

Federal Support for Communities
(DOJ Concept Paper)

A. Goals

There are (at least) five ways we can enhance the way the federal government assists and supports communities:

- 1) Improve the information which the federal government has about its own support for communities to facilitate collaborative efforts.
- 2) Improve the information which communities have about federal support for communities to facilitate better access to that support by communities.
- 3) Assist communities in their efforts to develop comprehensive strategies for attacking local problems which maximize the federal support available to them.
- 4) Institutionalize a "place" in the federal government responsible for:
 - a) maintaining and distributing information about federal support for communities, and
 - b) developing and coordinating the implementation of collaborative efforts by two or more agencies, and
 - c) assisting communities with comprehensive strategic planning.
- 5) Engage in more multi-agency collaborative efforts which accomplish objectives not realizable by one agency acting alone.

B. Information

There are (at least) two ways in which information about federal support for communities can be organized and distributed to enhance the above-stated goals:

- 1) Organize information by function.

In general, information about assistance available to communities from the federal government is organized according to the agency providing that assistance. While some division of responsibilities among agencies is, of course, necessary, communities may not be able to effectively "guess" which agencies might provide which kinds of assistance. This is especially so when several agencies provide similar or identical types of assistance.

Also, federal policy planners would be better able to avoid inefficient redundancies and identify opportunities for inter-agency collaboration with greater knowledge about the types of

assistance provided by their sister agencies. There needs to be a collection and distribution mechanism for information about federal support for communities which is organized functionally.

2) Organize information by geography.

In general, neither communities nor federal policy planners are able to easily obtain information about all of the different types and amounts of federal support which are going to a given community. This interferes with both the community's and the federal government's ability to develop and implement a strategic plan which makes best use of available resources (local, state and federal resources). There needs to be a collection and distribution mechanism for information about federal support for communities which is organized geographically.

C. Strategic planning assistance for communities

At a recent presentation to state government officials, Vice President Gore noted that in recent years we have moved to a new plane in our efforts to solve social problems. He noted that until recently, federal efforts were aimed at finding "the" program which would solve a certain type of problem or meet a certain need. But the Vice President then went on to note that we have come to better understand the interconnected nature of many societal problems and are more cognizant of the fact that if we attack one problem but leave others unattended, we make little progress. Children can not learn in classrooms when they feel unsafe. Public safety is little solace to those who are not healthy. Good jobs may go unfilled if there is no way for people to get to them. While many communities understand this phenomenon at least as well as do federal bureaucrats and have planning processes which reflect it, others could use assistance in developing more thoughtful comprehensive local plans.

In addition, even those communities which are working to develop comprehensive strategies for dealing with community needs often need assistance in determining which approach to a specific problem may be the most promising. The federal government's collective knowledge about experiments which have been tried in communities throughout the country is valuable information that could substantially assist local policy planners. The federal government would provide a valuable service to communities by providing those who want it with assistance in developing comprehensive community plans which take advantage of the information the federal government has obtained from other communities about "what works."

D. Responsibility for inter-agency federal support for communities

The proposed federal activities described in this paper will not occur unless we institutionalize a "place" responsible for the types of information gathering and distribution, the strategic planning assistance, and the program planning and implementation discussed in this paper. Such an "office" would need the ability to act on behalf of, and call upon the assistance of, the entire Administration.

Unfortunately, experience show that when such an effort is housed within one agency of the Administration, the effort is soon seen as an initiative of that agency, rather than an initiative of the Administration, and the effort soon loses the ability to effectively call upon other agencies for assistance and participation in its efforts. Accordingly, it is essential that such an "office" be somehow part of the Executive Office of the President.

This function could be placed within the DPC, Cabinet Affairs, OMB, or myriad other places. No matter where it is placed, it will only work if there is genuine Administration and multi-agency support for its mission and if it is reasonably well staffed. Manifestations of that support by cabinet agencies could come in the form of contributions of staff to such an entity, the identification of discretionary grant funds which the entity could help administer, and the contribution of operating costs for such an entity.

E. Programs

There are (at least) two types of inter-agency programs which accomplish more than can be accomplished with the efforts of a single agency:

1) Narrow, nationally implemented objectives

There are a wide-range of local offices and local personnel of the federal government deployed to accomplish important core objectives of their agencies. It seems as though certain limited, shared objectives of the entire administration could become part of the mission of those local faces of the federal government. Two examples of such efforts discussed at the meeting which appear to merit further effort are:

a) All eligible children signed up for Medicaid

Secretary Shalala noted at the meeting that there are millions of children in the country who are eligible for Medicaid but who are not signed up. The commitment of local HHS personnel could be substantially enhanced with efforts by local HUD, Ag, DOJ, VA, and other local federal personnel. All of these local federal personnel come in contact with families which may have children eligible for Medicaid who are not signed up.

...

b) Connect high unemployment with nearby labor shortage areas

Secretary Herman indicated that research efforts can identify communities in close proximity to each other which have the mirror image problems of high unemployment and a labor shortage. She indicated that with the identification of such locations, the strategic deployment of local transportation resources and job training programs could solve important problems for each community in these pairings.

The Justice Department supports each of these multi-agency program ideals and encourages the pursuit of their implementation.

2) Highly localized comprehensive objectives

Comprehensive localized planning appears to be most effective when there is an organizing principle around which the strategy is being developed. Two proposed comprehensive local efforts which would require support from a range of cabinet agencies are:

a) Unique problems of a border community

There are housing, employment, public safety, education, and various other problems which border communities have that other communities do not. One or two interested border communities could be selected as laboratories for a multi-agency federal governmental initiative to comprehensively attack the problems uniquely faced by border communities. (A similar notion would be to apply this approach to the unique problems of those on Tribal Reservations.)

b) Birth to job -- a community plan

This multi-agency effort would involve the development of, in one or two interested communities, a comprehensive strategy to get a child from birth to first job with the health, education, and safety we believe appropriate. A sub-part of such an effort might be the kind of multi-agency effort already under discussion to deal with the problems associated with children exposed to violence.

F. Summary

The Attorney General hopes that we can continue to work towards increased multi-agency, collaborative work which will improve the efficiency and quality of support which the federal government provides to communities. While the selection of specific projects for such efforts is certainly to be encouraged, the Department of Justice also hopes that serious consideration can be given to institutionalizing a mechanism not only for collaborating on programs, but also for the information sharing and specialized assistance functions which the agencies of the federal government currently provide, in most cases, individually.

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EXTENDED-TIME LEARNING CENTERS

Proposal for the School-age Child Care Initiative

Program summary:

The Department of Education (ED) is considering a proposal to provide \$400 million in seed money to establish or expand up to 10,000 extended learning centers serving approximately one million children during out-of-school hours in the first year. At a maximum of \$50,000 per center, this program will enable almost half of the 20,000 highest-needs schools and communities in the country (those with 50 percent or more of their children qualifying for free and reduced lunch) to establish high-quality out-of-school time learning centers or to expand existing centers to serve more children. An estimated 1/3 of these schools would be expanding existing centers. Centers, operated by schools in partnership with community organizations and available to all school-age children in the community, will offer a range of services including enhanced learning opportunities, growth and development activities, and recreational programs in safe, drug-free environments.

Schools and communities would have the flexibility to select delivery approaches consistent with local conditions and needs, while facilitating a strong link between the extended learning program and the instructional services schools provide during the regular school day. Having school districts serve as grantees maximizes opportunities for stretching dollars through coordination with other Federal education funds, such as Title I, which encourage extended learning opportunities. Five-year funding ensures that centers will be stable enough to attract qualified staff and to build community and business support that will lead to self-sufficiency by the end of the grant period.

The proposal would enhance ED's ongoing efforts to address student and parental needs for safe, constructive after school learning environments including: (1) publication and dissemination with the Partnership for Family Involvement in Education of "Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School;" (2) a FY 98 budget request of \$50 million for after-school learning centers through the 21st Century Community Learning Centers authority; and (3) the Wellesley College Institute for Out-of-School Time staff training and evaluation guides. Additionally, to help expand the potential impact beyond those receiving funds, the proposal envisions a technical assistance/dissemination effort involving such entities as the Partnership for Family Involvement in Education and private foundations.

Why is this program important?

Research supports--and communities, families, and schools recognize--the need for increased programs that fill the out-of-school time of this nation's children and youth. High-quality programs are in short supply--70 percent of public schools do not have before- or after-school programs. Only about 10 percent of public school children are enrolled in before- or after-school programs (1/3 of them school-based and 2/3 of them community-based) and at least 5 million children are home without an adult after school. And according to a report just issued by *Fight Crime: Invest in Kids*, and supported by FBI statistics, juvenile crime triples between the hours of 2 and 6 p.m. *Research also shows that good use of out-of-school time can be effective--teachers report that children in high-quality after-school programs are more cooperative, handle conflict better, do more recreational reading, and get better grades; principals report decreased vandalism in schools with after-school programs.*

The proposal addresses the following barriers to participating in after school programs: (1) lack of resources to offer an after-school program; (2) lack of access to after-school programs by parents and students; (3) lack of programs that operate on a schedule generally compatible with parents' work schedules; (4) transportation; and (5) lack of high quality programs with qualified staff.

How would the program operate, and who would be eligible?

ED would provide funds to State Education Agencies (SEAs) proportional to their share of ESEA Title I (with a statutory minimum). SEAs would make subgrants to local educational agencies (LEAs). Approximately 4,300 districts--collectively serving 36 percent (updated estimate) of the nation's children--would be eligible to participate; within districts, preference would be given to establish or expand centers serving high-needs neighborhoods.

What requirements must school districts meet?

Local districts would be required to match federal funds at least one-to-one¹, although SEAs can issue waivers to this requirement in exceptional circumstances. Matching funds can come from a variety of sources including sliding fees, other federal funds, in-kind contributions, local district funds, donations from businesses or the community, or foundation support. School districts must also provide assurances that centers will be inclusive and located in safe and drug-free environments. Each local partnership would determine the organizational structure that best meets local needs.

How may grant funds be used?

Grant funds may be used to for a variety of purposes necessary to help establish new programs or to enhance or expand existing programs, such as supporting a coordinator; supporting qualified instructional and enrichment staff and providing professional development opportunities as appropriate; providing transportation; and purchasing materials and equipment. In operating programs, grantees must include children with disabilities and other special needs; and coordinate and leverage existing services and develop other resources.

What types of services should programs provide?

Programs must offer both enhanced learning opportunities as well as recreational activities. Programs may include: academic enrichment or advanced work in science, mathematics and literature; opportunities for children who need extra academic help, such as assistance by trained staff with homework or in improving performance in reading and mathematics; programs in music, dance, drama and the arts; opportunities to use computers and telecommunications technology not generally available to participating children at home; enjoyable age-appropriate recreational activities; activities designed to enhance social and communication skills, such as conflict resolution training or community service learning; organized games such as teams and individual sports; and programs for children's safety, counseling and nutrition. A minimum program would operate 3 hours a day, 5 days a week, 35 weeks a year--but many will include summer activities.

Under this model, the number of centers would remain relatively constant; after five years, most of the centers would become self-sufficient and the program could either begin funding a new cohort of centers or end. Under an alternative model, matching funds would have to increase in the third year and beyond. This would free up funds to start new centers but may also undermine--in the centers already funded--the stability necessary to develop community and business support leading to self-sufficiency.

Examples of Model Programs

- **A school administered program utilizing regular school staff (Murfreesboro, TN):** All staff work on flex-time scheduling; volunteers and college students monitor lunch and recess, so that the school's regular teaching staff is available to teach afternoon academic and enrichment classes. The school partners with local youth sports leagues, and brings in outside professionals to offer lessons in art, music, martial arts, etc., at cost. The program also charges minimal fees (sliding scale, with a maximum of \$1.25 per hour) to offset some costs.
- **A program administered by an outside organization (The Virtual Y, NY):** Operated by the YMCA, these programs have an established curriculum with education, character building, and health components. Programs are staffed by a program coordinator (\$15 per hour) and five staff members (\$8 per hour). Educational activities focus on literacy and homework assistance. Prior to beginning operation, programs conduct a community needs assessment and acquire written buy-in from all stakeholders (i.e., the PTA, teachers and principal, etc.).
- **A partnership between a school and an outside organization (Washington Heights, IS 218, NY):** A partnership between the Children's Aid Society, the Boys and Girls Clubs of America, the New York City Board of Education, and the school district, the program is designed to turn the school into a community center, providing children and other members of the community with educational and enrichment activities, as well as the services of the school's social service agency partners, all at the same site.

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FROM: Susan Wilhelm.

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FAX: (202) 260-7764Number of pages including cover sheet: 3**Message**

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WASHINGTON, DC 20202-6132

TELEPHONE : (202) 260-0828

260-0984

Issues
In schools?
Quality?

Under Revision
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EXTENDED-TIME LEARNING CENTERS

Proposal for the School-age Child Care Initiative

Program summary:

The Department of Education (ED) is considering proposing to provide \$400 million in seed money to establish or expand up to 10,000 expanded learning centers serving approximately 1 million children during out-of-school hours in the first year. This program will enable almost half of the 20,000 highest-needs schools and communities in the country (those with 50 percent or more of their children qualifying for free and reduced lunch) to establish high-quality out-of-school time learning centers or to expand existing centers to serve more children. Centers, available to all school-age children in the community, will offer a range of services including enhanced learning opportunities, growth and development activities, and recreational programs in safe, drug-free environments. Five-year funding will ensure that centers will be stable enough to attract qualified staff and to build community and business support that will lead to self-sufficiency by the end of the grant period.

Local school districts are the best organizations upon which to build this program: they are familiar with acting as fiscal agents on behalf of participating schools and children; with applicable federal civil rights, accessibility and other statutes; with the educational and developmental needs of the local children; and with the needs of parents. Schools--often under-utilized as community resources--can make excellent sites for extended learning centers, especially when these programs are designed in concert with community organizations.

Why is this program important?

*Research supports--and communities, families, and schools recognize--the need for increased programs that fill the out-of-school time of this nation's children and youth. High-quality programs are in short supply--seventy percent of public schools do not have before- or after-school programs. Only about 10 percent of public school children are enrolled in before- or after-school programs (1/3 of them school-based and 2/3 of them community-based) and at least 5 million children are home without an adult after school. And according to a report just issued by *Fight Crime: Invest in Kids*, and supported by FBI statistics, juvenile crime triples between the hours of 2 and 6 p.m. Research also shows that good use of out-of-school time can be effective--teachers report that children in high-quality after-school programs are more cooperative, handle conflict better, do more recreational reading, and get better grades; principals report decreased vandalism in schools with after-school programs.*

How would the program operate, and who would be eligible?

Under this program, the Department will provide funds to State Education Agencies (SEAs) proportional to their share of ESEA Title I (with a statutory minimum). Approximately 4,300 districts--collectively serving over 1/3 of the nation's children--would be eligible to participate; within these districts, preference would be given to establish or expand centers serving high-needs neighborhoods.

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What requirements must school districts meet?

Local districts would be required to match federal funds at least one-to-one¹, although SEAs can issue waivers to this requirement in exceptional circumstances. Matching funds can come from a variety of sources including sliding fees, other federal funds, in-kind contributions, local district funds, donations from businesses or the community, or foundation support. School districts must also provide assurances that centers will be inclusive, located in safe and drug-free environments, and maintain current levels of effort as appropriate.

How may grant funds be used?

Grant funds will be used to help establish new programs or to enhance or expand existing programs. Funds may be used to: support a coordinator; convene key partners to develop the infrastructure necessary to support high quality, affordable extended learning time programs and to gain public support; support qualified instructional and enrichment staff and provide professional development opportunities as appropriate; provide transportation; and purchase materials and equipment. In operating programs, grantees must include children with disabilities and other special needs; and coordinate and leverage existing services and develop other resources.

What types of services should programs provide?

Programs must offer both enhanced learning opportunities as well as recreational activities. Programs may include: academic enrichment or advanced work in science, mathematics and literature; opportunities for children who need extra academic help, such as assistance by trained staff with homework or in improving performance in reading and mathematics; programs in music, dance, drama and the arts; opportunities to use computers and telecommunications technology not generally available to participating children at home; enjoyable recreational activities appropriate to the ages of participating children; activities designed to enhance social and communication skills, such as conflict resolution training or community service learning; organized games such as teams and individual sports; and programs for children's safety, counseling and nutrition. A minimum program would operate 3 hours a day, 5 days a week, 35 weeks a year--but many will include summer activities as well.

What is the Federal role in administering this program?

ED will seek other partners, such as major foundations, to provide additional funding for technical assistance and training to the States. ED will coordinate research, development, demonstration, dissemination, evaluation and technical assistance activities with the Department of Health and Human Services and with other national organizations that focus on school-age programs.

¹ Under this model, the number of centers would remain relatively constant; after five years, most of the centers would become self-sufficient and the program could either begin funding a new cohort of centers or end. Under an alternative model, matching funds would have to increase in the third year and beyond. This would free up funds to start new centers but may also undermine--in the centers already funded--the stability necessary to develop community and business support leading to self-sufficiency.

OVERVIEW

Need for After-School Programs

There is a tremendous need for extended-learning opportunities in the United States today.

- **Limited participation.**
 - In 1991, according to the Bureau of the Census, there were 36.7 million children between the ages of 5 and 14 (K through grade 8) living in the U.S.
 - Approximately 24 million of these K through grade 8 school-age children required child care. *-- parents in workforce or looking for job*
 - However, only about 1.7 million children of these children in grades K through grade 8 were enrolled in 49,500 formal before- and after-school programs.
- **Especially limited participation in schoolbased programs.**
 - In 1993-94, according to the National Center for Education Statistics, only 974,348 children in public elementary and combined schools (grades K up to 8) were enrolled in 18,111 before- or after-school programs in public schools.
 - Just 3.4 percent of all public elementary and combined school students (grades K up to 8) were enrolled in before- or after-school programs in public schools.
 - Seventy percent of all public elementary and combined schools (grades K up to 8) did not offer before- or after-school programs.
- **Latch-key child problem.**
 - Estimates of the number of kids in self care (latch-key children) who are unsupervised during non-school hours range from 2 million to 15 million.
 - Experts estimate that about 5 million school-age children spend time without adult supervision during a typical week. Because of self-reporting, however, it is difficult to get a firm figure.

Barriers to Participation

The most frequent barriers to schools' participation in after-school programs include:

- Lack of resources to offer an after-school program
- Recruitment of a program administrator and staff to run a program
- Unwillingness of the school district to open the building beyond the regular school day
- Unwillingness of the principal to have his/her school used for a program
- Unwillingness of teachers to have their classrooms used for after-school activities
- Negotiations with custodial unions that stipulate building use fees
 - *biggest problem is in NY, especially city*
 - *need to pay user fees*
 - *but not big problem outside of NY*

The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs.

- Availability
- Parent fees
- Transportation
- Hours of the program
- Quality of activities
- Poor conditions
- High staff turnover

Components of Successful Extended Learning After-School Programs

Based on an examination of schoolbased, afterschool programs that have a focus on enrichment and learning activities, the following components characterize these programs:

- Coordination with the regular school day learning program
- Student participation in learning activities
- True linkages between after-school and regular school day personnel
- Hiring of qualified staff
- Low student-staff ratio
- Involvement of parents
- Program evaluation

Costs of Schoolbased After-School Programs

Estimated costs of schoolbased, after-school programs, (programs that are housed in a public school either run by the school system, in collaboration with a communitybased organization, or by a schoolbased organization) range in costs according to the types of services delivered.

- Costs per student run between \$2-2.50 an hour
- Transportation costs run about \$1.00 per trip.

The Need for After-School Programs

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school programs¹ available to parents who work, many children must care for themselves or be supervised by older siblings which can entail excessive television watching and experimenting in risky behaviors such as alcohol and drug use. In communities without libraries, many children do not have access to books and other information resources or adults who can help with challenging homework; as a result, some of these students may not learn the skills they need to achieve their potential. These common sense notions are borne out in the **research that shows the importance of providing after-school opportunities for children:**

Few opportunities exist for young people. While there has been a growth in the availability of after-school care programs for children over the last 20 years, relatively few organized, extended learning opportunities exist. And even when they do exist, a 1994 survey of parents found that 56 percent think that many parents leave their children alone too much after school.

- **Limited participation.** In 1991, according to the Bureau of the Census, there were 36.7 million children between the ages of 5 and 14 living in the U.S. Approximately 24 million of these school-age children required child care (U.S. Bureau of the Census, 1994). However, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before- and after-school programs (Seppanen, 1993).
- **Especially limited participation in schoolbased programs.** Extended learning programs in schools are even more scarce, especially for older children and youth. According to the National Center for Education Statistics (NCES), in 1993-94, only 974,348 children in public elementary and combined schools (just 3.4 percent of all public elementary and combined school students) were enrolled in 18,111 before- or after-school programs at public schools. Seventy percent of all public elementary and combined schools did not offer before- or after-school programs (NCES, September 1996).

¹For the purposes of this paper, the definition used in the 1993 Study of Before and After School Programs of "Before- and after-school programs" applies: Before and After-school programs refer specifically to formally organized services for 5 to 13 year-olds that occur before and/or after school during the academic year and all day when school is closed and parents are at work. These programs include only school- or center-based programs that operate at least two hours a day, four days per week. These programs augment the schoolday, and typically also the school calendar, creating a second tier of services that provide supervision, enrichment, recreation, tutoring, and other opportunities for school-age youth.

- **Latch-key child problem.** Estimates of the number of kids in self care (latch-key children) who are unsupervised during non-school hours range from 2 million to 15 million (Child Care Action Campaign, 1992; Children's Defense Fund, 1989; National Commission on Working Women, 1989; U.S. Bureau of the Census, 1987). Experts estimate that about 5 million school-age children spend time without adult supervision during a typical week (School Age Child Care Project, 1997). Because of self-reporting, however, it is difficult to get a firm figure.

Parents want more access to extended learning opportunities. Survey data clearly indicate the demand for after-school programs:

- **Extent of parent demand for access.** A 1997 survey of elementary and middle school parents shows that 90 percent of parents have children that attend an after-school program or would be willing to pay for an after-school program if it was offered to them (National Opinion Research Corporation, 1997).
- **Extent of general public demand for access.** By and large, the public favors keeping school buildings open for use by schoolchildren (with adult supervision): 87 percent after school; 67 percent on weekends; and 72 percent during vacations (Gallup, 1992).
- **Principal agreement.** Principals have long seen a need for extended learning programs; in a 1989 survey, 84 percent of school principals agreed that there is a need for before- and after-school programs (Seligson, 1989). In 1993, the National Association of Elementary Principals printed a book entitled, "Standards for Quality School-Age Child Care."

Youth are at greatest risk of violence after the regular school day. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m.— a time when they are not in school at the end of the regular school day (FBI, 1993).

- **Child self-care risky.** Children left to themselves or under the care of siblings after school experience greater fear of accidents and crimes and are more bored than children in supervised care. They also are more likely to engage in risk-taking behaviors and drug and alcohol use, and are more often the victims of accidents and abuse. Children who spend more hours on their own and who began self-care at younger ages are at increased risk (Miller and Marx, 1990).
- **Organized activities can counter unsafe behaviors and enhance learning.** Children under adult supervision in a formal program have demonstrated improved academic achievement and better attitudes toward school than their peers in self- or sibling-care. After-school and summer programs can offer the support and supervision children need

in order to learn and to resist the influences of unsafe or violent behaviors (Miller and Marx, 1990).

Children in quality programs do better in school. Research indicates that program quality is very important. Children in these programs are exposed to more learning opportunities, spend more time in academic activities and enrichment, and spend less time watching TV. These students have more positive interactions with staff when student to staff ratios are low, staff are well-trained, and a wide variety of activities are offered. Students in quality programs may have better peer relations and better grades and conduct in school than their peers in other care arrangements (Posner and Vandell, 1994).

- **School-age programs of poor quality can harm children.** When school-age programs are well designed, they can raise achievement, but when they are low quality, with poorly trained staff and few age-appropriate activities, participants may do worse in school than children who are cared for by a parent or a sitter or even left alone (Carnegie Corporation of New York, 1996).
- **Teachers and principals recognize the positive effects.** The Cooperative Extension Service found that in programs that had received their assistance, teachers reported that the programs helped the children to become more cooperative, handle conflicts better, develop an interest in recreational reading, and earn better grades. More than one-third of the school principals stated that vandalism in the school decreased as a result of the programs (Riley et al., 1994).
- **Youth need opportunities outside of the regular school day.** Research clearly shows that positive and sustained interactions with adults contribute to the overall development of young people and their achievement in school. After-school activities allow children and youth to explore and master activities (art, dance, music, sports) that can contribute to their overall well-being and achievement (Clark, 1989).
- **Young people want opportunities outside the regular school day.** In a recent survey, young adolescents ages 10 to 15 were asked to identify what they wanted most during their non-school hours. Their responses included safe parks and recreation centers, exciting science museums, libraries with the latest books, videos, and records, opportunities to go camping and participate in sports, long talks with trusting and trustworthy adults who know a lot about the world and who like young people and opportunities to learn new skills (Carnegie Council on Adolescent Development, 1992).
- **Parents rank high computer classes, art and music courses, and community service as activities for after school programs.** In a 1997 survey of parents who indicated they enrolled or would like to enroll their child in an after-school program, 95 percent feel that their child would benefit from an after-school program that included computer technology classes and 91 percent feel their child would benefit from arts,

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music, and cultural after-school activities. Among middle school parents, 90 percent favor after-school community service or volunteer opportunities for their children (NORC, 1997).

Barriers to Participating in After-School Programs

The most frequent barriers to schools' participation in after-school programs include:

- **Lack of resources** to offer an after-school program
- **Recruitment of a program administrator** and staff to run a program
- **Unwillingness of the school district** to open school buildings beyond the regular school day
- **Unwillingness of the principal** to have his/her school used for a program
- **Unwillingness of teachers** to have their classrooms used for after-school activities
- **Negotiations with custodial unions** that stipulate building use fees

The last barrier is particularly acute in the State of New York. Some union contracts stipulate significant fees for the use of school buildings outside of regular school hours that make the operating costs prohibitive. This is especially a problem for nonprofit organizations in New York City when fees were established as part of the janitorial union contract in 1975, as well as other New York cities (e.g., Buffalo). However, calls to several cities in other states do not indicate a similar problem.

In addition, parents face barriers to their children's participation:

- **Access.** Seventy percent of public elementary and combined (K-8) schools do not offer before- or after-school programs. A mere 3.4 percent of all students in public elementary and combined schools nationwide participate in before- and after-school programs in their schools (NCES, September 1996).
 - **Solutions:** Organizations like the National Community Education Association works with both individual schools and whole districts to make available after-school programming in the public schools. In addition, the Partnership for Family Involvement in Education, like many organizations, has pledged as part of the Presidents' National Volunteer Summit to work more vigorously in this area and create 500 new after school program in 1997.
- **Parent fees.** After-school activities for children may require fees which parents are unable or unwilling to pay. Parent fees make up approximately 80 percent of the budget of school-based programs (Seppanen et al., 1993). Waivers and scholarships are available on a very limited basis. Programs in high poverty areas simply do not have enough resource to serve the large numbers of children who wish to attend. Many good programs have long waiting lists. In cases when parents cannot afford child care, students may not participate because they are needed at home to care for younger siblings.

- **Solutions.** In 1991, almost 40 percent of public school programs offered a sliding scale for parent fees based on parents' ability to pay (Seppanen, 1993). In addition, the federal Title I program can be used for after-school programs, thus defraying fees. Finally, some programs like the Virtual Y make their program free to families, raising the money in the community.
- **Transportation.** The lack of safe and available transportation may prevent many of these children from participating in before- and after-school programs. Many programs do not provide transportation after the extended learning day. In addition, children who attend school outside of their neighborhood, because of a desegregation plan, school choice, or other reason, may not be able to participate unless provisions are made for early and late buses. Finally, some districts charge bus fees to access after-school transportation, which can inhibit participation among moderate and low income families.
 - **Solutions.** Based on the number of children participating in after-school programs, some schools offer late buses as part of their regular bus fleet runs. Where programs are offered in neighborhood schools, parents may be readily able to pick up their children from the school. However, in 1991, 20 percent of parents asked for transportation as a component of the after-school program their child was enrolled in when it was not offered (Seppanen, 1993).
- **Hours of the program.** Most programs operate according to the school calendar rather than parents' work schedule, in which case parents must make alternative arrangements for child care or leave children on their own.
 - **Solutions.** Programs like the Beacon Schools and IS 218 are open hours beyond the regular 3 p.m. to 6 p.m. after-school program, operating until midnight and 9 p.m., respectively.
- **Quality of activities.** Parents and students may choose not to participate because of unchallenging curriculums. Some programs may be perceived as merely providing supervision, rather than enrichment and extended learning opportunities. Activities may not address the needs of older students. Also, before- and after-school programs may not coordinate with the regular school program to help students who are falling behind in a particular subject and to reinforce what's happening in the classroom.
 - **Solutions.** Like programs operated at I.S. 218 in New York City and at the Seattle Title I school program run by Bailey Gatzert Elementary School, afterschool programs should be designed to coordinate with the regular school day and offer challenging complementary activities. Programs should have materials available to them and be aware of best

practices, perhaps employing the School Age Child Care Project standards of excellence.

- **Poor conditions.** Before- and after-school programs often have to make do with the resources available. Almost one-third of programs report a difficulty sharing space in schools and other facilities. Other common problems include a lack of activity space, no room to expand, and insufficient storage.
 - **Solutions.** Real and honest communication must take place between staff from the after-school program and the regular teaching force about the use of classrooms and other facilities. This is the most commonly discussed barrier among those groups that operate programs and communication is the only way to resolve the situation.
- **High staff turnover.** Before- and after-school programs suffer from a high staff turnover rate due to low wages and lack of benefits. While some programs do not have this problem, those that do experience a 60 percent turnover rate. This lack of continuity affects the quality of the activities, of the program as a whole, and of the bonds created between the children and staff.
 - **Solutions.** After-school programs need to be re-thought of as an extension of the regular school day with many of the same personnel that would be found during the regular school day, such as classroom teachers, participating but at perhaps a lower ratio than the regular school day. In the Murfreesboro, Tennessee program, this is accomplished by staggering teacher starting times. In after-school care situations, the quality of after-school staff is directly linked to the quality of the program offered. Wages and benefits must be calculated as an important part of the program. When teachers are used in extended learning programs, some of this turnover associated with day care can be resolved.

Necessary Components of An After-School Program

The most important part of any after-school program is that kids have a safe, learning environment with adults who clearly care for them.

Common elements across extended learning programs in schools. When we examine exemplary in-school programs that offer both enrichment and instructional activities (community schools in Flint, Michigan; after-school programs in Murfreesboro, Tennessee, I.S. 218 in New York City, and the soon-to-be implemented Virtual Y in New York City; the 21st Century Community Learning Centers) after-school, we find the following common elements:

- **Coordination with the regular school day learning program.** More than a latch key after school program, the extended school day should dovetail with the classwork engaged in throughout the day. This was also a major recommendation of the Carnegie Corporation's report, *Years of Promise: A Comprehensive Learning Strategy for America's Children*.
- **Student participation in learning activities.** The atmosphere should be more relaxed but it should be instructional allowing for hands-on projects, enrichment classes, reading, math, mentoring, sports, computer lab, music, arts, community service, trips, and even entrepreneurial workshops.
- **True linkages between after-school and regular school day personnel.** Support of and coordination with the school so that there is true partnering with the school and all school personnel in an atmosphere of mutual respect with regard to the use of facilities and materials, and the creation of a welcoming environment for parent, and community volunteers.
- **Hiring of qualified staff.** Programs should hire qualified staff, provide on-going training for staff, and be willing to pay for that quality. Staff usually include a program administrator, paraprofessionals, college students, and teachers. In some cases of when teachers are part of the program, they participate on the basis of a staggered school day where their day begins at 11 a.m. and ends at 6 p.m.
- **Low student-staff ratio.** For true student enrichment, the student-staff ratio should be low, especially when tutoring or mentoring activities are taking place.
- **Involvement of parents.** Opportunities for parents to be part of the afterschool program by offering orientation sessions, workshops, serve as volunteers, serve on a

parent advisory committee, and take part in classes that may be offered in computers or English as a Second Language.

- **Program evaluation.** From the beginning of a program, there should be a plan for measuring success, based on the goals set for the program—including student improvement in their regular school program. Both continuous improvement strategies and outside evaluations by a local university or board of education should be employed.

Researchers have also begun to identify core elements of after-school care programs and quality standards.

Characteristics of Quality After-School Programs as Assessed by the University of Wisconsin. The University of Wisconsin-Madison is conducting a study of after-school programs and assessing after-school care program quality. Programs being examined include those operated by for-profit agencies, non-profit programs, and programs located in schools. The University of Wisconsin study is assessing quality programs on the following components:

- tone and quality of interactions between children and staff
- caregiver skill
- presence of age-appropriate programming and activities
- level of child satisfaction
- level of parent satisfaction
- flexibility of programming and child choice of activities
- regulatable characteristics such as staff-to-child ratios, levels of staff education, and space available for activities.

Knowing the kind of program a child attends (e.g., for-profit or nonprofit) offers clues about the quality of care provided. For example, children in for-profit programs generally have more unoccupied time, spend more time watching television and videos, and spend more time not interacting with anyone, when compared with children attending nonprofit programs. For-profit programs also tend to offer fewer positive interactions between staff and children and offer fewer programming alternatives, when compared to nonprofit programs. Parents of children attending for profit programs report lower satisfaction with those programs, compared with nonprofit programs located in schools and those operated by community centers.

Program quality also varies across elements that are potentially regulatable, such as program size and caregiver education levels:

- **Size.** Children in small programs (41-60 children) have more and more positive interactions with caregivers and with other children.

- **Child-to-staff ratios.** Larger child-to-staff ratios (greater than 13-1) are associated with more time waiting in line and with caregivers showing poorer behavior management skills.
- **Caregiver education.** Higher levels of education are related to fewer negative interactions between caregivers and children and greater parental satisfaction.
- **Caregiver experience.** Caregivers with 25 to 36 months experience had better behavior management skills and more positive regard for children compared to those with more or less experience.

Core Components from the Carnegie Council on Adolescent Development. Whether an after-school program is located in a neighborhood school or community facility, effective programs identified by the Carnegie Foundation include the following key elements:

- **A research base and needs assessment.**
- **A basic understanding of social relationships.**
- **Involving parents.**
- **Tailoring programs to community needs.**
- **Capturing interest.**
- **Providing food.**
- **Setting clear rules.**
- **Collaborating with local community organizations.**
- **Being safe and accessible for all children.**
- **Providing linkages to schools.**

Standards for Quality After-School Care as developed by Wellesley College, Institute for Out of School Time. Standards of quality for after-school care have been developed by the Wellesley College School-Age Child Care Project (now the Institute for Out of School Time). The National Association of Elementary School Principals were also involved in developing these standards.

- **Human Relationships.**
- **Indoor Environment.**
- **Outdoor Environment.**
- **Activities.**
- **Safety, Health, and Nutrition.**
- **Administration.**

Costs of After-School Programs

Costs vary widely in implementing after-school extended learning programs. The major sources of variation in the cost of extended-hours programs run by public schools are:

- **Salaries of program staff**
- **Type and extent of services offered, including any materials**
- **The number of children served in the program**

These costs can vary widely depending on the level of staff expertise, the scope of the director's responsibilities, and local custodial rates. Most programs pay for instructional staff, a part-time director who receives a salary supplement, and custodial services. Materials costs vary extensively, and can be minimal, or very substantial, depending on the activities a program offers. Programs depend upon a variety of sources for their funding, including donations and government and foundation grants based upon the services which they provide.

The costs below are for school-sponsored programs; programs sponsored by other organizations appear to have somewhat lower costs, primarily due to using lower cost (non-school) personnel.

Hourly program cost per child: The costs of typical after-school programs vary significantly depending to the scope of the program, the level of staff expertise, and the materials used in the program.

- **Lower range costs.** The lower range of the cost estimate assumes that program staff will be supplemented by volunteers or low-level staff (college-students, etc.), and that program activities will include academic and enrichment work, but will not require a significant amount of new materials. Lower cost programs often center around providing homework assistance, recreation, and provide art and enrichment activities which do not require large expenditures for materials or professional staff (e.g. professional music teachers).
- **Higher range.** The higher range of the cost estimate assumes that programs will use certified teaching personnel and more experienced staff to provide instruction, and a full-time program director; program activities may include substantial amounts of enrichment activities (e.g. art and music classes) as well as significant materials expenditures (e.g. computer labs, art supplies). Higher costs programs are able to provide a wider range of options for students, and usually include targeted academic assistance, enrichment activities supervised by well trained staff (e.g. an art class taught by an art instructor), and may feature computer labs or field trips.

Hourly program costs per student. Hourly program costs typically range between about **two to two and a half dollars per student** (assuming three hours after school, five days each week, and a ratio of 10-12 students per instructional staff member)

Estimated hourly cost per student: \$2.00 to \$2.50

Yearly program costs per student. Per student yearly program costs range from \$1,050 to \$1,575, (assuming three hours after school, five days per week, thirty-five weeks, ratio of 10-12 students per instructional staff member)

Estimated yearly cost per student: \$1,050 to \$1,575

Yearly program cost. In a typical elementary school of 450 kids, yearly costs for after school programs range from \$157,500 for low-cost programs serving approximately a third of the student body (i.e. 150 students) to \$500,000 for higher-cost programs serving most of the student body (i.e. almost all of the 450 students; **note: assume that marginal costs per student should decline with increased utilization**).

Estimated total yearly program cost: \$157,000 to \$500,000

Transportation costs. Many programs do not report paying any additional transportation costs; programs which do provide extra transportation report paying about \$1.00 per child, per trip (assume \$25 per hour for bus drivers, \$1.00 per mile for bus use, gas, and maintenance, 30 miles per day, 45-60 students per bus).

Estimated cost per student per trip: \$1.00

OVERVIEW

U.S. DEPARTMENT OF EDUCATION'S AFTER-SCHOOL ACTIVITIES

Title I. The 1992 reauthorized Title of the Elementary and Secondary Education Act (the Improving America's Schools Act) includes strong language recommending use of effective instructional strategies that "give primary consideration to providing extended learning time such as extended school year, before-and after-school, and summer programs and opportunities." In Spring 1996, 64 percent of principals in Title I schools reported using Title I funds for before or after-school efforts. The Department produced *Extending Learning Time for Disadvantaged Students: An Idea Book* in 1995.

21st Century Community Learning Centers. As part of the Improving America's Schools Act, after-school programs were encouraged through 21st Century Community Learning Centers. The Department is seeking \$50 million from Congress to fund about 500 pilots in FY 1998. The Senate has marked the appropriation at \$1 million while the House fully funded the program at the \$50 million.

Partnership for Family Involvement in Education. The Community Sector of the Partnership for Family Involvement in Education embraced bolstering after-school programs in the sign-on pledge. They also helped write a guidebook on keeping schools open for extended learning. Finally, the steering group of the Partnership voted to make after-school opportunities a nationwide initiative of the Partnership.

Keeping Schools Open Guidebook. In May, 1997, the First Lady released *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-free Environment Before and After School*. The Department of Education wrote the step-by-step guidebook on how school facilities can be used for after-school programs with the National Community Education Association, Policy Studies Associates, and the America Bar Association.

America Reads Challenge. The President announced the America Reads Challenge in Summer 1996 that focuses on bringing all third graders up to basic proficiency on national reading tests through the use of volunteers working in before and after-school and summer programs. This summer, 1.5 million elementary school children were tutored through the summer component of the America Reads Challenge, READ*WRITE*NOW!

Summit Commitment. As part of the Presidents' Volunteer Summit, the Department pledged a nationwide effort to develop 1,000 new after-school partnerships by December 1997 through the 21st Century Community Learning Centers program.

America Goes Back to School. A major thrust of this year's America Goes Back to School: Answering the President's Call to Action has been on showcasing after-school programs. Every interested citizen writing in for a kit receives examples of after-school programs.

Family Reunion VI Survey. As part of the Vice President's Family Reunion VI conference, "Families and Learning," a survey sponsored by the U.S. Department of Education, the Partnership for Family Involvement in Education, and GTE found that 82 percent of parents have a child who attends an after-school program or would like their child to attend an after-school program. Computer classes, art and music courses, and community service rank high as activities for after-school programs (see attachment).

Training and Evaluation Guide. The Department is planning a follow-on document to *Keeping Schools Open* that will focus on training for staff in after-school programs and how to provide a continuous improvement model for extended learning programs' self evaluation. Discussion are underway with the Institute for Out-of-School Time on the project.

Beyond the school day and the school year (Percent of all parents who:)			
	All Parents	Elementary School Parents	Middle School Parents
Have a child in an after-school program	35	32	39
Pay fees for an after-school program	17	19	15
Are interested in free after-school programs	79	77	81
Would pay a fee for an after-school program	73	72	74
Have a child in a school-based summer program	18	19	16
Paid for a school-based summer program	9	9	9
Are interested in a free school-based summer program	70	68	72
Would pay a fee for a school-based summer program	73	70	76

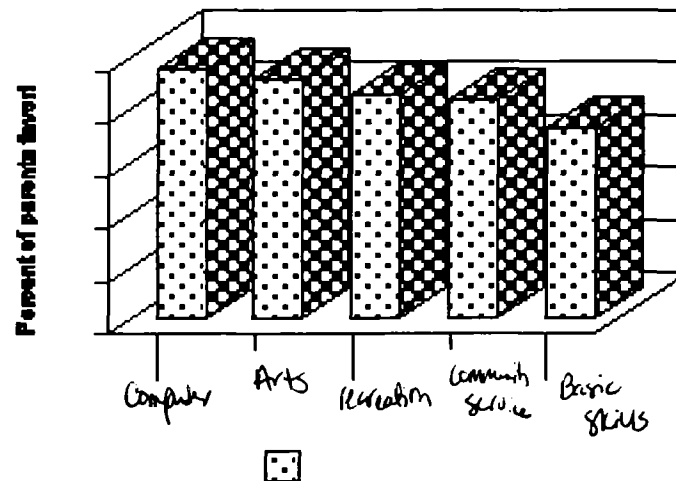
- Parents express a strong demand for after-school programs: 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program.

After-School Activities: What do parents want?

(Percent of parents with children in after-school programs or who would like their children to attend an after-school program reporting that their child would benefit from:)

	Parents Who Want or Use After- School Programs	Elementary School Parents	Middle School Parents
Computer technology classes	95	96	95
Arts, music and cultural programs	91	94	88
Supervised recreational activities	85	86	85
Community service or volunteer opportunities	83	76	90
Basic skills enrichment or tutoring	73	71	75

- Of these parents (who enroll or would like to enroll their child in an after-school program), 95 percent feel that their child would benefit from an after-school program that included computer technology classes and 91 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 90 percent favor after-school community service or volunteer opportunities for their children.





Pauline Abernathy
Office of the Deputy Secretary
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-0500
Phone (202) 401-1000
Fax (202) 401-9027

TO:

Jen Klein + Nicole Rabner

FAX:

456-2878

PAGES (including cover page):

5

FROM:

Pauline Abernathy

RE:

Re White House Conference.1-page on ED's FY98 Request for after-school funds3-pages from survey of parents re. after schoolprogramming.FYI.

21st Century Community Learning Centers After-school, Weekend and Summer Programs for Youth

What is the 21st Century Community Learning Center Program?

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

Why do we need this program?

While some communities are already developing after-school programs, they are not wide-spread, particularly in the public schools. In 1995, there were 23.5 million school-aged children with parents in the workforce. But as recently as the 1993-94 school year, 70 percent of all public elementary and combined schools did not have a before or after-school program. In rural areas, 82 percent of public schools did not have such programs. In addition, the majority of extended-day programs are aimed at kindergarten and early elementary school students, and focus on supervised care rather than academic instruction. Among seventh and eighth graders, less than 1% were enrolled in after-school programs. This program would bring much-needed attention to the provision of supplementary learning activities and on activities addressing the needs of adolescents and the problems of drug use, gang involvement and violence.

A 1994 survey of parents found that 56 percent think that children are left alone too much after school, and a 1989 survey showed that 84 percent of school principals expressed a need for before- and after-school programs. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m. -- a time when they are not in school. Many children and youth can benefit from extra learning time after-school, summer and weekends. A priority would be given to programs serving early adolescents and middle school age children. The 21st Century Learning Center program meets this need by providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, helping middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects as well as opportunities to participate in chorus, band and the arts, technology education programs and services for children and youth with disabilities. Before and after-school and summer programs can help kids stay on the right track.

How much funding has the President proposed?

The President has proposed \$50 million in his FY 1998 budget to expand this program. It is estimated that this amount will fund 500 to 1000 new after-school initiatives depending on the number of children served and the services provided.

FY98 House Cmte Bill provides the full \$50 million. The Senate Cmte Bill provides only \$1 million.

Who is eligible to receive funding?

Schools or consortia of schools, but they must be in collaboration with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions. Grant recipients are funded for a period not to exceed three years.

How does this help improve communities and schools?

Keeping schools open after typical hours to become a Community Learning Center is a significant way to help meet the increasing needs of our nation's children. By uniting parents, caregivers, principals, teachers, and community groups in partnership, communities can assess and meet real student needs such as addressing learning deficiencies and helping students excel in math and reading, maximize resources by coordinating efforts, and gain the advantages of shared expertise and experience. Children, families, and the whole community will benefit as children learn and grow in a safe, enriching environment.



PARTNERSHIP
for Family
Involvement
in Education

The Study of Opportunities for and Barriers to Family Involvement in Education

PRELIMINARY RESULTS

**A Survey Sponsored by the Partnership for Family Involvement in Education,
the U.S. Department of Education, and the GTE Foundation
Conducted by the National Opinion Research Center at The University of Chicago**



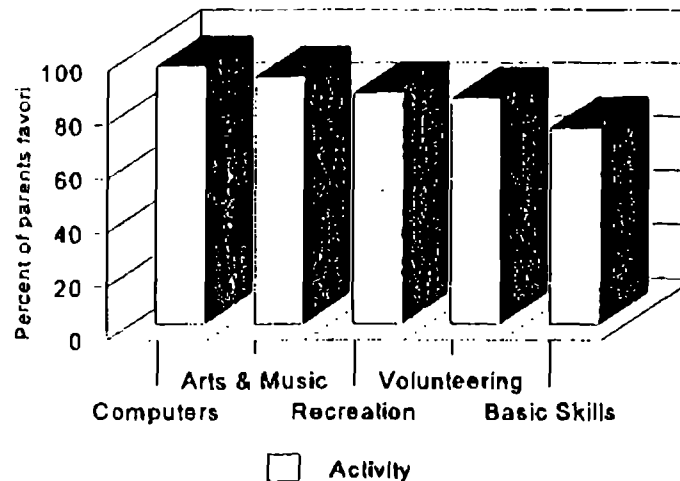
Beyond the school day and the school year (Percent of all parents who:)			
	All Parents	Elementary School Parents	Middle School Parents
Have a child in an after-school program	35	32	39
Pay fees for an after-school program	18	19	17
Are interested in free after-school programs	79	77	82
Would pay a fee for an after-school program	74	73	76
Have a child in a school-based summer program	18	20	16
Paid for a school-based summer program	10	10	10
Are interested in a free school-based summer program	70	69	71
Would pay a fee for a school-based summer program	74	71	77

- Parents express a strong demand for after-school programs: 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program.

After-School Activities: What do parents want? (Percent of parents with children in after-school programs or who would like their children to attend an after-school program reporting that their child would benefit from:)			
	Parents Who Want or Use After- School Programs	Elementary School Parents	Middle School Parents
Computer technology classes	96	96	96
Arts, music and cultural programs	92	94	89
Supervised recreational activities	86	86	86
Community service or volunteer opportunities	84	77	91
Basic skills enrichment or tutoring	73	72	74

- Of these parents (who enroll or would like to enroll their child in an after-school program), 96 percent feel that their child would benefit from an after-school program that included computer technology classes and 92 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 91 percent favor after-school community service or volunteer opportunities for their children.

After-School Activities



OVERVIEW

THE CHILD CARE ENVIRONMENT IN THE UNITED STATES

The child care and early education field is often described as a confusing patchwork of separate systems. Families seek resources in both formal and informal settings. State and federal funding for child care fluctuates. Eligibility standards for subsidies change.

The child care system includes both private and public child care providers; nonprofit and for-profit settings; center and home-based programs; and regulated and informal settings. The supply of child care is inadequate, and especially for infant care, before- and after-school care, during non-traditional hours, and for low-income families.

Recent studies have pointed out the lack of high quality child care in the majority of settings.

• *Cost, Quality, and Child Outcomes in Child Care Centers, Executive Summary*. Study conducted by University of Colorado at Denver, University of California at Los Angeles, University of North Carolina, and Yale University, January, 1995.

• Kontos, S., C. Howe, M. Shinn, and E. Galinsky. *Quality in Family Child Care and Relative Care*. Teachers College Press, 1994.

• *The National Child Care Staffing Study, Revised*. The National Center for the Early Childhood Work Force, Washington, DC, 1993.

It is this fragmented, uncoordinated field which has become the focus of attention for policy makers who recognize the importance

of early childhood experiences for school success; and who recognize the role of child care in helping families reach self-sufficiency and in helping employers develop and maintain a quality work force. This environment, in which millions of children spend part of their day, can be improved by systemic linkages between child care and health professionals.

WHY LINK HEALTH AND CHILD CARE?

There is a growing recognition among child care practitioners, policy makers, and funders that health and quality child care are inextricably linked to each other. It may be clear to many that:

- Child care settings are natural sites for the delivery of immunizations, health screenings, nutrition programs, health consultations and referral services
- Child care regulators could improve and enforce health and safety standards and policies
- Communities could provide support of public health services in child care settings

In reality, such efforts are sporadic and are often uncoordinated.

The health and child care connection must be nurtured and enhanced. The 1994 Carnegie Task Force on Meeting the Needs of Young Children concluded that most communities do not adequately support a healthy start for young children. The task force calls for community-based family support programs that assess local needs, build on family strengths, and develop linkages among services.

The child care field is marked by uneven program quality, a low-paid work force, an average 40% staff turnover rate, and a need for both entry level and continuing staff training and education. As in health settings, child care staff need training in basic hand washing, CPR, infectious disease prevention, and blood borne pathogens, in order to assure their own health and that of the children they serve. Yet, child care is provided in incredibly diverse settings with few channels for ongoing communication with health professionals who could provide training and technical assistance.

Child care is a natural environment for the promotion of health and safety. By the year 2000, 75% of women with children under 5 years of age will be employed — and their children will be enrolled in some form of child care. Child care providers are an ideal network through which supportive services can be delivered to families because of the frequency with which families come into contact with their child care providers and the personal, trusting relationships built there.

What is missing are systemic links among various efforts to address health and child care connections. Child care resource and referral agencies (CCR&Rs) and statewide CCR&R networks can provide those linkages. Some of them already do. CCR&Rs are at the hub of the child care system. They assist parents in their searches for child care, support child care providers with training and technical assistance, and work with state and local governments to coordinate child care initiatives and programs. States and tribes could rely on CCR&Rs to serve as the direct link between child care administrators, child care providers, parents and health care professionals.

WHAT IS CHILD CARE RESOURCE & REFERRAL?

Role

Child care resource and referral undertakes many different activities in order to make child care work for families and communities. The great variety of CCR&R activities can be grouped in one of the four general systemic areas:

- (1) Supporting families in the most important roles of nurturing their children and reconciling the demands of work and family
- (2) Compiling, analyzing and sharing information with parents, child care providers and communities
- (3) Supporting individuals and programs that care for children
- (4) Building connections in communities and states to create appropriate policies on family and children's issues and to generate additional resources for child care

Child care resource and referral organizations have a unique perspective on child care and family well-being and the needs of the communities they serve. CCR&Rs undertake a critical supportive role in assuring basic health and safety protections for children through their consumer education work with parents, the training they conduct with child care providers and their work on licensing and regulatory issues with child care providers, the public, and policy makers.

History

Communities throughout the United States have created CCR&Rs to address their particular local child care needs.

In some cases, CCR&R organizations emerged as communities responded to the needs of parents who were seeking child care and education services, but had no source of local information. Parents were seeking help in finding play groups, nursery schools, and

Local CCR&R Profile

Organizational Structure:

Part of a larger non-profit organization	72%
Freestanding CCR&R	28%

CCR&R Sources of Funding

CCR&R Agencies with Public Funding	74%
CCR&R Agencies with Private Funding	53%
CCR&R Agencies with Fees for Service	58%

Source: 1994 Survey NACCRRA Counts

State CCR&R networks / associations

While local CCR&R agencies make local linkages, 32 statewide CCR&R networks have been organized to facilitate linkages among CCR&R organizations and between CCR&R and statewide entities. Eighteen of these state networks receive funding and have staff to implement their goals. However, whether they receive outside funding, or support their efforts through membership fees, state networks all provide technical assistance to strengthen and increase the capacity of local CCR&Rs. (See Appendices for map of state CCR&R networks)

Because of their statewide linkages, state CCR&R networks have been approached by state agencies to conduct special child care initiatives, such as child care market rate surveys, statewide training projects, and statewide data collection. Most state CCR&R networks review proposed state policies affecting child care, sharing their valuable insights into parents needs, provider needs, service gaps, and the potential impact of policy decisions on various populations.

State networks which operate with staff and funding greatly improve the access of parents to referral and consultation services in the state. State networks have been an excellent vehicle for:

- Special statewide projects
- Data collection
- Needs assessment
- Consumer education
- Outreach to a wide range of child care providers.

In 1986, the National Association of Child Care Resource and Referral Agencies (NACCRRA), a membership organization was founded to coordinate and promote the development of the field. The national organization is funded by membership fees, public contracts, and foundation support. NACCRRA operates out of a Washington DC office, with a small, efficient staff, a working board of directors, and many task forces and work groups made up of CCR&R leaders.

NACCRRA provides strategic leadership to the field and:

- Conducts research
- Develops training curricula for CCR&R
- Holds an annual public policy symposium
- Disseminates public policy information
- Sponsors annual regional meetings.

WHY IS CCR&R A NATURAL LINK BETWEEN HEALTH AND CHILD CARE?

A. CCR&Rs develop special relationships with both parents and providers that can facilitate health linkages.

In consultations with parents, CCR&R counselors explore child care and parenting concerns, document their child care needs, and gather valuable data. Parent consultations include consumer education, basic health and safety issues, and indicators of quality in child care.

At the same time, CCR&Rs work with child care providers to support them and encourage

them to provide good quality child care. They offer a wide range of provider training at all levels, and also link providers to the training they need. In 1994, nearly 350,000 child care providers received training and another 500,000 accessed professional assistance from CCR&Rs.

B. CCR&Rs work in communities to support parents and help build partnerships that work.

Conversations with parents, partnerships with providers, rich data, and a commitment to community responsiveness give CCR&R agencies a unique perspective. CCR&R uses an "eagle's eye" view in developing reports to the community, in providing leadership in community planning activities, and in public education efforts. Operationally, CCR&R agencies are developing new partnerships to enrich community initiatives in health projects, literacy efforts, teen parenting, and other services for families.

CCR&R programs are community programs based on the philosophy that healthy families naturally seek support for parenting. They view parents as primary decision-makers and problem solvers. Similar to family support programs, child care resource and referral services provide information and counseling to help parents use community resources and become advocates for their families.

C. CCR&R provides access for healthy child care initiatives.

Millions of children are in child care settings, where their parents have daily, intimate contact. CCR&R provides a point of access to parents and child care providers to carry out health education, immunization projects, and promotion of health and safety in diverse child care settings.

D. Throughout its history, CCR&R has been a key resource in:

- Linking parents to child care providers
- Expanding the supply of child care
- Educating parents and the public about child care issues, and
- Advocating for systemic change, for more child care funding, and for improved choices for families.

As CCR&R has matured, the field has expanded its focus to look at the comprehensive needs of children and families within the child care context. CCR&R can provide linkages to health resources to:

- Help support the healthy development of young children in child care
- Increase access to preventative health services and safe physical environments for children, and
- Meet the health and safety needs of children and child care providers.

...

THE HEALTH CONNECTIONS PROJECT

Health Connections is a project of the National Association of Child Care Resource and Referral Agencies (NACCRRA) under a cooperative agreement with the National Center for Health and Safety in Child Care at the National Center for Education in Maternal and Child Health. Health Connections is designed to document, analyze and describe systemic linkages between health and child care providers which exist through local CCR&Rs and statewide CCR&R networks.

Health Connections Research

To meet its goals, the Health Connections project conducted a series of inquiries:

- Focus groups of family child care and center-based providers on provider needs for health linkages (Fall 1994)
- Collection of information on issues and barriers from health and child care fields and other community leadership (Winter 1995)
- Focus groups of child care resource and referral programs on parent and provider needs at seven regional NACCRRA conferences (Spring 1995)
- Comprehensive survey of CCR&R agencies (May 1995). Out of 421 surveys distributed, 217 were completed and returned, for a nearly 52 percent response rate. A representative sample of CCR&R organizations came back from 43 states. The survey sought information on the breadth and methods of parent

and provider education on health needs. This information was enriched by data from the 1994 NACCRRA Counts Survey. Some of the most interesting information came in the form of descriptions of special projects in which CCR&R is a leader or active partner. Twenty-four percent of respondents lead health projects in their communities, and another forty percent collaborates with other agencies. The partners most often cited are the county health department, the state health department and hospitals. (See appendices for examples of CCR&R health projects.)

- One-on-one interviews with child care resource and referral programs that had best practice health-child care linkages (Fall 1995)
- Finally, state and community leaders met at NACCRRA's 1996 Annual Policy Symposium in Washington, DC to make recommendations on how state health administrators might work with CCR&R agencies and networks to improve health/child care connections and to promote systemic linkages between the health and child care communities. State leaders reiterated the need for ongoing dialogue and networking to develop strong state and local health connections between CCR&R and significant groups in the health field.

THURSDAY, SEPTEMBER 11, 1997

Richmond Times-Dispatch

More spending on after-school programs proposed

THE ASSOCIATED PRESS

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

She spoke as a private group released a study that found that most violent juvenile crime occurs from 2 to 8 p.m., between the end of the

school day and the time parents return home from work.

"It is better to prevent another crime from occurring than to punish the criminal after another victim is harmed," Reno said at a treatment center for at-risk youth in Rockville, Md.

The study buttresses the Clinton administration's drive to keep after-school programs, such as sports, music and drama activities, intact

and "to provide balance to the legislation that may be voted on in the near future," the Justice Department said in a written statement.

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

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

In contrast, 21.5 percent happens from 11 p.m. to 7 a.m., when some communities have sought to impose curfews on teens.

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

said.

About 11.4 percent of violent juvenile crime occurs from 3 to 4 p.m. — a sharp increase from the 3.5 percent occurring from 1 to 2 p.m. Crime begins to drop around 8 p.m. and makes another sharp dip after 11 p.m.

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

study's co-author and dean of Northeastern University's College of Criminal Justice.

The report is based on FBI figures for eight states — Alabama, Colorado, Iowa, Idaho, Illinois, North Dakota, South Dakota and Utah — compiled by the National Center on Juvenile Justice and the Office for Juvenile Justice and Delinquency Prevention. Only school days were counted.

Violent juvenile crime is mostly after school

By ANGIE CANNON

Night-Rider Washington Bureau

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

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

In the afternoons, we used to have sports, drama and music. We had violins, and now it's violence," said James Alan Fox, dean of Northeastern University's College of Criminal Justice in Boston and an author of the report.

The report also raises questions about the need for curfews, a popular but controversial crime-control measure.

Austin has a curfew for youths during school hours (from 9 a.m. to 2:30 p.m.) and a nighttime curfew that kicks in at 11:30 p.m. on weekdays.

The report says that nearly half of violent juvenile crime — murders, rapes, robberies and aggra-

vated assaults — occurs from 2 p.m. to 8 p.m. It found that just one-seventh occurs from 11 p.m. to 7 a.m., when curfews typically are in effect.

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

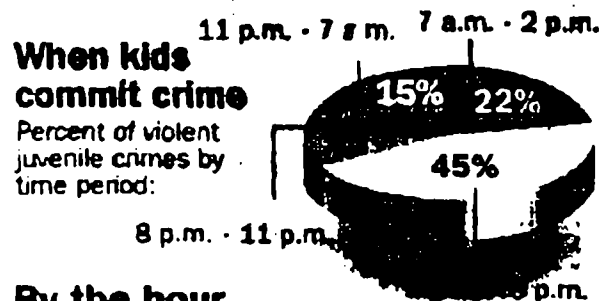
Ellen Halbert, a crime victim from Austin who serves on the board of Fight Crime: Invest in Kids, says she often wonders what after-school programs existed for the 18-year-old who raped, stabbed and pounded her with a hammer 10 years ago.

"I think a lot about this young man," said Halbert, who served on the Texas Board of Criminal Justice. "I didn't think he was born to do this. If someone had been there to reach out a hand to him, I believe it would have changed his life."

During the next few weeks, Congress will consider two measures that deal with juvenile crime. In one, President Clinton proposed \$63 million for after-school programs, but House and Senate legislators want to cut that. Another Senate bill would spend \$868 million over five years on juvenile justice.

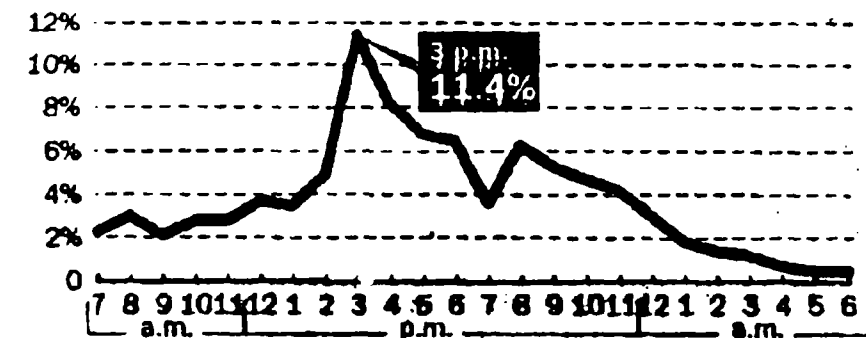
After school is crime time

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



By the hour

Percent of violent juvenile crimes by hour:



SOURCES: Justice Dept., Fight Crime: Invest in Kids, National Center for Juvenile Justice

U.S. Sen. Jeff Sessions, R Ala., chairman of the Senate's youth crime subcommittee, said Wednesday that "that prevention is important, but throwing more money at these programs is not necessarily the answer."

He said the federal government already spends more than \$4 billion a year on programs for at-risk

youths.

"Do all of these programs reduce juvenile crime?" he asked. "Before spending more money on prevention we need to first take close look at the programs currently in place."

This article includes material from the American-Statesman staff.

THE ATLANTA CONSTITUTION

THURSDAY, SEPT. 11, 1997

A6 Thursday, Sept. 11, 1997 ***

NATION

The Atlanta Journal / The Atlanta Constitution

Tracking juvenile violence

By Angie Cannon
KNIGHT-RIDDER NEWSPAPERS

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

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

"In the afternoons, we used to have sports, drama and music. We had violins, and now it's violence," said James Alan Fox, dean of Northeastern University's College of Criminal Justice in Boston and an author of the report.

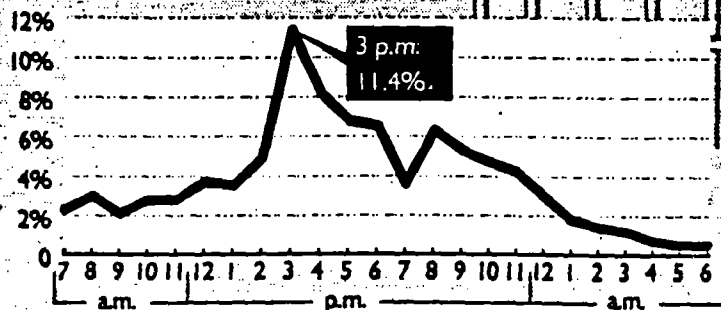
"We've closed down ball fields. We've closed down community centers. We have disinvested in childhood, and kids literally have too much time to kill."

The report also raises ques-

AFTER SCHOOL IS CRIME TIME

A new study documents what time of day children younger than 18 commit violent crime on school days.

Percentage of violent juvenile crimes by hour



Sources: Justice Dept., Fight Crime: Invest in Kids, National Center for Juvenile Justice

Knight-Ridder Tribune

a popular but controversial crime-control measure.

While the report says nearly half of violent juvenile crimes — murders, rapes, robberies and aggravated assaults — occur between 2 p.m. and 8 p.m., it found that just one-seventh occur between 11 p.m. and 7 a.m., when curfews typically are in effect.

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

Violent juvenile crime triples between 3 p.m. and 4 p.m., the hour immediately after school, compared with the hour between 1 p.m. and 2 p.m., when school is

dinner time, rises slightly, then declines in the later evening as most parents want their children home and in bed.

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

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

OPINION

After-school crime

Keeping kids busy can improve public safety

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

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

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

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

precious little for prevention.

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

enough to resist some dangerous teen peer pressure, that supervised activities after school are most needed.

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

Beyond more investment in after-school programs, another obvious solution would be to extend the school day or perhaps push back start times so kids

would be released later. Sadly, such adjustments have been resisted in a country that too often conducts business so as to accommodate the convenience of adults, not the needs of children.

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



Foley • Penrod

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82. THE FORT WORTH STAR-TELEGRAM, July 29, 1996, Monday, FINAL AM EDITION, EDITORIAL/OPINIONS, Pg. 6, 162 words, Early Intervention, Star-Telegram
83. The Post and Courier (Charleston, SC), July 29, 1996, Monday, POST AND COURIER EDITION, Pg. 11, 806 words, Tough talk won't prevent juvenile crime, David S Broder, WASHINGTON
84. The Record, July 29, 1996; MONDAY; ALL EDITIONS, OPINION; Pg. A12, 782 words, THE KEY TO ENDING TEEN CRIME, DAVID S. BORDER

85. The Times-Picayune, July 29, 1996 Monday, THIRD, METRO; Pg. B05, 816 words DEALING WITH OUR TEEN CRIMINALS, By David Broder, WASHINGTON
86. The Des Moines Register, July 28, 1996, Sunday, Opinion, Pg.3, 960 words, Big trouble ahead from teen crime. David Broder
87. The Houston Chronicle, July 28, 1996, Sunday, 2 STAR Edition, OUTLOOK; Outlook; Pg. 3, 813 words, Jails alone not enough to stop juvenile predators, DAVID S. BRODER
88. The Montgomery Advertiser, July 28, 1996, Sunday, 802 words, JUVENILES PREVENTION MORE VALUABLE THAN TOUGH TALK , David Broder
89. The Plain Dealer, July 28, 1996 Sunday, FINAL / ALL, FORUM OPINION & IDEAS; Pg. 5C, 797 words, GETTING TO KIDS EARLY, DAVID BRODER, WASHINGTON 90. The Sunday Gazette Mail, July 28, 1996, Sunday, News; Pg. P2A, 329 words, SPEND MORE ON KIDS, CRIME FIGHTERS URGE, Holly Yeager
91. The Sunday Gazette Mail, July 28, 1996, Sunday, News; Pg. P2A, 329 words, SPEND MORE ON KIDS, CRIME FIGHTERS URGE, Holly Yeager
92. The Washington Post, July 28, 1996, Sunday, Final Edition, OP-ED; Pg. C07, 800 words, Before The Crimes Begin, David S. Broder
93. The Chattanooga Times, July 27, 1996, Saturday, Column, Pg. A6, 799 words, Invest in kids to curb crime, David Broder, Washington Post Writers Group
94. The Cincinnati Enquirer, July 27, 1996, Saturday, Pg. A03, 443 words, Group says spending more on kids will prevent future crime, HOLLY YEAGER, WASHINGTON
95. The Des Moines Register, July 27, 1996, Saturday, Main News, Pg.3, 547 words, 'Invest in Kids' initiative seeks to stop crime before it can start While overall violent crime is falling around the United States, it's rising sharply among younger people.
96. Los Angeles Times, July 27, 1996, Saturday, Home Edition, Page 14, 675 words, MARC KLAAS JOINS COALITION SEEKING TO PREVENT CRIME; CHILDREN: SLAIN GIRL'S FATHER BACKS ORGANIZATION OF POLICE OFFICERS, PROSECUTORS, VICTIMS. GROUP BELIEVES EARLY INTERVENTION IS BEST., MELISSA HEALY, TIMES STAFF WRITER , WASHINGTON
97. Morning Star (Wilmington, NC), July 27, 1996, Saturday, Editorial; Pg. 8A 365 words, Ounce of prevention beats pound of cure
98. THE ORANGE COUNTY REGISTER, July 27, 1996 Saturday, MORNING EDITION, Pg. A10, 384 words, New anti-crime group urges spending more on kids; SOCIAL ISSUES: The coalition of police chiefs, prosecutors and victims' families wants to help youngsters get a good start in life., HOLLY YEAGER, Hearst Newspapers, WASHINGTON, DC
99. The Times Union (Albany, NY), July 27, 1996, Saturday, ONE STAR EDITION, Pg. A4, 401 words, A call to aid kids, cut crime, HOLLY YEAGER; Times Union Washington bureau
100. Chattanooga Free Press, July 26, 1996, Friday, 433 words, Crime Fight By Child Aid Asked, By The Associated Press
101. FNS DAYBOOK, JULY 26, 1996, FRIDAY, GENERAL NEWS EVENTS, 293 words, EVENT: POLICE CHIEF POLL FAVORS INVESTING IN KIDS TIME: 10:00 am, LOCATION: National Press Club, Lisagor Room, 14th and F Sts. NW., 13th Floor. -- July 26, CONTACT: Mary Caron, 202-638-0690

102. Reuters Daybook, July 26, 1996, Friday, BC cycle, 3079 words, THE REUTER DAYBOOK, DAYBOOK3
103. The San Francisco Examiner, July 26, 1996, Friday; Second Edition, NEWS; Pg. A-15, 454 words, New group urges youth programs to stem crime ; "Very grim truth": Murders committed by teens increasing, HOLLY YEAGER, WASHINGTON 104. Reuters Daybook, July 25, 1996, Thursday, BC cycle, 2029 words, THE REUTER DAYBOOK, DAYBOOK1-JULY26
105. Reuters Daybook, July 25, 1996, Thursday, BC cycle, 2961 words, THE REUTER DAYBOOK, DAYBOOK2
106. Reuters Daybook, July 23, 1996, Tuesday, BC cycle, 1342 words, THE REUTER DAYBOOK OF MAJOR EVENTS, DAYBOOK-MAJOR-JULY23
107. Reuters Daybook, July 23, 1996, Tuesday, BC cycle, 5511 words, THE REUTER DAYBOOK, DAYBOOK3
108. Reuters Daybook, July 22, 1996, Monday, BC cycle, 1293 words, THE REUTER DAYBOOK OF MAJOR EVENTS, DAYBOOK-MAJOR-JULY23
109. Reuters Daybook, July 22, 1996, Monday, BC cycle, 3984 words, THE REUTER DAYBOOK, DAYBOOK1
110. Reuters Daybook, July 22, 1996, Monday, BC cycle, 5300 words, THE REUTER DAYBOOK, DAYBOOK2
111. Reuters Daybook, July 19, 1996, Friday, BC cycle, 1433 words, DIARY-WEEKAHEAD-JULY23
112. Reuters Daybook, July 19, 1996, Friday, BC cycle, 600 words, DIARY-WEEKAHEAD-JULY26



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I = Interview; GR = Graphic; PC = Press Conference; R = Reader; SI = Studio Interview; T = Teaser; TZ = Teased Segment; V = Visual

Monitoring Report

MONTGOMERY COUNTY GOVERNMENT - JANET RENO

9/10 To 9/11

- 1) **All News Channel**
All News Channel Cable Programming 9/10/97 5:30-6:00 PM
 00.30 Kids and Crime. More kids are involving themselves in crime now. V;
 Kids in school. PC; Sanford Newman, Fight Crime, Invest in Kids, says
 that the hour after school dismissal is a dangerous one turning 5 million
 latch key kids onto the streets. PC; Janet Reno, Attorney General, says
 that it is better to prevent a crime than to punish the criminal after
 another victim is harmed. Parents often cannot wait for a government
 solution. I; Martha Donnelly says that she wants her children to have a
 sense of home so she works at home. Pat Rogers reporting. 02.20
- 2) **CNN Today**
CNN Cable Programming 9/10/97 2:00-3:00 PM
 37.08 Teens. Attorney General Janet Reno said teens commit more violent
 crimes after school on week days. GR; Juvenile Justice. V; School
 interior. PC; Attorney General Janet Reno said kids need something
 constructive to do. Clinton Administration said any juvenile justice bill
 must fight gangs and have programs for kids. I; Rep. Bill McCollum,
 Florida, said these programs coddle offenders. I; Homer Lopez, Dir.,
 Dorchester Youth Authority, said we work hard with the kids. V; Program
 meeting. V; Probation officers and police work together. I; Officer said
 the penal system is sending them through college. There were no youth
 homicides in Boston in the last 3 years. SI; Ralph Martin, DA, said he
 offers increased penalties. Boston's program is cheaper than locking them
 up. Arlene O'Connor, Boston, reporting. > The House defeated a measure
 that would have required parents be notified before their minor kids were
 given contraceptives that are federally funded. Clinics must counsel
 teens. 40.32
- 3) **Early Prime**
CNN Cable Programming 9/10/97 5:00-5:30 PM
 03.22 TZ; Teen Crime. A study has shown that more teen crime happens
 after school on week days. V; Kids in school. GR; Juvenile Justice. PC;
 Attorney General Janet Reno said crime prevention programs work. The
 Clinton Administration insists any juvenile justice bill must fight
 gangs, and keeps kids off the streets in after school programs. SI; Rep.
 Bill McCollum, Florida, said the programs coddle offenders. I; Homer
 Lopez, Dorchester Youth Authority, said criminal justice is not locking
 kids up. V; Programs helping kids. V; Police and Probation officers work
 together. SB; Voice of Sam Bellistri, Probation Officer, said the penal
 system is sending them through college. Boston has had no juvenile
 homicides in 3 years. SI; Ralph Martin, District Attorney, said his
 program is not soft on crime. Eileen O'Connor, Boston, reporting. 06.10

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MONTGOMERY COUNTY GOVERNMENT - JANET RENO Continued....

- 3) **Early Prime (continued...)**
CNN Cable Programming 9/10/97 5:00-5:30 PM
 14.16 TZ: Kids and crime. A new study by Crime Prevention Group, says that most teen crimes happen after school, when parents are not around. V: Teens arrested. SB: Attorney General, Janet Reno, says that more mentoring, and prevention is needed, and says they work. 14.56
- 4) **Noticiero Univision**
Univision Network Programming 9/10/97 6:30-7:00 PM
 19.38 TZ: Crime. Luis Magid speaks with experts on sources of crime by teens. V: Arrest footage. V: Teens. I: Luis Urista, Teacher, tells of teens committing violence and getting younger. Most violence is occurring between 3pm and 8pm. Parents working gives kids idle time. PC: Janet Reno, Attorney General, says we know what works to prevent teen crime. V: Prisons. New law will fund alternatives for teen activities hopefully deterring crime. I: Hector Alvarado, Student, tells of cutting classes. 21.55
- 5) **Nighttime Edition**
NTU-TV Cable CH 12 New York 9/10/97 10:00-11:00 PM
 31.30 Juvenile crime. Pat Rogers reports from WA, DC. I: Sanford Newman of Fight Crime Invest in Kids says juvenile crime triples when kids leave school and before parents come home. ; Janet Reno US Atty General says we must prevent crimes from occurring. I: Martha Donnelly working mom, works from home. 33.00
- 6) **Afternoon Drive**
WB8R-AM (NBC) Freq. 1130 New York 9/10/97 5:00-6:00 PM
 02.01 World and national news with Mark Krumpston. > Attorney General Janet Reno says it is necessary to spend more federal money to create after school programs for kids. > The Federal Reserve okayed Nations Bank's acquisition of Montgomery Securities.
- 7) **News 55 At 10**
WLNY-TV (Ind) CH 55 New York 9/10/97 10:00-11:00 PM
 29.27 Atty Gen Reno Wants Congress to put more money into after school programs. Effort to fight crime. 29.52
- 8) **9 News Noon Report**
KCAL-TV (Ind) CH 9 Los Angeles 9/10/97 12:00-1:00 PM
 11.47 Hour of Crime. 2pm is time of most juvenile crime occurring until 8pm. Atty Gen. Janet Reno and Children's Advocacy Group found stats. 12.11

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MONTGOMERY COUNTY GOVERNMENT - JANET RENO

Continued....

- 9) **Noticias**
KMEX-TV (Univision) CH 34 Los Angeles 9/10/97 6:00-6:30 PM
 16.38 TZ: Crime. New report shows that most violent crimes by teens occur after school. Ofelia De La Torre reports on interest by Washington. V; Janet Reno press conference. V; Police arrest. V; Boys and Girls Club of Echo Club. I; Martha Chavez, says parents are working and no one is at home when kids get home, club gives kids an outlet. I; Maria Ortiz, Volunteer, tells of non-violent atmosphere at club. V; Classroom. I; Peter Iragueta, Participant. V; Classroom. 18.52
- 10) **News At Ten**
KTLA-TV (WB) CH 5 Los Angeles 9/10/97 10:00-11:00 PM
 23.09 TZ: Kids & Crime. A new study shows young offenders are most violent the hour after classes end. V; File footage. PC; Janet Reno, US Attorney General. 24.11
- 11) **KNTV News at Six**
KNTV-TV (ABC) CH 11 San Jose 9/10/97 6:00-7:00 PM
 14.56 Juvenile Crime. Attorney General Janet Reno says Congress must put more money into after school programs. V; police car. A private study by Fight Crime Invest in Kids criticizes law; pending in Congress. 15.31
- 12) **Eyewitness News at Five**
KPIX-TV (CBS) CH 5 San Francisco 9/10/97 5:00-5:30 PM
 12.33 TZ: Kids and Crime. A new study reveals that half of all violent crime committed by juveniles occurs in the afternoon, after school. Attorney General Reno said we need more after school programs. 13.06
- 13) **Newscenter Four At Four**
KRON-TV (NBC) CH 4 San Francisco 9/10/97 4:00-4:30 PM
 14.18 Juvenile Crime. GR; Report shows juvenile crime occurs between 2 and 8 pm while parents are still at work. V; Janet Reno visiting a Fight Crime volunteer group. 15.40
- 14) **Evening Drive Time**
KCBS-AM (CBS) CH 1220 San Francisco 9/10/97 4:00-7:00 PM
 5.42.00 Juvenile Crime. Attorney General Janet Reno met today with advocates who are trying to prevent juvenile crime, which appears to happen most often after school when parents are not home.
- 15) **Newscenter 5 at 5:30**
WCVB-TV (ABC) CH 5 Boston 9/10/97 5:30-5:00 PM
 10.16 Health Beat. > New study finds most violent juvenile crime occurs between end of school day and when parents return from work. Findings released by Janet Reno. V; Court scenes, police. 11.23 > Blind people may have more acute sense of touch. V; Blind person. 11.42

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MONTGOMERY COUNTY GOVERNMENT - JANET RENO

Continued....

- 16) **UPN 38 Prime News**
WSBK-TV (UPN) CH 38 Boston 9/10/97 10:00-10:30 PM
 02.38 Programs Needed Attorney Gen. Janet Reno, says after school crime prevention programs to prevent juvenile crime are needed. SB; Reno on issue. V; Teens, Reno, police officer. Her recommendation based on study that said most juvenile crimes occurred after school. 03.08
- 17) **Afternoon Report**
News8 Cable Washington 9/10/97 1:00-2:00 PM
 00.01 T; Janet Reno.
 00.40 T2; Janet Reno. Attorney General Janet Reno wants Congress to spend more money juvenile Crime Prevention. V; Reno at The Other Way. SB; Reno said that early investment in the youth leads to less crime and more productive citizens. 01.40
- 18) **News8 Washington Report**
News8 Cable Washington 9/10/97 6:00-6:30 PM
 05.22 Janet Reno. Asked for more money to prevent juvenile crime. SB; Reno, early investment leads to less crime down the road. 06.03
- 19) **Daytime Report**
News8 Cable Washington 9/11/97 9:00-10:00 AM
 05.29 Juvenile crime. Atty General revealed report yesterday that says peak times for juvenile crime are 3 to 8 PM. PC; Reno, says after school programs keep kids out of trouble. 06.12
- 20) **Morning Edition Local Cut-Ins I**
WAMU-FM (NPR) CH 88.5 Washington 9/10/97 6:00-8:00 AM
 08.10 WAMU/LOCAL Report on Efforts to Legally Challenge Montgomery County's Privatization of Jobs. The Montgomery County employees union is legally challenging the county's move to privatize more than 100 jobs this past year. County administrator Douglas Duncan says the move has saved the county thousands of dollars a ready this year and says the long-term savings will be greater. Union officials say the move is just the first strike against their membership and that the county will continue to give their jobs away to lower-paid non-union workers. The case could have implications on all state municipalities according to state officials. A state appeals court will make its decision in the coming weeks. Roger Goodman reporting. 08.39
- 21) **News**
WTOP-AM (CBS) CH 1500 Washington 9/10/97 12:00-1:00 PM
 11.57 Juvenile crime. Attorney General Janet Reno says engage kids in productive things to fight juvenile delinquency. She visits a Rockville School. Kate Ryan reporting. 12.333

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SEP 11 '97 15:19 FR WMS-WASHINGTON

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MONTGOMERY COUNTY GOVERNMENT - JANET RENO Continued....

- 22) News 7 at 6:00 PM
WJLA-TV (ABC) CH 7 Washington 9/10/97 6:00-6:30 PM
03:46 Idle time. Most juvenile crime occur in the time period that starts when schools end and ends when parents come home. V: Kids. V: Attorney General Janet Reno at The Other Way. SB; Reno said that these students are less likely to go bad. 04:43
- 23) Eyewitness News at 6:00
WUSA-TV (CBS) CH 9 Washington 9/10/97 6:00-7:00 PM
03:45 Juvenile Crime. New study shows half of all violent crime by juveniles is committed between two and eight p.m. V: stabbing victim. SB; Atty General Janet Reno, we know what works to prevent juvenile crime. The Other Way is outpatient clinic in Rockville helps at risk children turn their lives around. 05:03
- 24) TV 51 News
KNWS-TV (Ind) CH 51 Houston 09/10/97 6:00-6:30 PM
02:23 Juvenile crime New study shows the most violent hour begins when school ends. GR; Juvenile crime study. V; Janet Reno visiting center for at risk teens. S; Janet Reno, U.S. Attorney General, lack of people who care. 03:17
- 25) TV 51 News
KNWS-TV (Ind) CH 51 Houston 09/10/97 8:00-8:30 PM
05:12 Juvenile crime New study shows the most violent hour begins when school ends. GR; Juvenile crime study. V; Janet Reno visiting center for at risk teens. S; Janet Reno, U.S. Attorney General, lack of people who care. 06:06
- 26) Fox News 7:00 AM
KRIV-TV (FOX) CH 26 Houston 9/11/97 7:00-8:00 AM
16:58 Crime. > Most violent hour of the day for juvenile crime begins at three in the afternoon. Crime drops in the late evening. GR; Statistics. > Attorney General Janet Reno wants more money spent on after school programs.
- 27) Notivision 45
KXLN-TV (Univision) CH 45 Houston 9/10/97 10:00-10:30 PM
02:54 Juvenile Crime. US Attorney General Janet Reno says most violent crimes are committed in the evening. V; Students. 03:20
- 28) News
WINZ-AM (CBS) Freq. 940 Miami 9/11/97 6:00-6:30 AM
20:02 School Study. New study shows kids should stay in school as long as parents work; the few hours that kids are alone after school before their parents get home are prime juvenile crime time. SB; US Atty General Reno, wants to help communities steer at-risk children towards healthier choices. 21:05

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MONTGOMERY COUNTY GOVERNMENT - JANET RENO**Continued....**

- 29) Channel 11 News First Edition
 WPXI-TV (NBC) CH 11 Pittsburgh 9/10/97 5:00-6:00 PM
 17.54 - Study update. Teens without emotional connection to their parents are more likely to be stressed and do drugs and alcohol. Study done by the American Medical Assn. > US Attorney General Janet Reno reports that a teens most troubled hour is between 3PM and 4PM. 18.52
- 30) Nine News
 KUSA-TV (NBC) CH 9 Denver 9/10/97 5:00-5:30 PM
 00.11 After School Crime. A new report shows most juvenile crime occurs after school. The report was released by Janet Reno. It shows that 50% of violent juvenile crime occurs between 2 and 8pm. Approximately 11.4% of violent juvenile crime occurs between 3 and 4pm. The report is based on figures from 8 states including Colorado. Denver schools are trying get kids involved in after school activities which > . fun and challenging. Smiley Middle School offers educational after school programs. V; Smiley Middle School computer room. They offer such things as literature, movies and problem solving. V; Exterior Smiley Middle School. Ada Southall. Dir. Smiley Neighborhood says most problems occur between 2:30 and 6pm in this age group. I; Elthopia Fuller, Asst Principal says we offer the opportunity to display their talents. I; Steve Rickard, Denver PD says in my book the place to put your money is in grade school or maybe early middle school. The extended day program is already in operation while the after school program begins next month and will run until 6pm. Carla Alston reporting. 03.15
- 31) Nine News
 KUSA-TV (NBC) CH 9 Denver 9/10/97 10:00-10:35 PM
 13.10 Juvenile Crime. A report by Attorney Gen Janet Reno happens between 2-8pm. GR; After school crime. The report is based on FBI figures from eight states. V; Scenes from Smiley Middle School, which has many after school activities. including computer training. 13.59
- 32) Nine News Daybreak
 KUSA-TV (NBC) CH 9 Denver 9/11/97 5:30-6:00 AM
 5.50 TZ; Crime. Children are leaving school unsupervised until parents return home from work and this leads to a rise in crime. GR; After School crime. Attorney General Janet Reno study says half of all juvenile crime is between hours of 2pm and 8pm. V; Smiley Middle School has an after school program. The school offers a variety of activities. 8.40

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P. 07/05

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SEP 11 15:20 FR UMS-WASHINGTON

MONTGOMERY COUNTY GOVERNMENT - JANET RENO

Continued....

- 33) Newschannel 8
 WTNH-TV (ABC) CH 8 New Haven 09/10/97 11:00-11:35 PM
 00.17 Violence. The Countries Top cop has a warning about crime. It is so something about it now or face a lot of violence down the road. Judy Chong reports. A Study released today revealed that half of all violence occurs between two and eight pm. Attorney General Janet Reno is encouraging congress to put more money into after school programs. V; Unidentified students getting an award. I; Ismael Correa, 14 Years old. He talks about people caring for him. PC; Janet Reno, Us Attorney General. She talks about the risk factors of crime. V; Unidentified kids on the street. I; Damarie Vasquez, 12 years old, She talks about the kids whose parents don't care about them. I Priestley Best, Youth Counselor. He talks about the activities they could be doing. 02.31
- 34) Newschannel 8
 WTNH-TV (ABC) CH 8 New Haven 09/11/97 5:00-7:00 AM
 1.43 TZ; After School Study reveals half of all crimes occur between 2 and 8 pm when kids get out of school. V; Surviving in the Hood Program. I; Ismael Correa, 14 years old, says you can get into trouble. I; Janet Reno, U.S. Attorney General, says we know what causes this. V; kids fighting. I; Damarie Vasquez, Student, says kids have parents who don't care about them. V; school. I; Priestly Best, Youth Counselor, says we need more after school programs. Judy Chong reporting. 3.40
- 35) 12 News First At Four
 WKRC-TV (CBS) CH 12 Cincinnati 9/10/97 4:00-4:30 PM
 07.16 Juvenile crime. GR; Janet Reno says more money needs to go to after school programs to cut crime. Details of study that show half of all violent crimes are between 2 and 8 pm on school days. 07.50
- 36) News 3 at 5:30
 WWMT-TV (CBS) CH 3 Grand Rapids/Kalamazoo 9/10/97 5:30-6:00 PM
 00.38 Teen crime. A study just out today finds crime is up when school is out. GR; statistics. V; Police situation. I; Janet Reno says there are risk factors out there. V; Students. V; School. After school programs are being made. 01.53
- 37) News 8 10 PM
 WVUE-TV (Fox) CH 8 New Orleans 9/10/97 10:00-10:30 PM
 02.08 Murder Trial. A new study found that half of juvenile violent crime happened within 6 hours after school. V. Janet Reno, attorney general. The Clinton administration seized on the report to push for more federal money for after school programs. Critics say the government already spends several billion on at-risk kids. 02.47
- 38) Fox 43 News at 10:00
 WPMT-TV (Fox) CH 43 Harrisburg/York 9/10/97 10:00-11:00 PM
 02:20 Crime stats. National Crime Prevention Organization report shows that crime rates rise after school hours. V; scenes. PC; Janet Reno, the government needs to help communities. 03:07

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MONTGOMERY COUNTY GOVERNMENT - JANET RENO

Continued....

- 39) Fox 7 News 5:00
KTBC-TV (Fox) CH 7 Austin 9/10/97 5:00-5:30 PM
2.51 Juvenile Crime. GR; New research showing the makeup of juvenile crime, with most crime happening between the end of the school day and 11 p.m. V; School hallways. PC; Rape victim who with Janet Reno says Congress should be funding prevention programs. Jamie Noring reporting. 5.04
- 40) WAND News Nightcast
WAND-TV (ABC) CH 17 Springfield IL 09/10/97 10:00-10:35 PM
03.32 Study. A study says kids that have more time on their hands get in more trouble. I; Mother says keeping her kids busy keeps her out of trouble. V; Homework Hangout classroom. PC; Janet Reno, US Attorney General, says kids have to be productive to reduce crime. I; Keith Anderson, Homework Hangout, says kids have to be accountable if they are there. Kim Davis Reporting. 05.23
- 41) Good Morning Central Illinois
WAND-TV (ABC) CH 17 Springfield IL 09/11/97 6:00-7:00 AM
15.05 Kids. A study says kids that have more time on their hands get in more trouble. I; Mother says keeping her kids busy keeps her out of trouble. V; Homework Hangout classroom. PC; Janet Reno, US Attorney General, says kids have to be productive to reduce crime. I; Keith Anderson, Homework Hangout, says kids have to be accountable if they are there. Kim Davis Reporting. 15.55
- 42) Eyewitness News at 6
KLAS-TV (CBS) CH 8 Las Vegas 9/10/97 6:00-7:00 PM
42.03 Juvenile crime / Pat Rogers reports. V; New survey says children are more prone to commit crimes shortly after school lets out for the day because parents aren't home to prevent it. V; Sanford Newman speaking of crime tripling. V; Attorney General Janet Reno speaking of crime problems. 43.58
- 43) Channel 29 Eyewitness News at Six
KBAK-TV (CBS) CH 29 Bakersfield 9/10/97 6:00-7:00 PM
12.18 TZ; Juvenile Crime Study. V; Attorney General Janet Reno visited a center for at risk teens today and says that the study is further proof that there is a need for after school crime prevention programs. 12.42
- 44) Ch. 69 News Berks Edition
WFMZ-TV (Indi) CH 69 Allentown 9/10/97 5:30-6:00 PM
03.03 Juvenile crime Study says half of violent juvenile crime occurs between 2 and 8 PM. V; Children in school hallway. V; Police cars. V; Attorney General Reno visiting center for at risk teens. PC; Janet Reno says we know risk factors. 03.59

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National Institute of Justice

Research Preview

Jeremy Travis, Director

August 1997

Youth Afterschool Programs and Law Enforcement

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

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

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

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

Survey Methods

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

Findings

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

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

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

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

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

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

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

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

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

Implications

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

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

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

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

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

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Memphis Methodist Hospital: *Drug Use and
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