

COMMUNITY

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U P D A T E

June/July 2000



This summer, community learning centers across the nation will offer students programs in tutoring, community service, technology, recreation and character development.

FULL STORY ON PAGE 4

Demand for After-school Programs

Research Supports Increasing Need for Enrichment Activities

A number of recent studies are raising awareness of the critical need for programs for children that extend beyond the traditional school day. When the school bell rings, as many as 15 million latchkey children return home to empty houses. Unsupervised youth are at risk of not only getting poor grades but also becoming victims—or even perpetrators—of crime.

According to a recent guide jointly authored by the U.S. Departments of Education and Justice, communities fare better when their young people are engaged in enriching, supervised activities after school, especially between

the hours of 2 p.m. and 8 p.m., when the juvenile crime rate is at the highest.

Working for Families and Children: Safe and Smart After-school Programs gives evidence that successful programs are both safe and engaging. For example, the after-school programs established by the Hamilton County Board of Education in Chattanooga, Tennessee, offer art, ballet, drama, cooking and aerobics classes, along with math and language arts tutoring. The programs are the result of 21st Century Community Learning Center grants funded by the Department of Education (see pages 4–5 for more information).

(CONTINUED ON PAGE 2)

INSIDE UPDATE

June Satellite Town Meeting features summer and after-school programs

PAGE 2



California camp draws students to a summer of community service

PAGE 3

Camp Birmingham gears up for a twelfth season of reading

PAGE 6

America Goes Back to School provides continuity between school and summer learning

PAGE 7

Afterschool Action Kit gives step-by-step advice for starting programs

PAGE 8

Satellite Town Meeting

SUMMER AND AFTER-SCHOOL PROGRAMS

COMMENTS

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Summer and after-school programs will be the focus of the June 20th Satellite Town Meeting entitled "Learning Everywhere," which will highlight programs across the nation that help provide young people with safe, enriching and fun activities.

Airing 8–9 p.m. Eastern, this live, interactive broadcast will explore how schools and communities are finding new and exciting ways to provide students with opportunities for learning that allow extra time for study of the basics as well as subjects not offered in the regular school curriculum.

To join the meeting, locate a facility with satellite downlink capabilities. Otherwise, call your local cable access station or school board channel and give them the satellite coordinates. Free coordinates and registration may be found at www.ed.gov/registerevent.

To view live or archived Web casts of the Satellite Town Meeting, visit

Apple Computer's Apple Learning Interchange at ali.apple.com/events/aliqttv/.

The June program will conclude the 1999–2000 Satellite Town Meeting series. A new season will begin in September. For an announcement of the 2000–2001 series, watch the Web page at www.ed.gov/satelliteevent or call 1-800-USA-LEARN after July 1st.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business with support from the Bayer Foundation, the Procter & Gamble Fund and Target Stores.

COORDINATES

C-Band: Telstar 6; Transponder/Channel: 7; Orbital Location: 93 degrees West; Downlink Frequency: 3840 MHz; Vertical Polarity; Audio: 6.2 and 6.8. Ku-Band: SBS-6; Transponder/Channel: 15; Orbital Location: 74 degrees; Downlink Frequency: 12068 MHz; Horizontal Polarity; Audio: 6.2 and 6.8

Challenging the Status Quo

Progress in American education during the past seven years is outlined in the report *Challenging the Status Quo: The Education Record, 1993–2000*, published in April.

The report details important initiatives that are working to boost accountability and student achievement; strengthen teacher quality; expand public school choice and charter schools; increase parent involvement and use of educational technology; make schools safer; help get students ready for college; and open the doors of higher education to all Americans.

The period covered by the report also witnessed a moving away from the traditional federal regulatory approach to

a new model of partnership with states, local school districts and community partners.

One such success story is the significant increase in support for after-school and summer school programs through the 21st Century Community Learning Centers initiative, a unique public-private partnership with the Mott Foundation. If Congress provides the requested \$1 billion for 2000–2001 to fund the learning centers, they will support enriched learning for 2.5 million children and 750,000 adults in high-need rural and urban communities by next year.

This report can be downloaded from www.ed.gov/inits/record/.

(CONTINUED FROM PAGE 1)

An update of a publication that first appeared in 1998, the guide released this year includes the latest research, resources and information on promising practices.

A copy of *Working for Families and Children* is available online at www.ed.gov/pubs/parents/SafeSmart/.

A recent survey conducted by the Mott Foundation and JCPenney found that 9 out of 10 American voters believe there should be an organized activity for children after school. For details, visit www.mott.org/21stcentury/.

The Department of Education has joined forces with the Mott Foundation, which has pledged to spend more than \$100 million over seven years on after-school programs, and with a host of partners that form the Afterschool Alliance, to ensure that every child in America has access to quality after-school programs by the year 2010.

Dial S-O-S for Summer Learning

Community service requirements are now part of many school curricula, but often the service hours are minimal, placement opportunities limited, and training and support systems modest.

“If young people are to see themselves as citizens of their communities,” explains Jenni Martin, director of education at a children’s museum that developed a camp called Summer of Service, “they must participate in real, meaningful activities that respect their interests, engage their talents and use their energy productively.”

Launched in 1998 by the Children’s Discovery Museum of San Jose, California, the Summer of Service program will run its third consecutive season this summer, offering over 90 middle school youths a chance to serve their communities, discover their talents, make new friends and simply have fun.

Aptly dubbed “S-O-S,” the camp runs four two-week sessions for students 12–14 years old, who are too old for traditional day camps but too young for full-time employment.

For each session, participants select one of four teams—Purple, Orange, Green and Red—with a focus on museum services, young children, the environment and



Students lend a helping hand for a summer of service.

underserved populations. Red team members, for instance, may volunteer at a camp for children with diabetes.

Campers start off the day with a “rev up” discussion led by a community expert, addressing such difficult issues as homelessness and AIDS. After a full day’s work at their community service sites, they return to the museum for a “reflection”

session to share the day’s events. Ending a challenging week, Fridays become “fun days” that include a barbecue, kayaking and rollerblading.

The museum provides a safe haven for all youth in the community and offers scholarships that extend the SOS opportunity to low-income, Latino students, who participate in its after-school Discovery Youth program, which provides a continuum of learning activities year round.

One participant wrote, “I used to think that community service was something adults could do, but now I know that kids can make a difference.”

SOS recently won a Promising Practice Award from the Metropolitan Life Foundation and Association of Youth Museums for strengthening the community and building civil society. Designed by the museum’s education department, the program was created with seed funding from Work/Family Directions.

For more information, visit the museum’s Web site at www.cdm.org.

Education Investments in Congress’ Court

President Clinton and Vice President Gore are requesting that Congress make a \$4.5 billion increase over last year’s budget and pass two important tax credits—school construction bonds and the College Opportunity Tax Credit—to improve educational opportunities. However, the recently adopted Congressional Budget Resolution is \$2.3 billion below the president’s request and does not include the tax credits.

In the months ahead, Congress will meet to provide specific funding levels for the Department of Education’s programs. White House Budget Director Jack Lew remarked, “Absent significant improvements to the appropriations and other bills, the president simply cannot and will not sign an education appropriation that fails to provide for our schools, our students and their teachers.”

The current Congressional Budget Resolution will cut many of the Department’s crucial programs. For example, the Resolution is \$450 million below the president’s request for class-size reduction, which would prevent the hiring of 20,000 teachers, reducing class size in grades 1–3 to a nationwide average of 18 students per class.

Congress is also cutting the president’s request for after-school programs by more than \$500 million, which would deny approximately 1.6 million school-age children in over 6,000 centers access to before- and after-school and summer programs in safe, drug-free environments.

Furthermore, the Resolution does not adopt the president’s 1.3 billion proposal which would renovate 5,000 public schools. According to a recent report by the National Center for Education Statistics, school buildings begin rapid

deterioration after 40 years of use and the average public school is 42 years old. In addition, Congress has not adopted the request for \$25 billion in bonds over five years to help local communities build and modernize 6,000 schools.

The Resolution also cuts financial aid for college students by eliminating the proposed \$30 billion in tax relief over 10 years for students and families under the College Opportunity Tax Credit; by reducing the maximum Pell Grant award to \$3,275—\$225 less than the president’s request; by providing grants to 94,000 fewer students; and by reducing the president’s College Work-Study program by \$77 million and 78,000 students.

“In this new century, education is more important than ever,” stated Secretary of Education Richard Riley, “and now is the time to fund important programs, which make such a difference in students’ lives.”

Camp Continuum

The 21st Century Community Learning Center (CCLC) program is a grant initiative from the U.S. Department of Education that seeks to provide expanded learning opportunities for children in safe, drug-free and supervised environments.

Over 1,200 community learning centers across the nation will continue throughout the summer to offer students of all ages programs in tutoring, community service, technology, recreation and character development.

The 21st CCLC program received an additional \$453 million for fiscal year 2000—a total of \$653 million—up from \$200 million in 1999, reflecting an increasing awareness of the need for after-school programs. President Clinton and Vice President Gore are requesting \$1 billion for fiscal year 2001.

The funding allows centers to offer programs free to children in high-need populations in rural and urban areas. Many of the centers provide participants lunch and transportation at no cost.

For more information, call 1-800-USA-LEARN, or visit the program at www.ed.gov/21stcccl/ for more resources and events on after-school opportunities.

The following are samples of innovative programs at 21st Century Community Learning Centers nationwide:

Teec Nos Pos, Arizona...

Red Mesa United School District #27, a public school located on a Navajo reservation, will host a Native American Arts Institute.

During six weeks in June and July, students in grades 8–12 will be eligible to receive high school and/or college credit for completing classes in Native American poetry, fiction, theater, film and art. The students' final work will be

formed into a collection and published at the institute.

For more information, contact Karen Leshner at 520-656-4127 or at kclesher@co.apache.az.us.

Lake County, California...

Lake County middle school students are planning to go kayaking in the surrounding lake as members of the Adventure Club, one of several clubs sponsored this summer by the Lake County Teen Connection Afterschool Program. Other clubs will focus on science, photography and crafts.

Also, as part of Teen Connection's program, summer school students at five county sites will celebrate cultural theme weeks with a Hawaiian luau, a Mexican fiesta and other events. The program will conclude with a trip to an amusement park.

For more information, contact Shannon Smith at 707-279-0880 or at Smith@lake-coe.k12.ca.us.

LeRoy, Illinois...

Elementary school students who enroll in the summer program at the LeRoy Community Unit School District #2 will star in a musical production, while middle school students will serve as stage crew members and set designers.

Theater is a popular art form in this Central Illinois rural community, where the LeRoy after-school program, which develops math, language and art skills, has featured drama classes since its inception. The summer program will culminate with a community event featuring the production.

For more information, contact Laura Menard at 309-827-6026 or at lmearnd@chestnut.org.

Glasgow, Kentucky...

Barren County elementary and middle school students will spend part of their summer dressed in hard hats, boots, gloves and old jeans—180 feet underground.

As members of the Clubhouse Academy, students will get a hands-on look at south central Kentucky's unique karst ecosystem, a cave region characterized by disappearing streams, sinkholes, caves and springs.

Students will explore the interrelationship between the earth's surface, the caves below and the quality of their own drinking water, in order to experience firsthand their connection with the world around them and beneath their feet.

For more information, contact Peggy Nims at 270-651-4909 or at PNims@Barren.k12.ky.us.

New Augusta, Mississippi...

Perry County School District students in grades K–8 will learn how to use Hyperstudio and a digital camera, and integrate music into their project, as part of a six-week interdisciplinary summer program.

Each day will begin with a segment that includes technology, conflict resolution, goal setting, math tutoring and recreation. At the end of the program, participants will have a portfolio collection of their projects.

For more information, contact Sheryl Glausier at 601-964-3326 or at Sherglaus@yahoo.com.

East Harlem, New York...

The Harbor for Boys and Girls—an urban community program founded in 1937 as a summer camp for disadvantaged youth—will host a summer

How 21st Century Community Learning Centers Across the Country Are Engaging Students This Summer



Muskegon, Michigan...

Students in the Orchard View Community Education program will cruise on Lake Michigan aboard the Grand Valley State University research vessel, as part of a summer school program that relates science to everyday life.

For two biweekly sessions in June and July, students in grades 3–8 will study water life and plants, dissect fish caught in Muskegon Lake, examine the nature of the state's ecology and possibly make a scale replica of the solar system on the shores of Lake Michigan.

For more information, contact Laura Gates at 231-760-1360 or at lgates@remc4.k12.mi.us.



program for over 400 elementary and middle school children.

The Harbor will help develop students' skills in debating, critical thinking and conflict resolution. Also, with a full-time literacy specialist, students will engage in research projects that include such topics as world leaders, themes of the 20th century and journeys across cultures. Participants will present their findings in such forms as art, poetry, video or drama.

For more information, contact Gloria Schwartz at 212-427-2244 extension 515 or at gloys@cs.com.

Lane County, Oregon...

The funny, wild and tall tales of Mark Twain will be the focus of a literature camp this summer, provided by the University of Oregon and the Young Writers Association, for fourth- to eighth-grade students at 10 rural sites in the Lane Education Service District.

"Down the Mississippi" will be an adventure in which youth will write, create and explore their way through the wonders of Mark Twain's America. The stories will inspire a hands-on experience for campers to build paddleboat models, invent tall tales, compose blues songs and form a jug band.

For more information, contact Louisa Lindsay-Sprouse at 541-485-2259 or at YWALouisa@aol.com.

Foxburg, Pennsylvania...

A Civil War camp, in which middle school students study a regiment from Clarion County, Pennsylvania, will be one of six summer travel camps sponsored by the A-C Valley School District. To cap off the project, participants will travel to Gettysburg to visit an actual battlefield.

As part of the after-school learning center for SISTE³RS—Services Involving Schools to Educate, Envision and Enrich

Rural Society—campers will research a topic during the week and, on Friday, take a field trip to a location related to their study. With the center's new iMacs and DVD computers, students will put together a slide show and movie based upon their research.

For more information, contact Sarah Seaton at 724-659-2555 or at msseaton@csonline.net.

San Antonio, Texas...

The Edgewood Independent School District, in a collaborative effort with the San Antonio Community Leadership Council, Inc. and the National Hispanic Institute, will host a conference to train young minds in the art of debating.

"The Great Debate: Junior Young Leaders Conference" will provide training sessions in research, critical thinking, communications and leadership for approximately 25 middle school students. The training will be conducted with high school peers and college mentors who have completed a similar program. The event will wrap up in July with a debate competition.

For more information, contact Sandra Dallas at 210-444-8100 extension 1012 or at sdallas@edgewood-sa.k12.tx.us.

IN THE NEXT ISSUE:

AMERICA GOES BACK TO SCHOOL

The August issue features ideas and resources to help schools enlist the community support they will need in the 2000-2001 school year.



PARTNERSHIP

for Family Involvement in Education

A COALITION OF MORE THAN 5,000 BUSINESS, COMMUNITY, RELIGIOUS AND EDUCATION ORGANIZATIONS NATIONWIDE COMMITTED TO INCREASING FAMILY INVOLVEMENT IN EDUCATION.

Camp Birmingham Tackles Books and Tough Issues

When school lets out in Birmingham, Alabama, an expected 2,000 school children will pitch their tents at Camp Birmingham, which will offer academic and athletic activities to children who normally would not have the opportunity to attend summer camp.

As part of Superintendent Johnny Brown's commitment to making reading a priority for Birmingham students all year round, every camper is provided with an age-appropriate summer reading list of 30 books.

Last summer, Camp Birmingham students read over 340,000 books as part of Read*Write*Now!, an initiative of the Partnership for Family Involvement in Education, and now a summer component of the America Reads Challenge.

Set to begin its twelfth season, the camp will offer 400 high school students ages 14–15 jobs as America Reads Challenge Learning Partners. The youths will tutor younger children, ages 5–13. Funding came from the city and the private sector and was



AmeriCorps member Tamika Frasier assists a student with reading comprehension.

coordinated through FOX6 Kids & Jobs, a community initiative of the local news station.

“Students who otherwise would not read voraciously now run around looking for books to read to the younger children,” says Peggy F. Sparks, senior executive director of Parent, Community and Student Support for the Birmingham school district. “It impacts who they are as individuals. They walk differently. They talk differently. As a result, they return to school and do better.”

This summer, the camp will add a new component to its program, with a full-time staff of 30 police officers who will instruct middle school students in safety and character education.

GREAT—Gang Resistance, Education and Training—is a joint effort among Camp Birmingham, the Birmingham Police Department and the City of Birmingham. Scholarships will afford summer enrichment opportunities to approximately 700 eighth-graders. The program will focus on goal setting, healthy self-images, cultural awareness and career exploration.

In addition, camps at 10 sites throughout the city will compete against one another in Academic and Athletic Olympic competitions.

The camp, which operates from June 5 to July 21, will continue its tutoring effort in the fall with Birmingham READS as part of its after-school program. For more information, contact Peggy F. Sparks on 205-583-4763.

Conference Explores Strategies for Improving Education

How partnership efforts between businesses, schools and families have helped improve education was the focus of the Business and Education 2000 Conference in May, hosted by The Conference Board in partnership with the Employers for Learning and with help from the Partnership for Family Involvement in Education.

Over 350 leaders from business, education and non-profit organizations met in New York City for the conference, called “Building Strategic Partnerships That Work—From the Inside-Out.” Presenters from major corporations—Microsoft, Disney, United Airlines and AT&T, to name a few—convened for two days to network and exchange ideas on how to make

educational improvement a reality.

Teachers College President Arthur Levine gave the keynote address titled “The Digital Age: Ground Rules in the Search for ‘Quality’ in Public/Private Collaboration.”

For more information, visit The Conference Board's Web site at www.conference-board.org.

America Goes Back to School Update

As this school year ends and you start planning for your America Goes Back to School fall event, remember that there are countless opportunities outside of the regular school year for additional learning activities, and many opportunities inside the school day for teachers, parents and community members to work together.

Use the summer months to link out-of-school initiatives, such as summer school and after-school programs, with students' regular school experiences, to provide training that reinforces skills needed in the classroom. Here are some ideas that have worked:

Organize programs that would allow children and families to learn another language; improve their English, reading and math abilities; engage in the arts; and learn computer skills.

For example, in Brooklyn, New York, the John J. Pershing Intermediate School kicked off Project PACE

(Parents and Children in Education) in 1998 with a breakfast to celebrate their Satellite Learning Center, a state-of-the-art technology facility for parents and their children.

Arrange a class picnic, parade or rally that celebrates the accomplishments of students in summer reading and other programs to inspire them for a new school year.

In Birmingham, Alabama, for example, over 20,000 people last year attended the R.E.S.P.E.C.T. Annual Back to School Rally at the Alabama State Fairgrounds, which honored Birmingham students who read more than 300,000 books over the summer in the America Reads Challenge program and were challenged to keep reading during the school year.

Many more ideas and resources are available in the *America Goes Back to School Organizer's Kit*. To receive a free copy, call 1-877-4ED-PUBS. For more information on this initiative, visit www.ed.gov/Family/agbts or call 1-800-USA-LEARN.



ABOUT our PARTNERS

The San Antonio Pre-freshman Engineering Program (PREP) is an eight-week mathematics-based, academic enrichment summer program for middle and high school students, conducted on the campus of The University of Texas at San Antonio and seven other area colleges. Since the program began in 1979, the high school

graduation rate for participants has been 99.9 percent and the college graduation rate 80 percent.

On June 23, PREP students will attend the Annual Engineering and Science Extravaganza in an effort to inspire future leaders in the fields of science and engineering.

San Antonio PREP, which expects to serve at least 1,300 students this summer, will conclude with an assembly at which Texas Lieutenant Governor Rick Perry will give the keynote address.

For more information about the PREP program, contact Manuel Berriozabal at 210-458-4496 or at mberriozabal@utsa.edu.



CALENDAR

June 25–July 1, Washington, D.C.
The League of United Latin American Citizens, LULAC, 71st Annual National Convention and Exposition. Call 202-833-6130 or visit www.LULAC.org.

July 11–13, St. Louis, Missouri
Born to Learn, Parents as Teachers Ninth Annual International Conference. Call 314-432-4330.

IAS Conference Schedule

The Partnership for Family Involvement in Education will hold meetings on the third day of the Improving America's Schools conferences: September 18–20 in Sacramento, California; October 2–4 in Louisville, Kentucky; and December 13–15 in Washington, D.C. For more information, call 1-800-203-5494. Visit www.ncbe.gwu.edu/iasconferences or e-mail ias_conference@ed.gov.

ANNOUNCEMENTS

New materials that support family involvement in education from the Partnership are available, while supplies last, by calling toll free 1-877-4ED-PUBS or by visiting <http://pfie.ed.gov>.

- The benefits of greater family involvement in schools and the community and at home are featured in *The Partnership for Family Involvement in Education: Who We Are and What We Do*.
- A 20-minute video with excerpts from the "Fathers Matter!" teleconference hosted by Secretary of Education Richard Riley and Secretary of Health and Human Services Donna Shalala (product #EK 0249V) includes examples of programs that strengthen fathers' involvement in student learning.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

IN THIS ISSUE:



Get Into Action! *Starting After-school Programs*

Resources on how to start an after-school program and where to find high-quality programs in your community are now available in a new kit.

The *Afterschool Action Kit* is a free, user-friendly resource for parents, educators, community and business leaders, and elected officials that also includes:

- A checklist of qualities to look for in an after-school program;
- Information on what after-school programs should offer children of various ages, from kindergarten through high school;
- A list of organizations that offer tools, resources and information on how to start or fund an after-school program; and more.



Research shows that 9 out of 10 American voters believe that there should be an organized activity for children after school, though the demand outstrips the supply of programs by two to one.

Created by the Afterschool Alliance—a growing partnership of public, private and nonprofit groups committed to raising awareness and expanding resources for after-school programs—the *Afterschool Action Kit* can be ordered by calling 1-877-4ED-PUBS.

Students involved in after-school programs strengthen their academic skills and exhibit fewer behavioral problems, better ability to handle conflicts and improved self-confidence.