten schools, and games are played once a week. The program helps students, primarily 4th-, 5th-, and 6th-graders, build their athletic skills and self-confidence, while they learn the pivotal nature of teamwork in the community. DC SCORES is a non-profit organization supported by individuals, foundations, and businesses.

Where? In ten D.C. public elementary schools

Bancroft Elementary School
Barnard Elementary School
Burroughs Elementary School
Merrit Elementary School
Powell Elementary School

Reed Learning Center
Rudolph Elementary School
Takoma Elementary School
Truesdell Elementary School
West Elementary School

Who? 325 students

20 adult leaders (with USYSA/FIFA licensing and specialized writing workshop training)
50 high school mentor-tutors, who provide one-on-one academic help

3/96



DID YOU KNOW . . .

. . . that a Justice Department report, "Juvenile Offenders and Victims: A National Report," created by the National Center for Juvenile Justice in Pittsburgh, shows that arrests of children under eighteen for violent crime are increasing at an alarming rate and that they will double by 2010? Many of these crimes are committed in the daytime.

"An impending crime wave of teen violence is facing us as the adolescent population begins to rise in America. . . . Forty percent of juvenile offenses occur between 3 and 8 p.m. Parents aren't home, neighbors aren't home, schools are closed and after-school programs shut." Michael J. Sniffen, Associated Press report in the *Herald Sun* (Durham, NC) 11-19-95, sec. A, col. 5, quoting James Alan Fox, Dean of Northeastern University's College of Criminal Justice, Boston.

"Professor Fox said the report showed a clear need for more after-school activities at a time that the public and politicians have been cutting financing for athletics and after-school arts and music classes." Fox Butterfield, *New York Times*, 9-8-95, Sec. A, p. 6

"After school hours are among the most critical in a youngster's day. . . . That's when most crime occurs among young people who come from homes where both parents work." Angela Lau, *San Diego Union Tribune*, 10-25-95, B 10, p. 7, quoting San Diego District Attorney Paul Pfingst



Samples of Writing from DC SCORES

Untitled

I am the one who likes soccer very much.
I am the one who little kids look up at.
I am the one who is good in math.
I am the one who is smart in a math test.
I am the one who is smart

when it comes to math.

—Aisha Ford
4th Grade

One Wish of Several

I wish pizza was a drug that everybody was
hooked on—you would be able to grow it in
the USA and the seeds would be pink.

—Brittany Suggs
6th grade

My Self

I'm smart. I'm tall
and I get good
grades.
I used to be on a
basketball team.

My best friends are
Basilio and Joely
We play together
I go over to their
house and they
come from the Dominican
Republic.
They have funny
hair.

I knew Joely for four
years and Basilio
for one year and
they like soccer.

This is about myself.

—Leke Obalua
5th grade

My Best Friend

Me and my buddy
we eat we draw we cheer we
play. We don't fight. We don't
cheat, we don't do drugs.
We like a lot of things:
we like to play, we also like
to eat apple pie.

Me and my best friend we stuck to the end.

—Edgar Monterosso
5th grade

If I Could Change one thing, it would be . . .

. . . MY HAIR, because in the winter it
keeps my neck warm, but in the summer my
neck gets real hot. So what I decided to do
is cut it next summer.

—Falani Spivey
5th grade

. . . THE WAY I EAT. I used to be slim but
now I'm fat and slow. If I can change the
way I am now, trust me I will. It all may
seem dumb, but you haven't seen my
stomach. And the people in my
neighborhood keep talking about me and my
weight. And it is not nice, not nice at all.
But if I could change it, I will. I will indeed.
But I will get them back. And they will not
talk about me no more. And I will love
myself then I already DO.

—Alfred Walsh
5th grade



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Washington, DC



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Corporations/

Business Support:

adidas America

Soccer '94, Washington, DC

DC Stoddert Soccer, Inc.

Youth Service America

DC UNITED/Major League Soccer

Lanzera International

Ben & Jerry's, Adams Morgan

Chevy Chase Bank



In Kind Donors

Summary of Donations by Supporter

World Cup '94 -

- * 10 fields put in playing condition, lined, with goals.
- * Equipment as follows: cones, corner flags, nets, paint and lining wand, corner markers, equipment bags, personnel labor.
- * Instructional and inspirational videos
- * Educational soccer curriculum - *the goals program* and *windows to the world*

DC Stoddert Soccer League -

- * Scholarships for licensing (Level E) of all coaches, Fall '95.
- * Donation of uniforms for 13 teams. (Shirts, shorts, socks)
- * 30 balls
- * Shin guards for each player (Fall and Spring)
- * Membership for all players to the Virginia Youth Soccer Association (includes liability insurance to cover all participants)
- * Membership for all players to the Jelleff Boys and Girls Club

adidas America -

- * complete equipment for ten teams. Includes shirts, shorts, shin guards, socks, goalie gloves, balls.

Azar, Joe -

- * created our promotional brochure

Ben & Jerry's, Adams Morgan -

- * Ice cream bars and free cone certificates for all of our group events.

Bremmer & Goris Communications, Inc. -

- * Design and production of a promotional brochure

Burrito Brothers -

- * lunch donation for in-service teacher training, 2/96

Cafe Milano -

- * food for the end of the year event at the Capital Children's Museum

CVS -

- * first aid kits

Eurosport -

- * corner flags, cones, ball bags, ball pumps

Ferguson, Jim (President, Virginia Youth Soccer League) -

- * 3 water coolers

Finkenstaedt, Mark -

- * three months of professional photographs taken at practices, games, and writing workshops
- * photo processing and prints (over 300)

Georgetown University Medical Center -

- * 20 physicals for league players, done by Joseph Bellanti, Director, International Center for Interdisciplinary Studies of Immunology

Georgetown University Women's Soccer Team -

- * Helped to referee our games, Spring '95.

Gersch, Gregory -

- * developed our new logo

Howard University -

- * 25 balls donated by Men's Soccer Coach, Keith Tucker

Jerry May/M.S.I. -

- * 75 pairs of cleats

Kiraly, Todd -

- * design and layout for invitations and programs for our year-end celebration

Lalas, Alexi -

- * 352 pairs of adidas cleats

Lanzera International -

- * 150 uniforms
- * 20 game balls
- * 20 referee shirts

Len Oliver -

- * Coach licensing for all new coaches, Spring '95

Litt, Marilyn Knapp -

- * created and maintains our web site

Metropolitan Memorial United Methodist Church-

- * Two sixteen-person vans to use for transportation to and from games

Potomac School -

- * 25 balls

Safeway -

- * Oranges and water for every practice and game

Soccer American -

- * 20% discount on all merchandise

Starbucks Coffee -

- * equipment collection/publicity event on April 1, 1995 -- provided coffee and pastry and location.
- * coffee donation for all events

Stoddert Devils/Malcolm Wilson -

- * 10 balls

Subway, Adams Morgan -

- * Sandwiches for all of our group events, totaling approximately 500 sandwiches to date.

Teach For America -

- * 9 enthusiastic coaches
- * Office volunteers who donate time to help with transportation and refereeing
- * Copy services
- * Grant-writing consultation

The Washington Post -

- * the paper on which to print our promotional brochure

KEEP THOSE ESSAYS COMING!

For the last two years, the RCCP National Center has been collecting essays from young people around the country to compile in a book of *Kids' Conscious Acts of Peace*. The book will recognize and celebrate students for the positive steps they are taking to resolve conflicts in nonviolent and creative ways. In addition to the activity guides we have sent out through our collaboration with Ben & Jerry's and the Corporation for Public

Broadcasting's Act Against Violence campaign, we have sent activity guides to site coordinators to encourage RCCP schools to send in their students' essays about times they witnessed or performed a conscious act of peace.

school has not received an

Kids' Conscious Acts of Peace
Classroom activities for teaching students how to wage peace in school and at home.

activity guide and essay form (which are easily photocopied), please contact your site coordinator. We will be collecting essays for the book through the summer. o

If you are an RCCP teacher and your

This "Peace Rap" was composed by Jewell Boyd and Juanita Beasley, sixth graders who participate in DC Scores, an afterschool program in Washington, D.C.

*Conflict resolution is the way to go,
Don't get mad, just let it go. (x2)*

Conflict resolution is the thing to do,
Using your mind when you have to.
Solving your problems without using violence,
Talking it out, breaking the silence.

Conflict resolution is the brand new way,
Using it means to have a brighter day.
We're going to tell a story; we hope it's a blessing,
So sit back and learn this valuable lesson.

We're going to tell you about what happened to us,
We solved our problem; we didn't fight,
we didn't fuss.

*Conflict resolution is the way to go,
Don't get mad, just let it go. (x2)*

Well, I think conflict resolution
Means to have a positive solution,
So listen to what I am saying:
One day my friends and I were just a-laughing and a-playing.
We were in the store trying to buy some bread.
Then some girls walked in, they wanted Alexis dead.
They started fussing and talking all this crap,
Alexis is the one they wanted to slap.
Alexis made the choices to leave it be.
She turned around and walked towards me.
The next day we found out it was all over a look.
When I heard that, my body shook.
The point of this story is to find a positive solution,
And that is what we know about conflict resolution.

*Conflict resolution is the way to go,
Don't get mad, just let it go. (x2)*



Julie Book Kennedy

DC SCORES

Washington, DC

Julie Book Kennedy, 25, launched DC SCORES (Soccer and Community Outreach Responding to the Educational needs of Students) to provide inner-city kids with a school-based, after-school program to build their self-esteem and improve academic performance. Building on the DC Public School's Girl's Soccer League (founded by Kennedy in 1994), the program became co-ed in March 1995. DC SCORES combines soccer, cross-age tutoring, creative writing and youth service — offering more than 300 District of Columbia Public Schools elementary students and 50 District of Columbia high school mentors a constructive, after-school activity.

The student-led program encourages students to work together to identify ways to express themselves creatively about important issues affecting their community. Through DC SCORES, students learn to think critically, both on and off the soccer field, while developing community awareness, athletic prowess, and improved self-expression through writing. The program teaches students to be dynamic and productive citizens in their inner-city communities, encouraging them, in turn, to lead others. Unlike service programs that bring students from outside communities into a needy community to complete service projects, DC SCORES helps students find their own voice and fosters growth and productivity from the young citizens themselves.

Julie decided to create the first girls' soccer program in the DC Schools out of frustration from seeing students spend their after-school hours on the street. As a Teach for America corps member in the DC Public Schools, Julie noticed that while many students were wise beyond their years, they had no self-esteem or support. She believed her students desperately needed both an after-school activity which provided supervision for a few more hours each day and which taught teamwork, good sportsmanship, and self-esteem. Working with the support of the DC community and private and public businesses and services, Julie successfully created a soccer league, later adding a writing workshop component to help develop complete student-athletes. "I am very aware of the lack of opportunity that exists for students in [Washington, DC]," says Paul T. Harleston, a local teacher. "Every time I step on the field to referee a game ... or participate in tutoring, I am filled with a sense of gratitude to Julie Kennedy for her advocacy and action on behalf of the children of this city."

A graduate of Georgetown University (A.B.) and Middlebury College (M.A), Julie is currently the CEO/Founder of DC SCORES. In addition, she is a teacher-coach at the Marie H. Reed Learning Center, where she coaches a girls' soccer team as part of the DC SCORES program, and supervises a writing workshop for the elementary school student-athletes and their high school mentors.

Fund for

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1996-1999