



# PASE *Setter*

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PARTNERSHIP FOR AFTER SCHOOL EDUCATION

## Walking away with a song in my head and dollars on my mind— A report from PASE's General Meeting on New Government Funding

By Robert Hansen



John Mahoney, Secretary's Representative for the U.S. Department of Education, Region II speaking at the PASE General Meeting on October 22, 1999.

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SO IT'S 9:15 ON A FRIDAY MORNING and I'm attending my first PASE General Meeting. I'm seated in a comfy NYU chair in a room that overlooks Washington Square Park, clutching my much-needed coffee and half a blueberry muffin. Come to think of it, everyone around me seems pretty awake and happy—the coffee has been flowing freely and they've laid out a pretty sweet spread of bagels, muffins and an array of fruit. Not used to such exquisite breakfast treatment, I'm a little suspicious. This is a meeting about government fundraising—I'm sorry, but can you imagine a more dry topic? I'm thinking they've given us the carrot, now comes the stick.

A couple of preliminary announcements and then two women walk up onto the small stage where the panel sits. Then the last thing you'd ever expect to happen at a meeting about government funding—or at any meeting for that matter - happens. One woman breaks out into a mournfully beautiful rendition of an Etta

James song as the other woman across the stage speaks about her love of rhythm and blues. "Imagine you're at the Apollo," says the woman—and it's not too hard to do, the panelists are clapping along and the audience is shouting its appreciation.

All this at a meeting for government funding. Sitting there, a little surprised, a lot amazed, it hit me. Now, I don't know if PASE planned this or it was accidental, but there up on stage was the reason we were all here. I don't know anyone who enjoys RFPs (Requests for Proposals), forms and more forms, the mountains of paper. Here were two energetic, innovative (and very talented) women promoting an educationally focused showcase of the history of rhythm and blues. We were here at this meeting, all of us, for one reason and one reason only—to raise sufficient funds to see our best programmatic and educational ideas come to life, just as these women were doing. The idea woke me up like no coffee could.

Before I get down to the important business of the meeting, here's an honest plug - the two performers are Stephanie Berry, the Artistic Director of Blackberry Productions and Tina Fabrique. They were at the meeting to promote Blackberry's upcoming production *The Dawn of Rhythm and Blues* at the National Black Theater, 2033 5th Ave. b/w/n 125th and 126th Streets in Harlem, starting Nov. 12, tickets \$12, info: (212) 722-3800. Believe me, everybody that is reading this should go and see it. Let it energize you as it did me. (Ms. Berry also has a one-woman

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## CURRENT FUNDERS

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P A S E

# Promising Practices—A National View: An Interview with An-Me Chung, Ph.D

Dr. Chung is an independent consultant who has done work with such organizations as the C.S. Mott Foundation, Save the Children, and the U.S. Department of Education in support of afterschool programs. Previously she worked for the National Institute on Out-of-School Time.

*PASE: WHAT ARE SOME OF THE PROMISING PRACTICES that you've seen as you've worked with after school programs around the country?*

**AN-ME:** There's no cookie cutter or one size fits all approach to a quality after school program. However, the best programs I've seen seem to have several things in common. First, good programs seem to emerge and develop based on effective community collaborations between parents, teachers, schools, community based organizations, youth-serving agencies, law enforcement, business leaders, and so on. Together, the community considers what is best for children and conducts ongoing assessments to examine what resources are already out there in the community, what are existing collaborations, and what are potential collaborations. This is so that they don't replicate what exists—to make the best use of resources and to design their program to fill a need, and plan for long-term sustainability. Other common elements in good programs are low staff-child ratios, well-trained competent staff who are adequately supported administratively, financially, and programmatically. Programs that provide a range of creative opportunities that address kids' social, emotional, physical, and intellectual needs and different learning styles seem to be the most popular with participants. Programs where children and youth have input in designing and implementing activities also seem to be well attended.

Another important element that is emerging is identifying and measuring desired results or outcomes for programs and children. By asking, "What is it we want for our kids?" and working on designing and assessing programs to meet these goals is a process programs are incorporating more and more into their afterschool programs. This kind of process also helps to clarify program vision and help all involved define mutual goals.

Some of the most promising programs have begun to create linkages between in school activities and out of school activities. By linkages I don't mean an extension of the school day, but figuring out how the afterschool program can complement the school day and vice versa. For example, I recently spoke to a program director, who described an afterschool activity where a tribal chief gave a workshop on the Shawnee language, customs, and arrow-head making. As a result the teachers in the school day decided to include a physics lesson on why arrowheads need to be symmetrical in order to fly. Now school day teachers and afterschool staff are working to link state learning standards to school day curriculum.

*PASE: What does it take to create this kind of collaboration and mutual respect between after-school and school day staff?*

**AN-ME:** There has to be good informal and formal communication that is supported and fostered by the school principal and leaders in the community, and agreement of mutual goals. What

seems to work is when everyone can come to a consensus that these are "our" kids, and as someone once said to me "Leave your ego outside and bring your pocketbook inside." Commitment and time to do this are also key factors. Indicators of good collaborations are when afterschool staff have permanent office space in a school, and when school day and afterschool staff attend each others meetings, have an opportunity to talk about individual kids' needs and identify joint goals and strategies for working with kids, and integrate school day and afterschool curriculum. It's part of good community development.

*PASE: You've talked about similarities between programs. What are some of the differences you've noticed?*

**AN-ME:** There are differences between urban and rural afterschool programs in terms of availability of space and accessibility of services. In rural areas, there are few, if any, community organizations or youth-serving agencies. Schools often are the only public institutions that exist, serve multiple roles, and become community centers. In urban and suburban areas there tend to be more institutions such as community organizations, museums—more alternative spaces for afterschool programs. Accessibility to programs is often a greater challenge in rural communities. Not only are there fewer afterschool opportunities, but children and youth some-

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# Advantage Schools: A Brief History

By Maria Perez and Michelle Yanche

WHETHER OUT OF NECESSITY OR CHOICE, more parents of young children—and in particular mothers—are in the workforce. As a result, the traditional 9:00 A.M. to 3:00 P.M. school day no longer meets the needs of most families. There is now a gap of three or more hours per day during which parents need to make sure their children are engaged in supervised, constructive activities. This fact, coupled with growing recognition that the after school hours offer a critical opportunity to address children's educational and developmental needs, is fueling demand for more quality afterschool programs.

In response, Governor Pataki and the New York State Legislature allocated \$500,000 in 1998 to launch the Advantage Schools Program. Through this initiative, funding was made available to community-based organizations (CBOs) to offer afterschool educational and recreational activities to youth at public school sites. In adopting the FY 2000 state budget this past August, the Governor and Legislature increased funding for Advantage Schools to \$5 million.

The Advantage Schools Program represents important statewide recognition of the value of CBO-school partnerships in the effort to meet the needs of working families and improve educational and developmental opportunities and outcomes for children. In neighborhoods throughout New York, CBOs provide a wide range of programs for children, youth and families - including youth development, child care, education and social services. Moreover, youth-serv-

ing CBOs' long history of working collaboratively with local public schools and extensive knowledge of the children, youth and families in their communities make them an important resource in the effort to expand afterschool programs.

The introduction of the Advantage Schools Program also intensified debate on the increased focusing of public dollars to expand programs in school sites while excluding programs located in neighborhood centers, public libraries, housing developments, and other community spaces.

Because New York State's communities differ in numerous ways - including whether a community is located in a rural, urban or suburban area, the proximity of children's homes to the school they attend, the availability of transportation, the competing demands on school space, etc.—school buildings in many neighborhoods do not provide the ideal location for after school programs. For example, if a school's library, gymnasium or computer lab are regularly used for extra-curricular activities or other school-sponsored events, a community center with appropriate, available facilities may be the preferred afterschool site. Given these realities, many organizations around the State have argued for greater local flexibility in determining where new programs should be located.

When Governor Pataki first proposed to expand the Advantage Schools Program in his Executive Budget, the Office of Children and Family Services (OCFS) conducted a series of forums around the State to

engage parents, community representatives, program providers, children's advocates, public officials, and others in the development of the Request for Proposals (RFP). Commenting on these forums, OCFS representatives reported hearing appeals statewide for greater local flexibility in the siting of afterschool programs. As a result, the Advantage Schools RFP is expected to provide greater flexibility for responding organizations to make the case for utilizing community sites for these programs.

It is anticipated that the Advantage Schools RFP will be released in November and will provide funding to community-based organizations for the establishment of new afterschool programs or the expansion or enhancement of existing programs. For more information about obtaining a copy of the RFP contact: Marge Wisnewski, Office of Children and Family Services at 518-473-8735. If you prefer to e-mail, send your name, organization, address, telephone and fax numbers to Marge at: [kk7233@dfa.state.ny.us](mailto:kk7233@dfa.state.ny.us)

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*Maria Perez works at United Neighborhood Houses.*

*Michelle Yanche works at the Neighborhood Family Services Coalition.*



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## **PASE QUARTERLY MEETING—NEW GOVERNMENT FUNDING, ACCESSING LOCAL, STATE AND FEDERAL MONEY**

PASE held its Fall Quarterly Meeting on Friday, October 22, 1999 at New York University. 150 people attended this event, kicked off by a rousing dramatic and musical presentation on the history of the Apollo Theater in Harlem by Blackberry Productions. John Mahoney, Secretary's Representative for the U.S. Department of Education, spoke on federal directions in afterschool education. A panel on government funding followed. Panelists included Violet Mitchell, Acting Commissioner, New York City Department of Youth and Community Development, Dr. Menahem Herman, Staff Coordinator for Partnership for Family Involvement in Education, U. S. Department of Education, Gail Branch Muhammad, Director of Community Program Services, New York State Office of Children and Family Services, Vince Marone, Director of Government Relations, The Afterschool Corporation, and Roberta Marcus-Leiner, Vice President of Community Initiatives, Hudson River Health Care, Inc. Howard Knoll,

*1999-2000 Afterschool Literature Project mentors for New York City (left to right, starting with top row): Nicole Rodriguez, East Harlem Tutorial Program; Clayton Evans, Interfaith Neighbors; Gavin Scott, The Valley, Inc.—Wadleigh Secondary School; Sonia Toledo, Child Care, Inc.; Sara Hill, PASE; Yvonne M. Brathwaite, PASE; Belinda Passafaro, PASE; Carmen Vega-Rivera, ASL Regional Coordinator.*

*Missing from photo: Sarah Jones, Children's Aid Society; Ellen O'Connell, PASE; Jackie Thurnau, YMCA of Greater New York.*



PASE Program Council and Director of Youth Services, Stanley Isaacs Neighborhood Center served as the panel moderator. Breakout Sessions with each representative followed on the topics: Identifying Government Funding and Understanding the Application Process, Working Group on Government Legislative Issues, and U.S. Department of Education—Grant Opportunities for CBOs.

## **THE AFTERSCHOOL LITERATURE PROJECT EXPANDS IN PHASE 2**

PASE has begun a second year of involvement with the afterschool Literature Project with a training for staff of three new sites this past June. This training was made possible through funding from the Taconic Foundation. A two-day training occurred in October for thirteen additional sites. We congratulate all the new sites and look forward to a new, exciting year of bringing wonderful children's literature into afterschool programs around the city. Agencies participating in Phase 2 include:

- ▲ Brooklyn Kindergarten Society—Tompkins Children's Center
- ▲ Bushwick Geographic Targeting Task Force Beacon Program
- ▲ Children's Aid Society—P.S. 8
- ▲ Children's Art Carnival
- ▲ Citizens Advice Bureau
- ▲ Community Counseling and Mediation Beacon Program
- ▲ Cypress Hills Local Development Corporation—P.S. 7
- ▲ East Harlem Block Schools
- ▲ Flatbush YMCA—P.S. 203
- ▲ Forest Hills Community House
- ▲ Grand Street Settlement
- ▲ Interfaith Neighbors
- ▲ Rena-Coa Multi-Service Center
- ▲ School Settlement Association
- ▲ Staten Island YMCA—P.S. 22
- ▲ Women In Need

In total, PASE is working with 29 organizations to implement the After-

School Literature Project in the New York City area.

## **PEER TECHNICAL ASSISTANCE TEAMS LAUNCH YEAR 1**

Through this joint project with the Youth Development Institute (YDI) of the Fund for the City of New York, PASE has selected 13 agencies to receive technical assistance in Literacy, the Arts, or Youth Leadership. Through group training sessions, on-site meetings, demonstrations or mini-courses/seminars, each agency will have an opportunity to work with some of the team members on specific program area needs. PASE congratulates the following agencies that were selected to participate in this new initiative: Stanley M. Isaacs Neighborhood Center, CLEARPOOL, Neighborhood Initiative Development Corp, Community Conciliation Network, Federation Employment & Guidance Service (F.E.G.S.), St. Luke's Saturday School, Fordham-Bedford Children's Services, Greenpoint Family YMCA, Ravenswood "I Have a Dream" Program, John Jay College Liberty Partnerships Program, Cypress Hills Local Development Corp, You Participate in Solutions (YPIs) of Staten Island, CAB/Girls Club of New York.

## **THE AFTERSCHOOL CORPORATION**

PASE has entered the second year of its partnership with The afterschool Corporation (TASC) to provide training and staff development to the staff and Coordinators of the TASC-funded afterschool sites. In June, TASC awarded its Round III grants, adding twenty-five New York City sites along with nine New York state sites.

Throughout the summer, PASE concentrated its training efforts on two groups: veteran coordinators from the first two rounds and newly

hired Round III coordinators. Veteran coordinators chose from a varied menu of course offerings including weeklong management trainings as well as specialized workshops in subject areas identified by coordinators.

PASE sent interested participants to one of two management institutes:

- ▲ Columbia Business School Institute for Not-for-Profit Management—Middle Management Training Institute
- ▲ National Institute on Out-of-School Time (NIOST) Effective Management Training Institute

The specialized workshops reflected the range of issues encountered in running an afterschool program:

- ▲ Children & Young Adult Literature—Institute for Literacy Studies, Lehman College
- ▲ Supervising the Young Employee
- ▲ Strategies for Parent Involvement and Meaningful Participation in Afterschool Programs
- ▲ Afterschool Programming for the Early Elementary Child
- ▲ Establishing a Peer Mediation Program
- ▲ Leadership Skills in the Creation of a Positive Classroom Culture.

For the newly funded Round III sites, PASE facilitated its third Coordinator Institute, the last week in July at the College of Insurance. This four-day training is designed to orient new site coordinators to their roles and the contexts in which they will operate their programs.

As the fall gets underway, PASE is again planning a series of Core Knowledge Trainings for the new staff of the programs as well as a series of day trainings in key content areas, such as literacy and the arts.

## PARENT LEADERSHIP & ORGANIZING INITIATIVE

The Parent Leadership & Organizing Initiative is a joint project with the NYU Institute for

Education and Social Policy. The goals of the project are to work with parents, staff, and community members through community based organizations to advocate for local school improvement. Five CBOs were selected, and a training series for 25 staff and parents was conducted over the late spring and summer 1999 by NYU's Eric Zachary and Richard Grey. Attendance was high and there was great enthusiasm and excitement throughout the training. Community residents and parents received a certificate upon completion. The groups will each receive a year's worth of on-site training and follow-up technical assistance. The second year of this project will include five additional programs, thanks to funding from the Greentree Foundation. An application has been mailed out to the PASE mailing list, and new groups will be selected in November, 1999.

## MODEL AFTERSCHOOL PROGRAM: PASE LEARNING LAB

With the support of the Kornfeld and Hayden Foundations, PASE, in collaboration with A142, an innovative middle school in the Red Hook section of Brooklyn, is launching an Afterschool Learning Lab. This Learning Lab will be for approximately 175 young people, between the ages of 10 and 14. It is a lab in two senses: 1) middle school students will participate in fun and challenging activities in an innovative school-based afterschool program; and 2) the Lab will serve as a pre- and in-service demonstration site, where youth-serving professionals from schools & community-based organizations, representatives from foundations and government, can meet, observe, engage in dialogue, and learn new approaches to afterschool education. PASE is seeking to collaborate with community-based organizations who offer innovative programs in the effort to create a model that brings together exemplary afterschool programs under one roof—a team that showcases "best practices."



*Participants and trainers in the 1998-1999 Parent Leadership and Organizing Initiative*

PASE invited organizations to submit proposals for innovative programs to replicate at A142. Those selected will begin implementing activities at the site in November. PASE anticipates expanding this new initiative to other schools in the future. If you would like more information or would like to apply to demonstrate your work at the Learning Lab, call Jason Schwartzman, 212 571-2664.

## THE 21ST CENTURY COMMUNITY LEARNING CENTERS/ MOTT FOUNDATION

The 21st Century Community Learning Centers Program is a U.S. Department of Education program implemented in partnership with the C.S. Mott Foundation and two other agencies. This program provides grants to inner-city and rural schools and school districts, working in close cooperation with community organizations, youth development agencies, parents, businesses, and other community partners. The purpose is to provide expanded learning opportunities outside of regular school hours for children in a safe and healthy environment.

As part of this program, PASE is collaborating with the Mott Foundation to assess the need for training and compile an inventory of training opportunities available nationally for principals, superin-

tendents, and after school practitioners including youth workers, volunteers, parents, site coordinators, and project directors. PASE will be analyzing the gaps in training opportunities and barriers to optimal utilization of training resources. PASE will, as an outcome of this project, recommend strategies to the Mott Foundation on how they can provide support and training to these groups in an efficient and cost-effective manner. PASE believes that the academic knowledge and experience of school personnel, linked with the expertise of community based organization staff in literacy, arts, health, recreation, community service, and accessing community resources, will result in comprehensive educational programs in which youth will develop to their full potential.

## NATIONAL REPLICATION

PASE received a grant from Joseph E. Seagram & Sons to launch an effort in 3 to 5 cities to replicate the PASE network. We are initially targeting cities with which we currently have relationships—San Francisco, Los Angeles, Kansas City, Boston, and Chicago. PASE will soon be talking with youth organizations in other parts of the country who wish to establish their own peer networks.



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## PASE General Meeting

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show coming up—*The Shaneequa Chronicles*, co-produced by New Perspectives Theater Company, 750 8th Ave. Suite 601, 12/3-12/19, call (212) 730-2030 for more info).

Back to the nit and the grit. The General Meeting panel consisted of two people from the federal government, John Mahoney, Secretary's Representative for the U.S. Department of Education, Region II and Dr. Menahem Herman, Staff Coordinator for Partnership for Family Involvement in Education, U.S. Department of Education; one person from the state level Gail Branch Muhammad, Director of Community Program Services, New York State Office of Children and Family Services and one person from New York City, Violet Mitchell, Acting Commissioner, New York City Department of Youth and Community Development. Vince Marrone, Director of Government Relations, The Afterschool Corporation and Roberta Marcus-Leiner, Vice President of Community Initiatives, Hudson River Health Care, Inc. were also present. I tried not to let the sheer volume of the panelist's titles get me down. I knew they were here to help me.

### FEDERAL FUNDING

John Mahoney (Secretary's Representative for the U.S. Department of Education, Region II) began by pointing out that the U.S. Department of Education acknowledges the importance of community based organizations in the effective education of our children and youth. As the Department now sees it, to address today's challenges and better public education, schools need to work with diverse ele-

ments of the community. Their "America Goes Back to School" initiative focuses on making schools safe and drug free, recruiting and preparing quality teachers, modernizing schools, expanding afterschool and summer programs, getting high standards into every classroom and developing pathways to college and careers.

Probably the best way to find out about current funding is to visit the U.S. Department of Education's website ([www.ed.gov](http://www.ed.gov)). Go to the "Funding Opportunities" section and you'll see a breakdown of the different opportunities. The easiest way to get started is to click on *Discretionary Grant Application Packages*, which will take you to a list of all the current grant openings. Try to keep an open mind as you take a look at the list—when you see something that even vaguely looks possible, click on it and you'll see a full description, be able to access a downloadable application and get a contact number. Again, if you see something that is even close, give a call and find out more. If nothing else, the contact person may be able to steer you towards something that's a better fit for your agency.

Also part of the U.S. Department of Education is The Partnership for Family Involvement in Education. Based on the premise that education quality increases when families are involved, the Partnership's primary goals are to increase opportunities for families to be more involved in their children's learning, and to encourage the development of family-school-community partnerships to strengthen schools and improve student achievement levels. Dr. Menahem Herman, (Staff Coordinator for Partnership for Family Involvement in Education, U.S. Department of Education) pointed to three different funding opportunities:

- *21st Century Community Learning Center*: Funds school-community partnerships to keep schools open afterschool and summers as safe havens for enhanced learning.
- *Gear Up*: Long range early college preparation and awareness program that gives low-income students and their families pathways to college by partnering middle and high schools with colleges and community organizations.
- *Reading Excellence*: Helps children learn to read well and independently by the end of the third grade through tutoring, teacher training, and family literacy activities.

CBOs will need to partner with a school in order to access these funds. To learn more about these opportunities, check out the web site: <http://www.pfie.ed.gov>. Information is also available by calling 800/USA LEARN.

Howard Knoll (PASE Program Council and Director of Youth Services, Stanley Isaacs Neighborhood Center), the panel facilitator, pointed out that community based organizations (CBOs) need to advocate for the continued availability of federal monies and be the voice for youth who are easily overlooked by politicians, particularly because they do not have a vote.

### NEW YORK STATE FUNDING

Approximately 160 CBOs are funded by the State through the Special Delinquency Prevention Program through the New York State Office of Children and Family Services. There is no RFP process. Instead, concept papers are accepted through May 2000 for funding that will start in July 2000. Gail Branch Muhammad, Director of Community Program Services, is responsible for

Brooklyn and Queens, while her colleague, Ray Moore, is responsible for Manhattan, The Bronx, and Staten Island (212/383-4703).

There is also an RFP that has been developed and will be available in November for Advantage Schools with up to \$5 million available (see this PASEsetter for article describing program). Programs must be operated in cooperation with schools, and they may have to be based in a school (Note: At the date of publication this decision had not been finalized). Proposals may focus on improving an existing afterschool program, or create a new program. Program goals should foster academic success, reduce negative youth behaviors, reduce the threat of violence, and provide a safe environment for children.

The NY State Department of Education will also be issuing an RFP totaling \$5 million for Extended Day/School Violence Prevention Programs. Forty school districts, including New York City, will be eligible. Schools and CBOs will need to submit a joint application. Programs that provide a range of afterschool activities for about three hours a day are encouraged to apply. The contact person is John Soja from the NY State Department of Education at (518) 486-6090.

To learn about state-wide funding initiatives, contact 800/592-4369 to receive a newsletter titled, "Contract Reporter." This lists any initiative with funding in excess of \$5 million. This newsletter can also be viewed on the web at: <http://www.nyscr.com>

## NEW YORK CITY

The New York City Department of Youth and Community Development (DYCD) funds approximately 1,000 CBOs per year. There are two major mechanisms for receiving these funds: 1) Request For Proposal (RFP) process (there are currently 14

initiatives being funded); or 2) Discretionary Funding.

- Request For Proposals: CBOs should get on DYCD's RFP mailing list. Contact: ACCO—Ms. Thomas, DYCD, 156 Williams St., New York, NY 10038. In addition to receiving the RFP, being on the mailing list enables programs to also receive notices prior to the actual RFP with preliminary information about the grant opportunity. The RFP itself is much like a concept paper, highlighting the purpose of the funding and funding priorities. It also provides information on the total amount of funding available, the number of awards that will be made, and how proposals will be reviewed. A Bidders Conference is scheduled to allow programs to ask questions. Applications are reviewed by different constituencies, depending on the initiative.
- Discretionary Funding: All city council members and borough presidents are allocated monies through DYCD. Contact your council representative or borough president to gain more information/gain access.

Hope you found the information helpful. The way I see it, if the above information allows one person to realize his or her dream then PASE's October 22nd General Meeting was a success. We hope you can make it to our next meeting on January 21st and help us live up to our promise of building a dynamic network of diverse individuals dedicated to providing quality service to the young people of our city. Feel free to bring a song.

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*Robert Hansen works at PASE as Development Associate.*



## HELPFUL WEBSITES FOR AFTERSCHOOL PROGRAMS

### **[www.cyfernet.mes.umn.edu](http://www.cyfernet.mes.umn.edu)**

This website provides practical, research-based information on children, youth, and families. Information on this website is provided by universities collaborating in the Cooperative Extension Service Children, Youth, and Family Network Project. The site provides descriptions of successful programs, practical information on child and youth development, research reports, statistics, funding sources, evaluation tools, and links to other internet resources.

### **[www.fedstats.gov](http://www.fedstats.gov)**

Maintained by the Federal Interagency Council of Statistical Policy, this Web site provides easy access to the full range of statistics and information produced by more than 70 federal agencies. Included are statistics from the Bureau of the Census, the National Center for Education Statistics, the National Institute of Child Health and Human Development, and The Department of Health and Human Services. The site provides some regional statistics.

### **[www.afterschool.gov](http://www.afterschool.gov)**

This website of the Federal Support to Communities Initiative consists of more than 100 grant and loan programs from the federal government, community success stories and opportunities to network, government guides, reports, research, and links. In addition, the website offers safe, fun and educational web sites for kids and teens. Highly colorful and user-friendly format.

### **[www.youth.os.dhhs.gov](http://www.youth.os.dhhs.gov)**

This website, maintained by the U.S. Department of Health and Human Services, provides the latest information about America's adolescents. It includes current news, reports, and other publications, and speeches on youth topics.

Some of these websites are from Harvard Family Research Project's *The Evaluation Exchange*, used with permission



# In-Sites:

## GRAND STREET SETTLEMENT'S HIGHROAD BEACON CENTER

**T**HE HIGHROAD BEACON CENTER (HRBC), housed in Junior High School 22 on the Lower East Side of Manhattan, is only one block from the Grand Street Settlement facility at 80 Pitt Street and within walking distance from most local schools. Since early 1996, the HRBC has offered a secure, safe haven in a drug-free zone where community residents of all ages engage in activities that provide educational enhancement, discussions of school-to-work transition issues and career options, counseling, health education and referrals, athletic/recreational outlets, cultural enrichment, and activities for parents. HRBC serves more than 2,000 members each year, with 75% of those enrolled regularly attending activities.

**HRBC Mission:** The mission of Grand Street Settlement's High Road Beacon Center is to provide comprehensive, community-based, family-focused services that empower youth and adults to develop their strengths and skills and to become economically and socially self-sufficient.

**HRBC Programs:** At its inception, HRBC staff adapted many of the model youth development programs offered at Grand Street's main site, including the After School Latchkey Program, Writer's Workshop, and Girls' and Young Women's Initiative. Currently Beacon Center staff and Grand Street staff work together to develop creative program models which respond to the needs and interests identified by community youth and adult members. The Beacon's comprehensive web of programs include:

*Safe Passage Afterschool Program:* Afterschool homework help and tutoring; academic enrichment; computers; creative arts; recreation. Older youth escort children to the Beacon Center from elementary schools, under the Safe Passages Program. Staff serve as liaisons with teachers to identify students with particular learning needs.

*Young Men's Rap Group:* This group grew out of the recognition that young men need a place to develop positive peer relationships, a need which attracts many of them to neighborhood street gangs and illicit activities. The Rap Group is led by adult staff who serve as positive role models for these young men. They lead the youth in exploration of critical issues, including relationships, racism, and economic justice.

*Girls' and Young Women's Initiative:* This initiative empowers young women to envision a future, and helps them to build the skills they need to succeed. Weekly discussion groups are the core of the program; creating a safe space for young women to share their concerns and interests, and reinforce positive messages regarding body image and self-esteem.

*Careers in Training:* Youth development program for middle school-aged youth, incorporates community service, creative expression, career exploration, and academic assistance.

*College and Career Discovery Center:* This fall, the Beacon Center opened a college and career exploration center. Operating

out of the library at JHS 22, the Center will offer state-of-the-art computer research capabilities, references, college trips, and tailored workshops and mentoring experiences for community youth and families.

*Athletic Center:* From basketball tournaments to martial arts, recreational programs build life-long positive outlets and individual and team sports skills.

*Programs for Parents:*

- Adult Basic Education/GED Preparation/ESL
- Computers for Moms
- Recreational and artistic intergenerational activities for parents and families
- Counseling for adults and children
- Parent Workshops

### Community Connections & Leadership Activities

Museo del Barrio, The Educational Alliance, The Lower East Side Family Union, Betances Health Center, Henry Street Settlement, and University Settlement Society are just a few of the community agencies co-locating programs at the HRBC. In addition, Grand Street created and sustains the CIALES (Community in Action for the Lower East Side) Advisory Council as the primary governing board of the HRBC. This Advisory body, created to guide Grand Street's HighRoad drug prevention initiative, now merged with the Beacon Center Advisory Council at JHS 22, continues to grow into an influential council of neighborhood residents, including Beacon parents and youth, political and community service group representatives. Currently, the CIALES Advisory Board consists of thirty five members: Twenty five adults and ten youth.

The HRBC Youth Council has been particularly active in program development, and has responded to the needs of community youth by developing and helping to implement creative youth programming. In particular, the Youth Council collaborated with CIALES to establish Grand Street's Americorps Program, employment programs for youth, Girls and Young Women's Initiative, college bound program, male rap groups, and HIV Prevention Outreach Program for teens.

The Community Change for Youth Development (CCYD) Project is a nationwide community empowerment effort designed to improve the life trajectory of youth from low-income neighborhoods. Public/Private Ventures (P/PV) initiated the Lower East Side CCYD Project in January, 1996, and its headquarters is the HighRoad Beacon Center. CCYD is responsible for much of the coalition building, generation of community dialogue and creation of community strategies for developing community assets that occurs on the Lower East Side. Grand Street's vision and mission for the CCYD on the Lower East Side is to facilitate community cohesion and the empowerment of all neighborhood youth, adults, and their families through activities and services that promote intergenerational interaction, leadership development and hands-on skills acquisition.

# New Members Selected for the PASE Program Council

FOUR NEW MEMBERS OF THE PASE PROGRAM COUNCIL HAVE BEEN SELECTED BY A MEMBERSHIP SUB-COMMITTEE OF THE PASE PROGRAM COUNCIL. WE WELCOME THEIR PARTICIPATION, AND CONGRATULATE THEM ON THEIR SELECTION. THE NEW MEMBERS INCLUDE:

**Sayu Bhojwani**, *South Asian Youth Action (SAYA!)*. Ms. Bhojwani is founder and Executive Director of SAYA! The only program of its kind in the country, SAYA! was established in 1996 in response to the lack of social support for South Asian youth. The program serves 100 youth four days each week, with arts, academic and leadership programs. Prior to founding SAYA!, Ms. Bhojwani was a program associate for multi-disciplinary programs at the Asia Society in New York, where she organized programs on issues facing the Asian American community. She received an M.A. in English Education from Teachers College, Columbia University, and is currently enrolled in their doctoral program in International Educational Development. She is a member of the Board of Directors of the New York Immigration Coalition and serves on the advisory council of the Forest Hills Community Houses Beacon Program and the Youth Services Committee of Community Board 4 in Queens.

**Rodney Fuller**, *Fresh Youth Initiatives*. Before joining Fresh Youth Initiatives as a Co-Director, Mr. Fuller was Executive Director of the Yerwood Center, a multicultural community center in Stamford, Connecticut. His experience and energy provided the impetus to start his own company, Pathways. Pathways is a non-profit consulting service which provides coaching, facilitation, personal development training and counseling. Mr. Fuller has facilitated training sessions for over 200 organizations, developed a model agency in Moscow, in addition to a city-wide mentoring program. An alumnus of the State University College at Buffalo, Mr. Fuller also holds a Master's degree in Social Work from Hunter College and is pursuing his Ph.D. in Social Work at Hunter College.

**Greg McCaslin**, *Center for Arts Education*. Mr. McCaslin is the Program Director of the Center for Arts Education which administers The New York City Annenberg Challenge for Arts Education in collaboration with the New York City Board of Education, the United Federation of Teachers, and

the NYC Department of Cultural Affairs. This initiative draws on the resources of NYC's cultural organizations, colleges and university, the arts-related industries, corporations and foundations to serve as a catalyst for school improvement and reform in and through the arts, and to play a major role in the restoration of arts education in the City's public schools. Before joining the Center for Arts Education, Mr. McCaslin was the Director of Education and Information at the New York Foundation for the Arts Artists in Residence Program and is an instructor in the Nonprofit Management Program at the New School for Social Research.

**Eddie Calderon-Melendez**, *St. Nicholas Neighborhood Preservation Corporation*. Mr. Melendez, Director of Youth and Family Services at St. Nicholas Neighborhood Preservation Corporation, has mentored, hired, trained, and guided hundred of young people of diverse backgrounds. Eddie began with runaway homeless youth in Greenpoint-Williamsburg and went on to become a scoutmaster and one of the field's most innovative youth practitioners. In his current capacity, he supervises over 80 staff, conducts staff development for his afterschool team, designed a highly successful service learning program for youth, and has recently achieved National Accreditation for his after school programs. Through all this, Eddie always makes time to directly counsel youth and families on a daily basis.



**NEW YORK COLORS** is a student-owned enterprise sponsored by the Institute for Youth Entrepreneurship. New York Colors is a line of beautiful youth-designed holiday cards that celebrate the joys of the Holiday season from a youthful urban perspective. Seventy percent of all profits go to a scholarship fund to benefit the student-owners of New York Colors. To order, call (212) 369-3900. To view a complete sent of cards and to order cards see their website at [www.newyorkcolors.com](http://www.newyorkcolors.com).

## PASE in a Nutshell.

A New York City association of youth practitioners, funders and technical assistance providers to youth programs. PASE's goals are to strengthen the identity and visibility of the afterschool profession, articulate concepts to guide programming, provide staff development, program exchange and networking opportunities, and advocate for funds and resources.

## An-Me Chung

*continued from page 2*

times travel a couple of hours just to get home from school. There are also different goals for afterschool programs which means that program content may differ. For example, some programs may focus on prevention or service-learning or academic enrichment or child care. This is often dependent on the ages of children in programs. However, no matter where the program happens or specific focus of programs, they need to support positive child and youth development.

*PASE: What do you mean?*

**AN-ME:** Even if a program is mainly recreational, the activity also affects the other developmental needs. That is, while the physical needs of a young person may be met, for example on a basketball team, they are also working on their social and emotional growth through participating in a group activity. In addition, they can develop intellectual interests by calculating per-

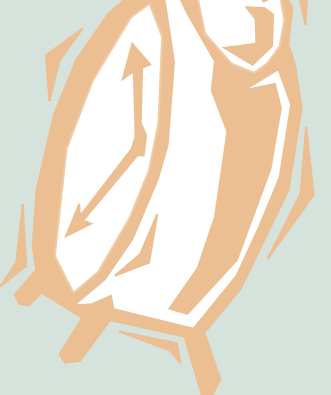
sonal statistics, analyzing the other team's strengths and weaknesses, researching the history of basketball, or understanding the physics principles of dribbling and jump shots. Other programs who see themselves as mainly academic need to recognize that they can and must address students' emotional, social, and physical developmental needs by building from the academic activities in a engaging and creative way.

*PASE: What are some challenges facing afterschool education?*

**AN-ME:** There are many efforts now to increase the quality and quantity of afterschool education at the national, state, and local levels. Although there have been many successes, and linkages are being developed between the school day and afterschool at a variety of levels, there is much work to do to ensure successful and enduring collaborations. Even though programs are beginning to set and measure desired results, we have to be careful not to assume that

afterschool is the mechanism that will increase academic grades or prevent juvenile violence in our communities. These gains will be even more difficult to see if we are targeting at-risk youth in our programs and expect to see significant differences without addressing other factors such as the family and community. Building an adequate training and staff development system is another challenge as well as providing staff with appropriate compensation and benefits. Cultural diversity needs to be thought through more clearly at a number of levels. How do we ensure access and equity to all children and families? How do we truly integrate multicultural activities into our programming? How do we understand that various cultures may view positive youth development differently, and how do we evaluate what works given this? Despite the work that needs to be done, I think there have already been significant inroads in afterschool education. The field is at a place where people can choose to address these challenges effectively.

# FUNDING ALERT!

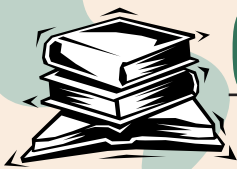


**The SFC Charitable Foundation** (Singing for Change), established by entertainer Jimmy Buffett, makes grants to nonprofit organizations nationwide in the areas of children and families, disenfranchised groups and the environment. Potential applicants must submit a one-page letter of interest. The foundation will invite full proposals. Grants of \$1,000 or less may be awarded on the basis of the letter of interest without requiring a full proposal. Check out <http://margaritaville.com/sfc2.htm> or contact Judith Ranger Smith at (352) 380-0273.

For those currently providing community-based health care (or for those interested in linking to CBOs that provide health care) the **Health Resources and Services Administration** (HRSA) is inviting applications for community-based Healthy Start programs to address significant disparities in perinatal health. For applications (877) 477-2123. For info: Maribeth Badura, (301)443-0543; [www.hrsa.gov](http://www.hrsa.gov) (click on "Preview")

**AOL Foundation** is providing seed money to teams of educators and community leaders to develop innovative ways to improve student performance through interactive technology. Call 703/265-2135, e-mail [AOLGrants@AOL.com](mailto:AOLGrants@AOL.com); or visit on the web at <http://www.aolfoundations.org> and <http://www.aol.com/corp/phil/ddrpf.html>

**The Nike Foundation** accepts grant applications from non-profit organizations through November 30, 1999. Nike supports after school programs that are designed and implemented by youth; combine sport, academic, and community achievement; and promote, and bring to scale, programs that exemplify youth action and achievement. Visit them at [www.nikebiz.com/community/miss\\_obj.shtml](http://www.nikebiz.com/community/miss_obj.shtml). To receive an application, write the Nike Foundation, One Bowerman Drive, Beaverton, OR 97005.



# Off the Shelves

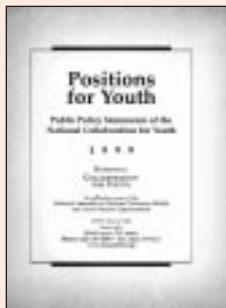
YOUTH PROGRAM & POLICY REPORTS. SOME NEW PUBLICATIONS

**P**OLICY AND PROGRAM REPORTS CAN BE HELPFUL TOOLS WHEN CONSTRUCTING A RATIONALE FOR COMMUNITY INSTITUTIONS, FUNDERS, AND PUBLIC OFFICIALS REGARDING THE IMPORTANCE OF AFTER-SCHOOL PROGRAMS. SEVERAL NATIONAL ORGANIZATIONS HAVE BEGUN TO DO SO, AND THE FOLLOWING IS AN ANNOTATED LIST OF SOME RECENT ONES.

## **Positions for youth: Public policy statements of the National Collaboration for Youth, 1999.**

Washington, D.C.: National Assembly for Voluntary Health and Social Welfare Organizations. Copies of this low-cost publication may be ordered from the website [www.nassembly.org](http://www.nassembly.org).

**P**ositions for Youth is a policy document created by the National Assembly which outlines policy positions that have been developed and approved by the membership of the National Collaboration for Youth (NCY). The Collaboration's mission is to provide a united voice as advocates for youth; improve the conditions of young people in the United States; and help young people to reach their full potential. This policy statement can provide youth organizations with a framework for fair, informed, and productive discourse.



and Justice, a strong case is made for the potential of afterschool programs to support children's academic and social development. Also, the report indicates the components of exemplary afterschool programs and points out what appears to work best. Lastly, it lists helpful resources and outlines possible linkages between school-day and afterschool activities.

## **Melaville, A. (1998). Learning together.**

The developing field of school-community initiatives. A joint publication of the Institute for Educational Leadership, National Center for Community Education. In partnership with Center for Youth Development and Policy and Research and Chapin Hall Center for Children at the University of Chicago. Supported by the Charles Stewart Mott Foundation. Free copies of this publication may be obtained by writing the Mott Foundation Building, Flint MI, 48502-1851 or sending an email message to [inforcatner@mott.or](mailto:inforcatner@mott.or).

**N**o single institution can create all of the conditions that young people need to flourish, not only academically but also in their careers, and as potential parents. As a result, the number of school-community initiatives has grown rapidly in recent years. Learning Together is a report based on surveys, interviews and focus groups with a diverse group of 20 nationally recognized school-community initiatives to map the school-community terrain. It discusses the broad outlines, key features and the emerging trends and directions of school-community collaboration. With this knowledge in mind, community leaders and planners, practitioners, technical advisers and funders will be better able to support, adapt and expand the best features of this important field.

## **afterschool care in brief. (1998).**

Washington, D.C. The National Assembly for Voluntary Health and Social Welfare Organizations. Copies of this low-cost publication may be ordered at the website [www.nassembly.org](http://www.nassembly.org).

**U**sually, when discussions of childcare take place, the American public thinks of care for infants to five-year-olds. Meanwhile, the needs of older children in the out-of-school hours—so called latchkey children—are often unrecognized.

This "briefing book," undertaken by the National Assembly, reemphasizes this important point and contains several testimonies before Congressional staff on the needs for afterschool care by experienced professionals.

## **Safe and smart. Making the after-school hours work for kids. (1998).**

Washington, D.C.: Partnership for Family Involvement in Education. Free copies of this publication may be obtained by calling 1-800-USA-LEARN or downloading from the web site [www.ed.gov](http://www.ed.gov).

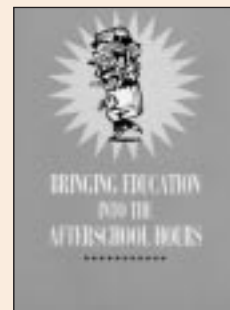
**A**fterschool programs offer a wide array of benefits to children, their families, schools, and the whole community. However, a chronic shortage of quality afterschool programs exists. In this report, a joint publication of the U.S. Departments of Education



## **Bringing education into the after-school hours. (1999).**

Washington, D.C.: U.S. Department of Education. Partnership for Family Involvement in Education. For a free copy, call 1-800-USA-LEARN or email: [Partner@ed.gov](mailto:Partner@ed.gov).

**T**his new publication by the U.S. Department of Education provides a description of ways that education can be integrated into afterschool programs. The publication covers reading, mathematics, the arts, college preparation, and technology, and provides actual descriptions of programs that excel in these areas. The publication also provides many resources and contacts for those that want more information.



# Bulletin Board

**Team-building through Theatre**, a workshop for adults, teens and teachers, is facilitated by teaching artist/improviser Jay Rhoderick of DreamYard Drama Project. Workshops focus on easy ways of breaking through communication barriers, fostering group trust, and achieving goals—in school, at work, or on stage. For more information, please call 212 666-0529.

**High 5 Tickets to the Arts** is offering over 5,000 tickets to 13-18 years olds for over 350 events this fall – jazz and classical concerts, ballet and contemporary dance, new plays and classic

drama, etc for \$5.00 or less per ticket. To get the Fall catalogue or get more information, call 212 445-8587 or visit website [www.high5tix.org](http://www.high5tix.org).

**Playback Theater** is a form of improvised theater in which the stories enacted come from the personal experience of the audience, building upon urban art forms and Hip-Hop culture. For more information, contact Baba Israel, 212 592-3360 or [babaisrael@hotmail.com](mailto:babaisrael@hotmail.com).

**The National Black Theatre and Blackberry Productions, Inc.** is presenting *The Dawn of Rhythm*

and *Blues from Friday*, November 12th through Sunday, December 5th, 1999. Demonstrating the power of African-American Soul Singing, this show is both educational and inspiring. For further information, call 212 722-3800. Blackberry Productions also offers workshops in topics such as literacy and folktales, cultural roots, and creative movement. For more information on Blackberry Productions workshops, call 212 348-7006.

**Training Institute for Careers in Organizing** (TICO) offers 12-week apprenticeships that provide hands-on field

experience with TICO's founding groups, the Northwest Bronx Community & Clergy Coalition, New York ACORN and Mothers on the Move. Apprentice organizers gain experience on campaigns that range from improved living conditions to fighting public school overcrowding. For more information call 718 584-0515 or visit their website: [www.tico1.org](http://www.tico1.org).

**The Jacques Marchais Museum of Tibetan Art** in Staten Island, New York offers educational programming for ages eight and up. Call 718 987-3500 for information, fees, and scheduling.

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P A S E

PARTNERSHIP FOR AFTER SCHOOL EDUCATION