JOINT MEETING
LINCOLN BOARD OF EDUCATION/LANCASTER COUNTY BOARD
LINCOLN CITY COUNCIL/MAYOR DON WESELY

FRIDAY, JANUARY 25, 2002
7:30 - 9:30 a.m.

Lancaster County Youth Services Center
1200 Radcliff
(located off So. 14th Street, behind Lincoln Mattress)

AGENDA

1. **Tour of Youth Services Center -** Dennis Banks, YSC Director (30 minutes)

2. **Approval of minutes from July 18, 2001 meeting** (attached)

3. **Methamphetamine Drug Use in Lincoln and Lancaster County -** Chief Tom Casady and Sheriff Terry Wagner (30 minutes)

4. **Community Learning Centers -** Bonnie Coffey, Lincoln-Lancaster Women's Commission Executive Director (15 minutes)

5. **Road Progress and Traffic Signals Near new High Schools -** Scott Opfer, Public Works traffic Manager (10 minutes)

6. **Low Income Schools -** LPS (10 minutes)

7. **Physical Education Programs Targeting Obesity -** LPS (10 minutes)

8. **Continuing Business**

9. **New Business**

10. **Future Meeting Date**

11. **Adjournment**

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MINUTES
JOINT MEETING
LANCASTER COUNTY BOARD/CITY COUNCIL
LINCOLN BOARD OF EDUCATION
LANCASTER COUNTY YOUTH SERVICES CENTER
1200 RADCLIFF STREET, LINCOLN, NEBRASKA
FRIDAY, JANUARY 25, 2002
7:30 A.M.

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PRESENT: **Lincoln Board of Education** - Doug Evans, President; Kathy Danek; James Garver; Lillie Larsen; Don Mayhew; Keith Prettyman; Ed Zimmer
Lancaster County Board of Commissioners - Bob Workman, Chair; Kathy Campbell; Bernie Heier; Ray Stevens
City Council - Annette McRoy, Chair; Jon Camp; Coleen Seng; Ken Svoboda

ALSO PRESENT: Kerry Eagan, Lancaster County Chief Administrative Officer; Gwen Thorpe, Lancaster County Deputy Chief Administrative Officer; Dennis Banks, Lancaster County Juvenile Detention Center Director; Michelle Schindler, Lancaster County Juvenile Detention Center Deputy Director; Gus Hitz, Youth Assessment Center Director; Jim Jones, OASIS, Inc.; Amy Tejral, Mayor Wesely's Office; Darrell Podany, City Council Staff; Carol Connor, Lincoln City Libraries Director; Bonnie Coffey, Lincoln-Lancaster Women's Commission Executive Director; Sandy Myers, Lincoln Parks and Recreation Department; Philip Schoo, Superintendent of Schools; Lea Ann Johnson and Cathie Petsch, 21st Century Community Learning Centers; Dennis Van Horn, Marilyn Moore and Dave Myers, Lincoln Public Schools; JoAnne Young, Lincoln Journal Star Newspaper

AGENDA ITEM

1 **TOUR OF YOUTH SERVICES CENTER** - Dennis Banks, Lancaster County Juvenile Detention Center Director

Dennis Banks, Lancaster County Juvenile Detention Center Director, conducted a tour of the Youth Services Center.

Bob Workman, County Board Chair, called the meeting to order at 8:02 a.m.

2   APPROVAL OF MINUTES OF JULY 18, 2001 MEETING

The minutes of the July 18, 2001 Joint Meeting of the Lincoln Board of Education, City Council, Mayor Wesely and Lancaster County Board of Commissioners were approved as distributed.

3   METHAMPHETAMINE DRUG USE IN LINCOLN AND LANCASTER COUNTY - Tom Casady, Chief of Police; Terry Wagner, Lancaster County Sheriff

Tom Casady, Chief of Police, and Terry Wagner, Lancaster County Sheriff, gave an overview of methamphetamine related problems for law enforcement (Exhibit A):

Violent Crime

- Several recent homicides have been intertwined with methamphetamine. Armed robberies are increasingly linked with homicides.

Property Crime

- The rapid increase in thefts from automobiles is linked with methamphetamine.
- There were 4545 auto break-ins in 2001 in Lincoln, with a dollar loss over $2 million. This was a 10% increase over 2000.
- Forgeries and frauds are strongly linked with methamphetamine. Forgeries were up 33% last year, fraud up 21%.

Methamphetamine Labs

- During 2001, 43 methamphetamine labs were located in Lancaster County, 22 of these within the city limits of Lincoln. This compares with 31 labs in the entire state during 2000.
- One man died in a methamphetamine lab explosion and several fires caused serious property damage. Meth labs are very expensive to take down.
- Overtime, equipment and training costs have skyrocketed. Meth labs pose serious environmental hazards and health risks.

NOTE: A map pinpointing methamphetamine cases in Lincoln for the period of January 1, 2001 to January 24, 2002 and a document from the Koch Crime Institute

containing responses to frequently asked questions about methamphetamine were also included in Exhibit A. Before and after photographs of a methamphetamine user and the August, 2000 issue of Nebraska Farmer magazine which contained an article alerting farmers to theft of anhydrous ammonia, used in the manufacture of methamphetamine, were also circulated.

Casady said methamphetamine is a critical issue for the community, noting environmental and health impacts. He said all available resources are being devoted to drug investigations.

Wagner said there has been good citizen cooperation in terms of reporting cases.

Casady said he believes the Adult and Juvenile Drug Courts offer one of the most promising approaches to behavioral modification of drug addicts.

Kathy Campbell, County Board, offered to forward information about the Drug Court program to members of the City Council and Board of Education.

4   **COMMUNITY LEARNING CENTERS** - Bonnie Coffey, Executive Director of the Lincoln-Lancaster Women's Commission

Bonnie Coffey, Executive Director of the Lincoln-Lancaster Women's Commission, explained that Community Learning Centers (CLC's) are not places, rather partnerships that provide support services and opportunities for students to learn better and opportunities to strengthen families and neighborhoods. She said the Lincoln Public Schools developed a pilot project for four sites and expanded the project to thirteen schools after receiving a 21st Century Grant. Consultants and cross-site visits are provided through a Technical Assistance Grant the City received from the National League of Cities. Coffey said a City team (includes representatives of the Lincoln City Libraries, Lincoln Police Department, Urban Development, Lincoln Parks and Recreation, and Lincoln/Lancaster County Health Department) has been established to look at what services could be provided through the CLC's.

The following materials were distributed (Exhibits B & C):

- *Expanding Afterschool Opportunities*
- *21st Century Community Learning Centers Program*

5   **ROAD PROGRESS AND TRAFFIC SIGNALS NEAR NEW HIGH SCHOOLS** - Scott Opfer, City Public Works/Utilities Traffic Manager

Scott Opfer, City Public Works/Utilities Traffic Manager, distributed maps of the Lincoln Southwest High School and North Star High School areas (Exhibits D & E).

Lincoln Southwest High School

Opfer said a traffic signal is located at 14th & Pine Lake Road, the main entrance into Lincoln Southwest High School, but said a signal will not be installed at 14th Street and Garret Lane until warranted by traffic. He said a major area of concern is the lack of sidewalks along 14th Street.

In response to a question, Opfer said flashing lights, timed with the traffic signal, are being placed north and south of the Warlick Boulevard and Old Cheney Road intersection to warn motorists that they need to prepare to stop. In addition, speed display readout units will be installed south of the intersection on Warlick Boulevard.

North Star High School

Opfer said every effort will be made to have a traffic signal installed at the intersection of 27th Street and Folkways Boulevard prior to the school opening. He said traffic signals will be installed on 33rd Street when warranted.

6   LOW INCOME SCHOOLS - Philip Schoo, Superintendent of Schools;
Marilyn Moore, Lincoln Public Schools

Marilyn Moore, Lincoln Public Schools, said the district wide low income average is 26% and the elementary schools average is over 30%. Twelve elementary schools have a low income rate of more than 50%. She said applications for free or reduced lunches are the only indicator of income and said lower averages in secondary schools may be more attributable to those students' reluctance to complete the applications than a change in income status.

Philip Schoo, Superintendent of Schools, said test scores in the low income schools have been lower than other schools in the city. He said additional resources have been located in the schools with large concentrations of special needs children, including low income, and said there has been significant progress in closing the achievement gap. Schoo noted that other factors such as adequate housing and nutrition also make a significant difference in how children learn. He said "it's not simply a school problem, it's a community problem."

7   PHYSICAL EDUCATION PROGRAMS TARGETING OBESITY -
Marilyn Moore, Lincoln Public Schools

Marilyn Moore, Lincoln Public Schools, said Physical Education and Health Education are part of the Lincoln Public Schools curriculum for all students in Kindergarten through Eighth Grade. She said Health Education includes a strong emphasis on nutrition and Physical Education emphasizes physical activity for wellness. Health Education, with a

nutritional component, is a required class in high school. Two quarters of Physical Education, in two different years, is also a high school requirement. Moore said a fitness assessment covering five different areas is given to students each year, beginning in the Fourth Grade.

In response to a question, Moore said the middle schools and high schools have intermural programs that extend to the weekends. She said school playgrounds are always open but said open use of the gymnasiums is limited, as there are organized programs using the space (City Parks and Recreation programs are an example).

8   CONTINUING BUSINESS

None.

9   NEW BUSINESS

None.

10   OTHER BUSINESS

Kathy Campbell, County Commissioner, distributed information regarding Charting Our Future II, Community Services Implementation Project (C-SIP), a conference that will be held Friday, February 22, 2002, from 8 a.m. - 12 p.m. at the County Extension Office, 444 Cherrycreek Road, Lincoln, Nebraska (Exhibit F).

11   FUTURE MEETING DATE

The next meeting will be held at the "F" Street Community Center in mid May, 2002.

12   ADJOURNMENT

There being no further business, the meeting was adjourned at 9:25 a.m.

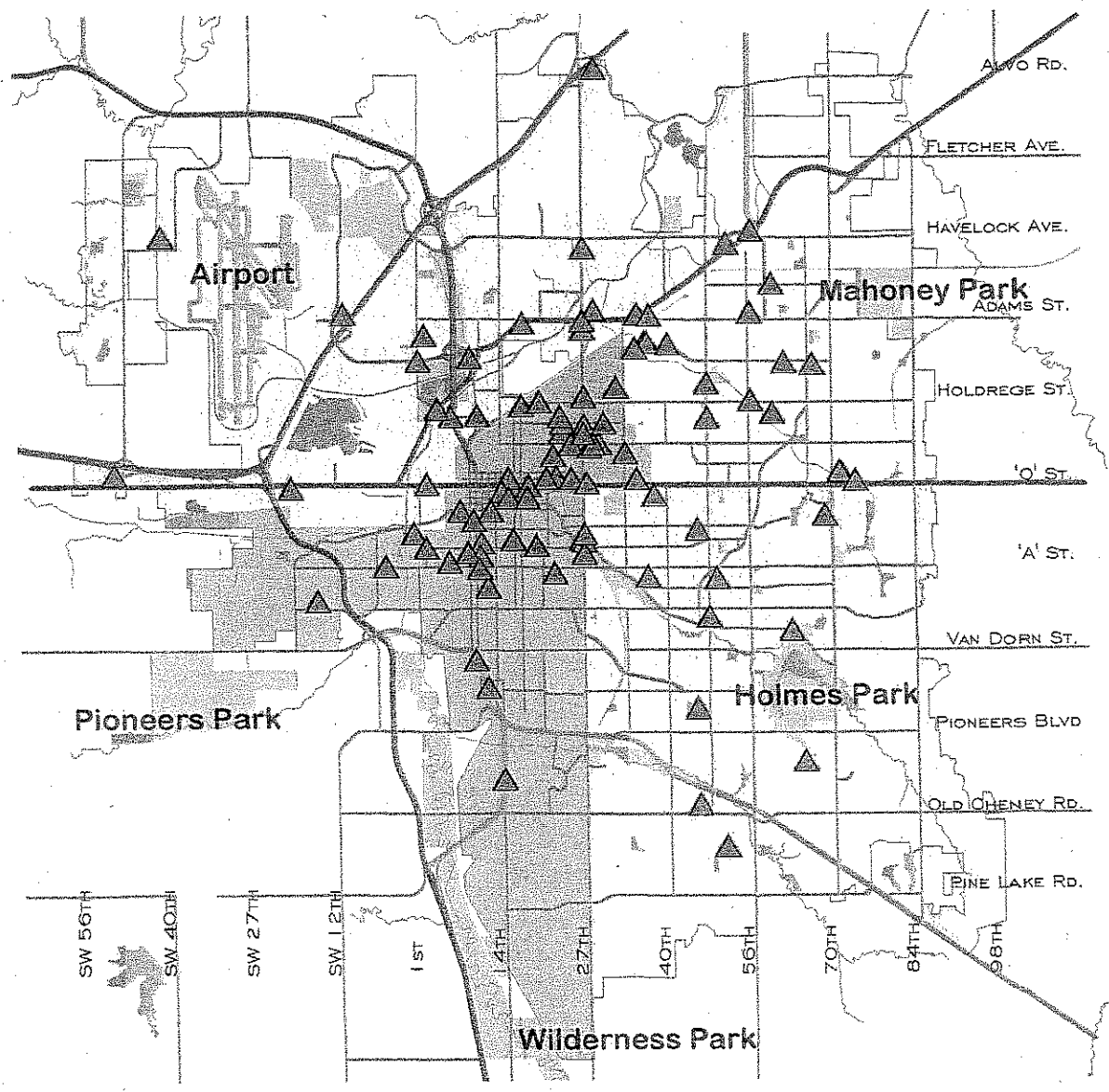# Methamphetamine-Related Problems for Law Enforcement

Violent Crime

- Several recent homicides have been intertwined with methamphetamine.

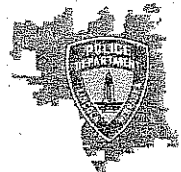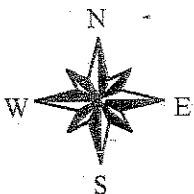- Armed robberies are increasingly linked with homicides.

Property Crime

- The rapid increase in thefts from automobiles is linked with meth.

- There were 4546 auto break-ins in 2001 in Lincoln, with a dollar loss over $2,000,000. This was a 10% increase over 2000.

- Forgeries and frauds are strongly linked with meth.

- Forgeries was up 33% last year, fraud up 21%.

Methamphetamine Labs

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- This compares with 31 labs in the entire state during 2000.

- One man died in a meth lab explosion, and several fires caused serious property damage. Meth labs are very expensive to take down.

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Airport

Mahoney Park

ALVO RD.

FLETCHER AVE.

HAVELOCK AVE.

ADAMS ST.

HOLDREGE ST.

'O' ST.

'A' ST.

VAN DORN ST.

Pioneers Park

Holmes Park

PIONEERS BLVD

OLD CHENEY RD.

PINE LAKE RD.

SW 56TH
SW 40TH
SW 27TH
SW 12TH
1ST
14TH
27TH
40TH
56TH
70TH
84TH
98TH

Wilderness Park

METHAMPHETAMINE CASES IN LINCOLN
January 1, 2001 to January 24, 2002

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Meth is a
cheap
HIGH

Koch Crime
Institute
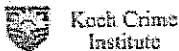
KOCH CRIME INSTITUTE

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Methamphetamine
Frequently Asked Questions

Q: What is Methamphetamine?

A: Methamphetamine is a powerful central nervous system stimulant.

The drug works directly on the brain and spinal cord by interfering with normal neurotransmission. Neurotransmitters are chemical substances naturally produced within nerve cells used to communicate with each other and send messages to influence and regulate our thinking and all other systems throughout the body.

The main neurotransmitter affected by methamphetamine is dopamine. Dopamine is involved with our natural reward system. For example, feeling good about a job well done, getting pleasure from our family or social interactions, feeling content and that our lives are meaningful and count for something, all rely on dopamine transmission.[1]

A synthetic drug, methamphetamine has a high potential for abuse and dependence. It is illegally produced and sold in pill form, capsules, powder and chunks. Methamphetamine was developed early in this century from its parent drug amphetamine and was originally used in nasal decongestants, bronchial inhalers, and in the treatment of narcolepsy and obesity. In the 1970s methamphetamine became a Schedule II drug - a drug with little medical use and a high potential for abuse.

Q: What are the street names for methamphetamine?

A: The drug is referred to by many names including "meth," "speed .. crank," "chalk,"- "go-fast," "zip," and "cristy." Pure methamphetamine hydrochloride, the smokeable form of the drug, is called "L.A." or - because of its clear, chunky crystals which resemble frozen water - "ice," "crystal," 64glass," or "quartz." Since the 1980s, ice has been smuggled from Taiwan and South Korea into Hawaii, where use became widespread by 1988. By 1990, distribution of ice had spread to the U.S. mainland.

View the latest slang names sent in by readers!

Q. Where is meth manufactured and distributed?

A. Methamphetamine is both domestically produced and imported into the U.S. in already processed form. Once dominated by motorcycle gangs and other local producers in remote areas of California and the Pacific Northwest, the market now includes both local producers and Mexican sources providing finished product to stateside distributors.

Q. Why is meth use so prevalent in the Midwest?

A: The region's methamphetamine epidemic stems from two problems:

- steadily increasing importation of methamphetamine into the region by organized trafficking groups; and
- clandestine manufacturing of methamphetamine by hundreds of users/dealers in small "mom and pop" labs.

Seizures of clandestine labs in the Midwest have increased from 44 in 1995 to more than 500 in 1997. In fact, the state of Missouri led the nation in 1997 in the number of meth labs seized.

Twenty Mexican methamphetamine trafficking organizations have been identified by DEA as being involved in the Midwest, which is connected via major interstate highways, rail and air to the West and Southwest border areas that serve as importation, manufacturing and staffing areas for the Mexican operations.

Q. How is meth made?

A. The processing required to make methamphetamine from precursor substances is easier and more accessible than ever. There are literally thousands of recipes and information about making meth on the Internet. An investment of a few hundred dollars in over-the-counter medications and chemicals can produce thousands of dollars worth of methamphetamine. The drug can be made in a makeshift "lab" that can fit into a suit case. The average meth "cook" annually teaches ten other people how to make the drug.

Q. Where are these labs found?

A. Clandestine labs known as "mom and pop" labs are found in rural, city and suburban residences; barns, garages and other outbuildings; back rooms of businesses; apartments; hotel and motel rooms; storage facilities; vacant buildings; and vehicles.

Q. What ingredients are used to make meth?

A. Over-the-counter cold and asthma medications containing ephedrine or pseudoephedrine, red phosphorous, hydrochloric acid, drain cleaner, battery acid, lye, lantern fuel, and antifreeze are among the ingredients most commonly used. For more information click here.

Q. What are precursor substances?

A: Precursors are substances that, in nature, might be inactive. However, when combined with another chemical the result is a new product. Methamphetamine starts with an inactive or marginally-inactive compound (ephedrine or pseudoephedrine) and other chemicals are added to produce the drug.

Q. How much does meth cost on the street?

A. The cost varies according to several factors, including purity of the drug, the region in which it is sold, the source of the drug (local product vs. imported) and availability of the drug. The approximate prices are:

$25 per 1/4 gram
$ 100 per gram
$1700 per ounce

Experts estimate that one ounce of meth equals about 110 meth "hits."

Oct. 9, 1999 Provided by a reader in New York:	March 28, 2000 Provided by a reader in the Bay Area of California:
1/4 gram - $60 1/2 gram - $120 1 gram - $240	1/4 gram - $20 1 gram - $80

Q. Who is using methamphetamine?

A. There are two basic profiles of users reported by law enforcement and treatment providers:

- students, both high school and college age; and
- white, blue-collar workers and unemployed persons in their 20s and 30s.
- Read selected stories, poems and comments about meth from users and those affected by users.

Use is widely prevalent in both urban and rural areas and equally divided among males and females. Women are more likely to use methamphetamine than cocaine. Some areas are seeing an increase in the number of Hispanic and Native American meth users, though whites are still the most dominant users of the drug.

On a recent survey done on this site (March 25 - April 17, 2000), of the 544 respondents:

Under 18 years old	24%
18-23 years old	35%
23-30 years old	19%

30-40 years old	13%
Over 40 years old	6%

Q. Are teenagers using the drug?

A. The drug is becoming more popular among persons 18 years and younger, as studies show teenagers perceive methamphetamine as safer, longer lasting and easier to buy than cocaine. The "Monitoring the Future" survey, which measures the extent of drug use among U.S. adolescents, found methamphetamine use among high school seniors more than doubled between 1990 and 1996. In addition, law enforcement officials have caught teens as young as 14- and 15-year-olds using and selling the drug.

Q. Why should I talk to my child about meth?

A. Teens whose parents talk to them about drugs are half as likely to use drugs as those whose parents do not speak to them on this topic.

Q: Why do people start using methamphetamine?

A: Athletes and students sometimes begin using meth because of the initial heightened physical and mental performance the drug produces. Blue collar and service workers may use the drug to work extra shifts, while young women often begin using meth to lose weight. Others use meth recreationally to stay energized at "rave" parties or other social activities. In addition, meth is less expensive and more accessible than cocaine and users often have the misconception that methamphetamine is not really a drug.

Q: Is meth used in combination with other drugs?

A: Methamphetamine users are likely also to be users of alcohol, marijuana and cocaine rather than users of drugs like heroin.

Q. Are there any legitimate uses for methamphetamine?

A: In some cases, doctors prescribe low doses of methamphetamine for narcolepsy and attention deficit disorder.

Q: How is methamphetamine administered?

A: It can be smoked, taken intranasally (snorted), injected intravenously or ingested orally. The practice of "eating" meth by putting it on paper or food and chewing it also has been reported.

Q: What happens immediately after a person takes methamphetamine?

A: The drug alters mood in different ways, depending on how it is taken. Immediately after smoking or intravenous injection, the user experiences an intense "rush" or "flash" that lasts only a few minutes and is described as extremely pleasurable. Smoking or injecting produces effects fastest, within five to ten seconds.

Snorting or ingesting orally produces euphoria - a high but not an intense rush. Snorting produces effects within three to five minutes, and ingesting orally produces effects within 15 to 20 minutes.

Q: How does the drug effect users overall?

A: In all forms, the drug stimulates the central nervous system, with effects lasting anywhere from four to 24 hours. Methamphetamine use can not only modify behavior in an acute state, but after taking it for a long time, the drug literally changes the brain in fundamental and long-lasting ways. It kills by causing heart failure (myocardial infarction), brain damage, and stroke and it induces extreme, acute psychiatric and psychological symptoms that may lead to suicide or murder.

Q: What are the short-term effects?

A: Central Nervous System Side Effects

Even small amounts of methamphetamine can produce euphoria, increased alertness, paranoia, decreased appetite and increased physical activity. Other central nervous system effects include athetosis (writhing jerky, or flailing movements), irritability, extreme nervousness, insomnia, confusion, tremors, anxiety, aggression, incessant talking, hyperthermia, and convulsions. Hyperthermia (extreme rise in body temperature as high as 108 degrees) and convulsions sometimes can result in death.

Cardiovascular Side Effects

Use can produce chest pain and hypertension which can result in cardiovascular collapse and death. In addition, methamphetamine causes accelerated heartbeat, elevated blood pressure and can cause irreversible damage to blood vessels in the brain.

Other Physical Effects

Pupil dilation, respiratory disorders, dizziness, tooth grinding, impaired speech, dry or itchy skin, loss of appetite, acne, sores, numbness, and sweating.

Psychological Effects

Symptoms of prolonged meth abuse can resemble those of schizophrenia and are characterized by anger, panic, paranoia, auditory and visual hallucinations, repetitive behavior patterns, and formication (delusions of parasites or insects on the skin). Methamphetamine-induced paranoia can result in homicidal or suicidal thoughts.

Q: What other long-term effects can result?

A: Fatal kidney and lung disorders, brain damage, liver damage, blood clots, chronic depression, hallucinations, violent and aggressive behavior, malnutrition, disturbed personality development, deficient immune system, and methamphetamine

psychosis, a mental disorder that may be paranoid psychosis or may mimic schizophrenia.

Q: How much of the drug can cause an overdose?

A: A toxic reaction (or overdose) can occur at relatively low levels, 50 milligrams of pure drug for a non-tolerant user. Metabolic rates vary from person to person, and the strength of the illegal form of the drug varies from batch to batch, so there is no way of stating a "safe" level of use. In overdose, high fever, convulsions and cardiovascular collapse may precede death. Because stimulants effect the body's cardiovascular and temperature-regulating systems, physical exertion increases the hazards of meth use.

Q: What effect does methamphetamine use have on pregnancy?

A: Babies can be born methamphetamine addicted and suffer birth defects, low birth weight, tremors, excessive crying, attention deficit disorder, and behavior disorders. There is also an increased risk of child abuse (including "shaken baby syndrome") and neglect of children born to parents who use methamphetamine.

Q: What are some signs that a person may be using the drug?

A: The person may exhibit anxiousness; nervousness; incessant talking; extreme moodiness and irritability; purposeless, repetitious behavior, such as picking at skin or pulling out hair; sleep disturbances; false sense of confidence and power; aggressive or violent behavior; disinterest in previously enjoyed activities; and severe depression.

Q: If methamphetamine is so dangerous, why can physicians prescribe the drug to patients?

A: The key is the dosage. Methamphetamine abusers use much higher dosages of the drug than a physician would routinely prescribe when treating a patient.

Q: Why is methamphetamine addictive?

A: All addictive drugs have two things in common: they produce an initial pleasurable effect, followed by a rebound unpleasant effect. Methamphetamine, through its stimulant effects, produces a positive feeling, but later leaves a person feeling depressed. This is because it suppresses the normal production of dopamine, creating a chemical imbalance. The user physically demands more of the drug to return to normal. This pleasure/tension cycle leads to loss of control over the drug and addiction.

Q: How does methamphetamine take over one's life?

A: Methamphetamine short-circuits a person's survival system by artificially stimulating the reward center, or pleasure areas in the brain. This leads to increased confidence in meth and less confidence in the normal rewards of life. This happens on a physical level at first, then it affects the user psychologically. The result is decreased interest in other aspects of life while reliance and interest

in meth increases. In one study, laboratory animals pressed levers to release methamphetamine into their blood stream rather than eat, mate, or satisfy other natural drives. The animals died of starvation while giving themselves methamphetamine even though food was available.

Q: Is there methamphetamine withdrawal?

A: Yes. The severity and length of symptoms vary with the amount of damage done to the normal reward system through methamphetamine use. The most common symptoms are: drug craving, extreme irritability, loss of energy, depression, fearfulness, excessive drowsiness or difficulty in sleeping, shaking, nausea, palpitations, sweating, hyperventilation, and increased appetite.

Q: Is methamphetamine addiction difficult to treat?

A: Several treatment providers describe methamphetamine abusers as "the hardest to treat" of all drug users. They are often overly excitable and "extremely resistant to any form of intervention once the acute effects of meth use have gone away." Meth addicts get over the acute effects of withdrawal fairly quickly. However, the "wall" period lasts **6-8 months for casual users and 2-3 years for regular users.** (Some people never recover and remain unsatisfied with life due to permanent brain damage.) This is a period of prolonged abstinence during which the brain recovers from the changes resulting from meth use. During this period, recovering addicts feel depressed, fuzzyheaded, and think life isn't as pleasurable without the drug. Because prolonged use causes changes in the brain, willpower alone will not cure meth addicts.

Q: Is relapse common?

A: Yes. Because there are psychiatric, social, and biological components to meth dependence, there is a high likelihood of relapse. Key relapse issues are similar to that of cocaine use and include other substance abuse and being around drug-using friends.

Q: What prompts methamphetamine users to enter treatment?

A: Methamphetamine causes a variety of mental, physical, and social problems which may prompt entry into treatment. Though not as expensive as heroin and cocaine, its cost might also produce financial problems for users and prompt them to seek help. However, the most commonly reported reason why methamphetamine users enter treatment is trouble with the law. These legal problems include aggressive or bizarre behaviors which prompt others to call police. Other reasons for entry include mental or emotional problems and problems at work or at school.

Q: How does the cost of treating meth users compare to incarceration?

A: Treatment is a highly cost-effective alternative; it is about one-tenth of the cost to treat a person rather than putting him or her in jail.

Q: What other problems does methamphetamine pose to society?

A: Automobile accidents; explosions and fires triggered by the illegal manufacture of methamphetamine; environmental contamination; increased criminal activity, including domestic violence; emergency room and other medical costs; spread of infectious disease, including HIV, AIDS and hepatitis; and lost worker productivity. Economic costs also fall on governments, which must allocate additional resources for social services and law enforcement. See also, _Methamphetamine: What are the real costs to society?_

Q: How is the production of meth more dangerous than other drugs?

A: Meth trafficking and production are different than other drugs because they are dangerous from start to finish. The reckless practices of the untrained people who manufacture it in clandestine labs result in explosions and fires that injure or kill not only the people and families involved, but also law enforcement or fireman who respond. Any number of solvents, precursors and hazardous agents are found in unmarked containers at these sites. These potent chemicals can enter the central nervous system and cause neural damage, effect the liver and kidneys, and burn or irritate the skin, eyes and nose. Environmental damage is another consequence of these reckless actions, and violence is often a part of the process as well.

Q. What are the most serious environmental consequences of meth labs?

A: Each pound of meth produced leaves behind five or six pounds of toxic waste. Meth cooks often pour leftover chemicals and byproduct sludge down drains in nearby plumbing, storm drains, or directly onto the ground. Chlorinated solvents and other toxic byproducts used to make meth pose long-term hazards because they can persist in soil and groundwater for years. Clean-up costs are exorbitant because solvent contaminated soil usually must be incinerated.

Q: What is the cost of a cleaning up a clandestine meth lab site?

A: Cleanups of labs are extremely resource-intensive and beyond the financial capabilities of most jurisdictions. The average cost of a cleanup is about $5,000 but some cost as much as $150,000.

Guidelines for Cleaning up former Methamphetamine Labs.

Q: What are the federal penalties for methamphetamine trafficking?

A: The basic, mandatory minimum sentences under federal law are:

- 10 grams (pure) = 5 years in prison
- 100 grams (pure) = 10 years in prison.

Q: What is the Comprehensive Methamphetamine Control Act of 1996?

A: This federal legislation takes significant steps toward preventing meth from becoming the next crisis in drug abuse. The bill:

- Permits the domestic seizure and forfeiture of
  - methamphetamine precursor chemicals.
- Directs the Attorney General to coordinate international drug enforcement efforts to interdict such chemicals.
- Increases penalties for the possession of equipment used to make controlled substances, and for trafficking in certain precursor chemicals.
- Requires an interagency task force to develop and implement prevention, education and meth treatment strategies.

Q: What is Midwest HIDTA?

A: High Intensity Drug Trafficking Areas (HIDTAs) are areas identified by the Office of National Drug Control Policy (ONDCP) as having the most critical drug trafficking problems adversely impacting the U.S. The Midwest HIDTA, which includes Iowa, Kansas, Missouri, Nebraska and South Dakota, was created specifically to fight the spread of meth in the Midwest. It promotes a comprehensive, cooperative strategy by law enforcement at the federal, state and local levels to reduce drug trafficking.

Q: What do I look for if I suspect a meth lab in my neighborhood?

A: Unusual, strong odors similar to the that of fingernail polish remover or cat urine; renters who pay cash; large amounts of products such as cold medicines, antifreeze, drain cleaner, lantern fuel, coffee filters, batteries, duct tape, clear glass beakers and containers; and residences with windows blacked out and lots of nighttime traffic.

Warning signs of living near a meth lab

[1]Methamphetamine: What is it and why is it dangerous? Cornerstone Behavioral Health < http://www.cornerstonebh.com/meth1.htm >

Parts of this document were provided by the Midwest HIDTA.

DONATE NOW through

National League of Cities
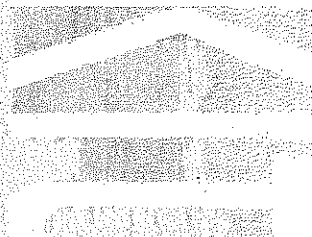
Expanding
Afterschool
Opportunities

Issue #4

for Municipal Leaders
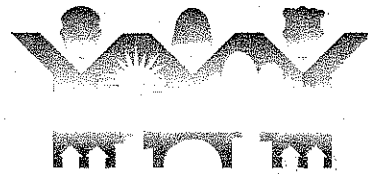
Institute for Youth, Education, and Families

An estimated eight million school children between the ages of five and 14 go home to an empty house on a regular basis. Many of these children are left alone for as many as four hours a day.

For cities and towns across America, these unsupervised hours after school ends mean both heightened risks and missed opportunities.

✧ Afterschool hours provide an ideal time to reinforce children's learning gains and supplement the academic curriculum offered at school.

✧ Most juvenile crime is committed between the hours of 2:00 p.m. and 8:00 p.m., with the crime rate tripling in the first hour after school is out.

✧ The afterschool hours are also prime times for teenage sexual activity, drug use, and automobile accidents. For example, teens not enrolled in afterschool programs are three times more likely to experiment with drugs. They are also more likely to drink alcohol, smoke cigarettes, and engage in sexual activity.

✧ Afterschool programs provide a safe environment where youth can engage in fun and constructive activities, while also contributing to worker productivity by reassuring parents that their children are in a supervised setting with caring adults.

In response to these realities, many communities have created afterschool programs (a term commonly applied to programs before and after school as well as during periods when school is not in session) to promote learning, keep children and youth out of trouble, and meet the needs of working parents. These programs are enormously popular: 94 percent of all Americans believe that school-age children need structured activities during afterschool hours, and 86 percent of police chiefs believe that afterschool programs greatly reduce youth violence and crime.

Many schools and community-based organizations run afterschool programs, and they are important partners in the development of an effective afterschool system. Without leadership from municipal officials, however, they usually cannot forge a community-wide strategy that works for all children.

This action kit illustrates the many ways in which municipal leaders can craft such a strategy to expand afterschool opportunities, and in the process, advance the goals of public safety, academic achievement, and youth development in their cities.

Opportunities for Leadership

Almost every city and town in America offers some activities for children and youth during afterschool hours. A remarkably diverse set of institutions and organizations provide these recreational and expanded learning opportunities, including schools, libraries, museums, faith-based and community-based organizations, police departments, and city and county departments of youth services, parks and recreation, health, and workforce development.

Municipal governments frequently provide direct financial support for afterschool programs run by local agencies. These funds augment resources otherwise available through federal and state grants, private contributions, and fees paid by parents. City investments in afterschool opportunities can have a big impact, even when they are modest in size and scope, because local officials can utilize these funds in ways that leverage other resources and respond to the community's greatest needs.

At the same time, municipal financing is only one of the ways that city leaders can strengthen afterschool initiatives. Mayors and city councilmembers can serve as a catalyst for far-reaching efforts that address a number of other key challenges, including:

✧ *Promoting partnerships* that make it possible to forge a shared vision of afterschool challenges and opportunities;

✧ *Building public will* to sustain a strong municipal role in the development of a local afterschool system over time;

✧ *Assessing local resources and needs* through surveys and data analyses;

✧ *Improving quality* so that programs effectively deliver on the promises of safety, academic achievement, and cultural enrichment;

✧ *Broadening access* to ensure that all children, including those from low-income families and neighborhoods and from diverse cultural backgrounds, have opportunities to participate; and

✧ *Financing a citywide system* for afterschool opportunities that supports stability and long-term growth.

In each of these areas, municipal officials can play leadership roles by focusing public attention on key issues, convening major stakeholders, and setting an agenda for citywide progress. The stature and influence of mayors and other city leaders are often essential in order to bring community partners to the table and to develop local action plans.

City officials may be tempted to think of afterschool programs as someone else's responsibility. Most of the funding for afterschool initiatives will not flow through the city's budget, and most of the programs operating in the community will not be run out of municipal agencies. Nonetheless, city officials are uniquely positioned to create the framework for community-wide collaboration upon which genuine and lasting progress depends.

An effective afterschool system depends upon a strong set of community partnerships. They encourage and enable schools and youth-serving agencies to work together in meeting the needs of children and families. These partnerships also provide a framework for engaging other key stakeholders – including police chiefs, business and religious leaders, park and recreation officials, and representatives of major cultural institutions – in collaborative efforts.

In most cities and towns, municipal leaders are the only individuals who can convene these diverse segments of the community and focus their attention on the challenge of expanding afterschool opportunities. While there will always be differences of opinion and conflicting interests, mayors can create a climate for progress by clearly articulating their hopes and expectations for cooperation among key agencies and organizations.

Community partnerships can be forged through high-profile afterschool summits (a strategy employed in Omaha) as well as through individual meetings and quiet, behind-the-scenes discussions. An afterschool coordinator reporting directly to the mayor (a model being used in Indianapolis) or placed in an appropriate city agency can also play a key role in pulling diverse segments of the community together. The following tips offer further advice on strategies to promote partnerships:

Reach out to school officials.

The direct engagement of school superintendents and other senior school district staff can provide an enormous boost to local afterschool initiatives. In some communities, the school system itself finances or administers afterschool programs or works in partnership with community groups to keep school buildings open to children and families throughout the day. Other school districts provide vital support, in areas ranging from transportation to curriculum development, to neighborhood-based programs. Because the use of school facilities and coordination with school programs are likely to be central issues in every community, no city can hope to forge a truly comprehensive afterschool system without getting school officials to the table.

Promote collaborations between schools and youth-serving groups.

By bringing the strengths of community groups and the school system together, these partnerships can yield great dividends. Municipal leaders can promote such collaborations by making regular efforts to convene stakeholders and supporting joint ventures between individual schools and the agencies that serve surrounding neighborhoods. For example, the City of Fort Worth, Texas, solicited applications from youth-serving agencies interested in providing afterschool services and then worked with the school district to match them up with individual schools.

Keep key stakeholders informed.

Once a diverse group of agencies and institutions has begun to collaborate, city officials can help them stay connected and part of a community-wide effort. In Fresno, California, the Mayor's Office of Education produces a quarterly electronic newsletter to update partners on recent developments and trumpet new successes. This focus on regular communication helps to maintain a crucial sense of momentum and common purpose across the city.

Municipal leaders who want to strengthen afterschool programs can make a major contribution by using their "bully pulpit" to educate local citizens and build public will. Such efforts can publicize the importance of structured activities for children during non-school hours, increase community and business involvement in afterschool programs, promote partnerships with the public schools, and bolster public support for new initiatives.

As the most prominent individuals in their cities and towns, local elected officials have a unique ability to focus attention on, and mobilize support for, expanded afterschool opportunities for children and their families. The following principles provide a helpful framework that can boost the effectiveness of these efforts.

Be clear about the message.

In efforts to sway public opinion, nothing is more effective than a simple but persuasive message that connects in powerful ways to the realities facing local residents. Mayors and city councilmembers can build upon their understanding of families' concerns by hosting organized discussion forums in the community. When feasible, focus groups and opinion surveys can shed additional light on the public's priorities and help city officials tailor messages to specific groups.

> Mayor Don Plusquellic of Akron, Ohio used his 2001 state-of-the-city address to ask the school district to work with city government in expanding opportunities for community use of public schools buildings. The mayor then joined with the school board, teachers, and school administrators to resolve thorny contract issues involving the local custodians union. As a result of a final contract agreement between the union and the school district, the city is now able to operate afterschool recreation and learning programs in a greater number of public school buildings throughout the community.

Develop a communications strategy.

A carefully crafted plan that identifies major audiences, objectives, strategies, and messages should serve as the centerpiece for a public education campaign. Key audiences may include business, civic, and religious leaders, parents, students, educators, neighborhood groups, and members of the state and local press. Municipal leaders can be particularly effective by personally briefing local opinion leaders – including other elected officials as well as media representatives – about afterschool issues and opportunities.

Utilize diverse forums and media outlets.

Receiving the same message through multiple channels helps to reinforce it in people's minds. Public speeches, town hall meetings, council meetings and hearings, newspaper editorials, news conferences, press interviews, business roundtables, and programs on local cable channels all offer good opportunities to get the word out. Local elected officials can also host community events that give reporters, columnists, talk show hosts, and television news producers a chance to showcase exemplary afterschool initiatives.

Work in tandem with community coalitions.

Mayors and other city officials have an even greater impact on public opinion when they join forces with community supporters of afterschool programs. Broad-based coalitions can heighten public awareness by selecting easily recognizable names, slogans, and logos that reinforce campaign messages. These coalitions also underscore the depth of community support for afterschool initiatives (making it less likely that the overall agenda will be dismissed as politically motivated) and help keep citizens updated and involved in citywide efforts.

For municipal leaders interested in building a stronger afterschool system in their communities, taking stock of opportunities already available to children and youth during non-school hours is a necessary first step. By "mapping" existing afterschool programs, cities can determine what services are in place and where they are likely to be inadequate.

Afterschool programs come in many shapes and sizes. Some are targeted to at-risk students while others are open to all children. Some are designed primarily as recreational safe havens while others have strong academic components. Some serve students for only a few hours after school ends while others extend the school day from 6 a.m. to 6 p.m. or beyond.

The goal of mapping afterschool resources is to help communities understand and tell the story of their unique blend of activities and opportunities for children and youth during out-of-school time — to paint the "big picture" so that stakeholders can work from a common base of knowledge. This assessment of local resources and needs provides the foundation for development of a common vision and an action plan for the city.

The City of Baltimore uses a mapping process to assess the impact of afterschool programs on a variety of key community indicators, including school enrollment, academic achievement, juvenile crime and victimization, and teenage pregnancy. The city's school district, police department, and child care and human service agencies all channel data to the Family League of Baltimore City, a local nonprofit agency. Family League staff then analyze the data and help the city evaluate whether its afterschool programs are meeting their goals by preventing risky behaviors, developing competencies, and generating feelings of optimism for the future among Baltimore's children and youth.

To collect more information about programs already in place in their community, mayors and city councilmembers can employ several useful approaches:

Conduct a survey of local providers.

Communities can begin to develop a picture of afterschool opportunities by checking with the local United Way and other community groups about information they have collected in the course of their recent work. When these data are insufficient, the city can administer its own survey of local youth-serving agencies. Survey responses will generate baseline information about the number of public and nonprofit programs in specific neighborhoods, the services they provide, the hours and days during which they operate, and the number of children they serve. These surveys can also be used to identify community-based initiatives not previously known to city officials.

Use YouthMapping to fill in the picture.

A number of cities have used interviews and observations by young people to compile additional information on places where children and youth go during non-school hours. Developed by the Academy for Educational Development's Center for Youth Development and Policy Research, Community YouthMapping provides a well-organized framework that enables youth to canvass and map the neighborhoods in which they live.

Analyze the data to identify opportunities and needs.

Simply locating current programs on a city map and then reviewing their distribution across neighborhoods can reveal a great deal about unmet needs and possible duplication of efforts. Comparing this information to neighborhood data on academic achievement and juvenile crime can also guide future decisions about where to target new energies and investments for maximum impact.

Afterschool programs throughout a community often face similar challenges. Low salaries and limited hours contribute to staff turnover rates as high as 40 percent and prolonged staffing vacancies. Inadequate training opportunities for providers and lack of clear program standards also pose threats to program quality.

An effective afterschool system recognizes that these problems are too large and pervasive for individual programs to solve on their own. Many cities already have a diverse array of afterschool offerings in place, including extended day services at schools and community-based organizations, tutoring and mentoring programs, sports leagues, drop-in programs, cultural and arts activities, and other clubs and instructional activities. What cities frequently need is a support structure for programs that strengthens their capacity to deliver high-quality services to children during non-school hours.

Through leadership and well-focused investments of community resources, municipal officials can create this infrastructure and steadily enhance program quality over time. Steps to consider include:

Build networks that promote collaboration.

Through their relationships with afterschool networks and individual providers, cities can draw attention to recognized standards of program quality. Standards of quality can be used to assess the current state of afterschool programs, set goals for program improvement, and improve program design. Components of afterschool programs commonly associated with high-quality services include: (1) positive and stable relationships with caring adults; (2) program content that is tailored to the interests of children, youth, parents, and other stakeholders; and (3) appropriate environments that are safe and support the programs activities.

Promote the use of quality standards.

One key to reducing high levels of staff turnover is to create a more substantial career ladder for employees at afterschool sites. Several cities have used professional credentials or degrees as the basis for moving staff from entry-level to master-level roles and responsibilities, enhancing staff compensation at each step along the way. Municipal officials have also worked with local community colleges, universities, and local funders to develop training programs that eventually lead to an afterschool credential or bachelor's degree in the field of school-age care.

Develop career ladders for afterschool staff.

A major barrier to improvements in quality lies in the relative isolation of afterschool providers. City leaders can be a catalyst for the development of networks that bring programs together through periodic meetings and electronic newsletters. In addition, mayors and city councilmembers can encourage school officials to meet regularly and communicate more effectively with afterschool programs about academic goals and curriculum at each grade level, thereby making the most of expanded learning opportunities during non-school hours.

Connect afterschool programs to volunteer help.

Afterschool programs often supplement their paid staff with volunteers drawn from diverse sources, including local mentoring programs, college service learning projects, the America Reads literacy initiative, and religious congregations and faith-based organizations. Older youth can provide valuable support to paid staff when paired with younger children in cross-age tutoring projects. Some cities encourage municipal employees to volunteer by authorizing limited leave time for this purpose, while also encouraging local businesses to adopt similar policies. Other cities have linked afterschool programs and area senior citizens by providing free shuttle or bus service to and from program sites.

In Columbus, Ohio, the Cap City Kids program launched by Mayor Michael Coleman places great emphasis on the quality of the afterschool opportunities it provides. Using program standards developed by the Mayor's Office of Education in collaboration with education and community leaders, the city initially supported five pilot sites and examined whether its standards yielded the intended outcomes. After parent and student report cards demonstrated improvement in homework completion, social skills, and enhanced connections with adults and caregivers, the city subsequently expanded the program to operate in a total of 20 sites. The Mayor's Office of Education is also working with youth-serving agencies such as the YMCA to encourage the broader use of these standards throughout the community.

A key goal of any citywide afterschool system should be to ensure that all children have access to appropriate programs during non-school hours. If parents cannot afford program fees, or if there simply are too few opportunities in their neighborhood, large numbers of children may be left out. When that happens, families and cities both lose.

Efforts to broaden access to afterschool programs do not presume that all children will or should participate. Some parents are able to be at home with their children when the school day ends. Others may prefer to have family members or neighbors care for their children during these hours. What is important is that parents have options so that the needs of their children – for supervision, recreation, and continued learning – are met.

By seeking to address major issues of affordability, supply, and transportation, municipal leaders can play key roles in broadening access to afterschool programs. Steps that mayors and other city officials can take include:

Create a resource directory for parents.

Good information about what is available in the community plays an important role in expanding access to afterschool programs. Using data compiled through city mapping efforts or by local child care resource and referral agencies, a directory organized by neighborhood and type of activity can guide parents toward age-appropriate opportunities for their children. Printed copies of the directory (in several languages, when necessary) can be distributed through a wide range of public and non-profit agencies. Making this information available through interactive kiosks in neighborhoods, telephone referral "hotlines," and city web sites will ensure even greater reach and impact.

Target resources to reach low-income families.

Program fees generate the bulk of revenues for many afterschool programs, and yet these same fees can block access for children from low-income families. City officials can work with afterschool partners and private sector leaders to establish sliding fee scales that target help to families with the greatest needs and keep program fees in line with parents' ability to pay

Expand afterschool opportunities in low-income neighborhoods.

Municipal leaders also can increase low-income families' access to afterschool programs by identifying underserved parts of the community and then developing supply-building strategies in these areas. Targeted grants financed through city partnerships with community foundations or local businesses can have a major impact. Parks and recreation departments and other city agencies can open their facilities to community groups offering afterschool services. Finally, local police departments, libraries, and museums can be asked to review their offerings during non-school hours in an effort to serve more children in low-income neighborhoods.

Address transportation barriers.

Getting children to and from program sites can be an afterschool initiative's most formidable challenge – one that affects enrollment, hours of operation, and program cost. Because union rules often prevent school buses from running late enough to meet the needs of students returning home from afterschool programs, cities such as Boston and Sweetwater, Wyoming, provide free or reduced-fare travel on city buses that are re-routed near children's homes. Municipal officials in other communities have helped to identify central locations for afterschool programs so that parents or guardians can more easily pick up their children at the end of the day.

Develop programs that respond to cultural diversity.

The needs of children from diverse cultural, ethnic, and language backgrounds are unlikely to be met by a "one-size-fits-all" approach to program development. Broadening access for these populations requires the development of programs that are rooted in their cultural traditions, including the selection of staff and curricula that are appropriate for children whose first language is not English. Early involvement of leaders from affected communities is an important key to long-term success.

> The City of Fort Myers, Florida, is using its Success Through Academic Recreation Support (STARS) program to offer afterschool learning and cultural enrichment opportunities in neighborhoods where children have the greatest needs. STARS operates out of a recreation complex located in the heart of the city's minority community, and it supports academic tutoring as well as classes ranging from modern and African folk dance to vocal arts, creative writing, and cultural and heritage arts. With a strong parent involvement component and links to local schools, STARS is cited by the city's police department as a major factor behind a 28 percent drop in juvenile arrests citywide.

A long-term financing plan is essential to the success and sustainability of a citywide afterschool system. Cities and their partners within county governments, school districts, community foundations, and local businesses can and should work together to ensure that afterschool programs are adequately funded over time. In the absence of proactive steps toward this goal, municipal leaders run a greater risk of watching this year's hard-earned gains disappear amidst next year's budget crunch.

While most afterschool programs rely heavily upon some combination of parental fees and state or federal funding, cities that have made the most progress toward sustainability understand that developing mechanisms to finance a citywide system is primarily a local responsibility.

Municipal leaders certainly do not have to pay all the bills, but they do have to look ahead and put all the funding pieces together in a way that works for their communities. Here are some suggestions on how to get started:

Assemble a clear picture of long-term costs.

Understanding the costs of a citywide afterschool effort, at both the program and system levels, is a key step in the development of a long-term financing plan. The cost of providing direct services to children in afterschool programs can vary greatly, depending on the types of services offered, hours of program operation, the neighborhood or community where the program is located, and the needs of families served. Beyond these direct service costs, ongoing investments in the infrastructure that supports high-quality programs – including networks of providers, promotion of standards, transportation services, training and career ladders for staff, and recruitment of volunteers – need to be considered.

Create a framework for shared responsibility.

Cities that secure state and/or federal funds and build a solid local funding base for afterschool programs are well positioned for long-term success. Recognizing that municipal government cannot do the job alone, a number of cities have sought to build a community-wide framework for shared responsibility. Key elements of such an approach include an ongoing funding commitment from local stakeholders, pooling of financial resources, and in-kind contributions that seek to strengthen program quality. The local contributions generated through these community partnerships demonstrate broad support for afterschool initiatives and frequently leverage additional support from federal, state, or private sources.

In Sacramento, California, each key local stakeholder (i.e., the city, county, community foundation, afterschool providers, and area businesses) has agreed to pay part of the local share of after-school program costs (those not covered by state or federal sources). This strategy has helped to create a stable, equitable, and affordable mechanism for ensuring that the community can meet afterschool needs. Equally important, it provides a solid foundation for future growth and has sparked a new way of thinking about community partnerships to support afterschool opportunities for all children and youth.

Advocate for state and federal funding.

The federal government's support for afterschool programs has grown substantially, including $846 million in grants for 21st Century Community Learning Centers during the past year. State policymakers also understand the value of afterschool programs: a total of 42 states currently commit some of their own revenues to support state or local afterschool initiatives. Municipal leaders can be strong advocates for increased afterschool funding at both state and federal levels and work to ensure that their communities get a fair share of state and/or federal dollars. Mayors and city councilmembers also can push for the opportunity to administer these funds locally, since city officials are in the best position to work with schools and community-based organizations to build citywide afterschool systems.

Use local data to guide future investments.

A number of cities, both large and small, have developed a "children's budget" to trace the path of every dollar invested by municipal agencies in afterschool programs and a wide range of other services for children and youth. This analysis of city expenditures then can be compared with available data on community needs to identify ways that scarce funds might be spent more effectively. By using a "children's budget" as a planning and resource allocation tool, municipal leaders can make more informed decisions about city priorities and proposed funding shifts.

Collaboration has been the key to generating a stable funding base for the Lighted Schools Program in Waco, Texas. Leaders of this broad-based afterschool initiative have successfully sought federal grants as well as support from community and national foundations to supplement available local resources. City officials also reassigned parks and recreation department staff to provide more direct support for the Lighted Schools Program. The most recent funding effort encourages local businesses to participate in a new state tax incentive program that provides tax credits to companies supporting afterschool programs. Since 1994, the Lighted Schools Program has grown substantially and currently operates in six middle schools, four elementary schools, and one alternative high school.

Beloit, Wisconsin: "Building on the Building Blocks of Beloit's Youth"
(B.O.B.B.Y.) (Pop. 35,573)

The B.O.B.B.Y. Initiative, housed by the Beloit Health Department, offers integrated health and social services in a one-stop-shopping arrangement for elementary school students. Programs are recreational, educational (including tutoring by students from University of Wisconsin-Whitewater), artistic, and musical in nature. The tutoring and enrichment activities offered at the centers create a strong linkage between school instruction and afterschool tutoring. The project is a collaborative between the City of Beloit and the Greater Beloit Community Foundation.

Birmingham, Alabama: Community Education (Pop. 265,968)

Since the early 1970s, the City of Birmingham has used a funding formula for community education wherein the Mayor and City Council provide two-thirds of the program cost through the city's general fund budget and the Birmingham Board of Education provides one-third. The program has several related goals: to provide community residents with lifelong learning opportunities; to cooperate with other community agencies to provide health, education, cultural, and recreational opportunities at accessible central locations; and to involve the community in the education process. Cooperative arrangements with city agencies help centers provide a wide array of services on site and address issues such as illiteracy, unemployment, substance abuse, teen pregnancy, and homelessness. Advisory Councils at each of the cities 18 sites feed into a citywide council that helps the school district set policy and direction for the initiative.

Boston, Massachusetts: "2:00-to-6:00 After-School Initiative"
(Pop. 574,283)

In 1998, Mayor Thomas M. Menino created the Boston 2:00-to-6:00 After-School Initiative to help expand afterschool programs in every neighborhood in the city. This initiative invests more than $11.5 million each year in afterschool programming and has also helped to leverage an additional $17 million from public and private sources to expand the number of children served. Further, the city has published "Financing Our Children's Future," a guide to resources from the federal, state, and local governments as well as foundations and corporations that are available for afterschool programming. The Mayor's Task Force on Afterschool Time developed recommendations and provided public support for expanding high-quality afterschool programming in Boston.

Bridgeport, Connecticut: "Lighthouses in the Community" (Pop. 123,529)

The City of Bridgeport, Connecticut, in partnership with the school district and several community nonprofit agencies, devised a strategy to open the doors of schools in the afterschool hours. A combination of municipal, state, and federal funds keeps the programs running. Funds supporting the program are allocated to local institutions of higher education, religious groups, community service centers, ethnic organizations, education service and special needs agencies, regional museums, and innovative nonprofit and educational entrepreneurs. School administrators partner with city officials to plan, implement, and evaluate programs.

Claremont, California: "TRACKS" (Pop. 33,998)

The City of Claremont, in cooperation with the Claremont Unified School District and a variety of community agencies, has designed an afterschool membership program for 7th and 8th grade Claremont students. TRACKS links a variety of recreational, enrichment, and youth development activities under one umbrella. The program's director is employed by TRACKS on a part-time basis and also works part-time as a campus monitor for the school district. This unique partnership allows the director to be on the campus for a portion of the day and allows students as well as parents to become more familiar with the afterschool program.

Fort Worth, Texas: "Fort Worth Afterschool" (Pop. 534,694)

After a special joint meeting was held between the Fort Worth City Council and the Board of Education of the Fort Worth Independent School District, staff members of the two entities were directed to prepare an in-depth proposal on a collaborative effort to provide afterschool programming for the children of Fort Worth. The result was a $2.2 million initiative to fund afterschool programs in 52 schools across the city. At the end of the initial year of implementation, evaluators from Texas A&M created a "report card" for the citywide program and rated its performance in a variety of categories to help the community assess how well the program was meeting its intended objectives.

Longview, Washington: "Youth After Hours Program" (Pop. 31,499)

Started in 1993, the Youth After Hours program offers elementary students from schools in high-risk neighborhoods a secure and stable environment to establish relationships with peers and adults; a safe place to relax; and an opportunity to develop life skills and goals, receive recognition, and enjoy a sense of purpose and belonging. Local youth serving agencies and groups submit proposals to run different activities in the program. The program

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is coordinated by the county's substance abuse coalition but partners include the parks and recreation department, camp fire boys and girls, boy scouts and girl scouts, the YMCA, and the Washington State University Cooperative Extension/4-H.

Salt Lake City, Utah: "YouthCity" (Pop.181,743)

The Salt Lake City Mayor's Office in partnership with the Salt Lake County Parks and Recreation Department began offering afterschool programs for 6th, 7th, and 8th graders starting in January 2001. YouthCity activities are designed to enrich students through access to artistic, recreational, and technological resources. In addition to workshop space, there is also room for students to study or socialize. At the 2001 Lights On Afterschool Day, Mayor Anderson outlined a two-year plan for expansion of YouthCity. He also highlighted the importance of building partnerships between business leaders, nonprofit organizations, and local government to provide funding and tax-supported facilities for these programs.

San Diego, California: "6 to 6 Initiative" (Pop.1,277,168)

The City of San Diego, in cooperation with San Diego Unified School District, developed a vision of universal before-school and afterschool programs in every public elementary and middle school within its jurisdiction. Leaders of the "6 to 6 Initiative" are fulfilling their vision by channeling funds through the mayor's office. This approach allows funding earmarked for individual components of the initiative to be pooled together and then distributed to the program sites to support the entire program. The coordinated funding structure also protects individual programs from changes in the flow of funds from any one funding source.

Seat Pleasant, Maryland: Afterschool Study and Recreation Center (Pop.5,217)

Started by Seat Pleasant's City Education Committee and expanded by the Parks and Recreation Department, the Afterschool Study and Recreation Center provides constructive activities for children who would otherwise be unsupervised until their parents return from work. The primary focus is on homework and tutorial time, accompanied by specialized recreation activities. Students also have access to computers and the Internet as well as study cubicles. The city became involved after concluding that "a school-based program is impractical because children in our area are bussed to many different elementary and middle schools." The city supports the program by providing minibus transportation to and from program sites.

Seattle, Washington: "Project Lift-Off" (Pop.563,374)

Seattle has had a long history of developing cutting edge strategies to support afterschool programs. Project Lift-Off seeks to create effective and affordable early learning and out-of-school time opportunities for Seattle's kids, ages birth to 18. Under Project Lift-Off, the city has worked to leverage its investments through the development of an innovative "Opportunity Fund" with an association of philanthropies in the Northwest. They challenged these grantmakers to work together – and with the city – to provide coordinated funding for key child care priorities. Through the Opportunity Fund, the city invests $1 for every $2 invested by philanthropies in a funding pool. The participating grantmakers can then choose to invest the pooled funding in any project that matches the Project Lift-Off "Blueprint for Change" strategies.

Statesboro, Georgia: Afterschool Enrichment (Pop.22,698)

Eleven of Bullock County's fourteen schools provide enrichment activities for students outside of regular school hours. Elementary school students get help with their homework from college students, and participate in games and activities. The program for middle school students focuses on academics, community service, recreation, and conflict resolution. Afterschool care has been so successful that the county's School Board and Parks and Recreation Department share the salary costs for a teacher to help run the program at each school.

White Plains, New York: Youth Bureau (Pop.53,007)

The White Plains Youth Bureau provides children and youth safe, structured afterschool activities that engage student interest, develop skills, and present opportunities for community service under the supervision of positive role models. In order to maintain the affordability and the quality of the program, the Youth Bureau forms creative partnerships with the community and other city agencies. One example of this creative partnership is the program's connection to the Senior Center. Through the Foster Granny program, senior citizens provide homework assistance and play games with the youth. Building on the success of this program, the afterschool students now volunteer at the Senior Center where they can interact with far more senior citizens. Recently, the Youth Bureau received a grant to have middle school youth work with the senior citizens to develop a book and video chronicling the life of these seniors.

Families Need Supervision for Children and Youth

Approximately eight million children ages five to 14 spend time without adult supervision on a regular basis. This number includes four million children between the ages 12 and younger and another four million children ages 13 and 14.

Children are at greater risk of being victims of violent crime in the four hours (roughly from 2 p.m. to 6 p.m.) after the school day ends and before their parents typically return home from work.

Researchers estimate that, in the year 2002, the current number of afterschool programs for school-age children will meet as little as 25 percent of the demand in some urban areas.

Children spend only 20 percent of their waking time – six hours per day for 180 days per year – in school. Large blocks of their remaining time are free and often unstructured, a time of both risk and opportunity.

The time differential between when the school bell rings and when parents get home from work can amount to 20-25 hours per week.

Children spend an average of almost three hours per day watching television. Seventeen percent of children regularly watch more than five hours of television per day.

Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression. When children watch more than three hours a day of television or watch violent programs, these behavioral and learning risks increase.

Public Support for Afterschool Programs is Growing

Sixty-seven percent of Americans are ready to forego a tax cut to provide children with good early childhood development programs and quality afterschool programs.

More than one-third of voters believe that the biggest problem facing children today is that they are alone and unsupervised.

In a survey of police chiefs, 86 percent said expanding afterschool and educational childcare programs would greatly reduce youth crime and violence. Ninety-one percent of police chiefs said America will pay later in crime, welfare, and other costs, if greater investments in afterschool and educational child care aren't made now.

Three out of five voters (62 percent) are willing to pay $100 more per year in taxes to pay for afterschool programs.

Afterschool Programs Increase School Success

Students who actively participated in afterschool programs moved out of the lowest performing quartile on the SAT-9 reading test at almost three times the rate of the general student population and moved out of the bottom quartile on the SAT-9 math test at almost twice the rate of the general student population.

Afterschool programs in 12 high-risk California communities found that the number of afterschool participants who received failing grades on report cards decreased by one-third after just one year of the program.

Children Benefit from Afterschool Programs

Children who attend high quality programs have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school compared to their peers who are not in afterschool programs.

Children who attend an afterschool program miss fewer days of school, exhibit improved behavior in school, complete their homework more regularly, and earn higher test scores. Parents report that they are able to work more hours and maintain more flexible schedules.

Students who spend one to four hours per week in extracurricular activities are 49 percent less likely to use drugs and 37 percent less likely to become teen parents than students who do not participate in extracurricular activities.

Every dollar spent on the Quantum Opportunities Program, a rigorously evaluated afterschool program operating in Philadelphia, returned $3.04 in benefits to participants and the public, without even accounting for a six-fold drop in crime by participating boys. Boys and girls left out of the program were 50 percent more likely to have children during high school years and twice as likely to drop out of high school. Those who participated in the programs were two and a half times more likely to go on to further education after high school.

Sources: *Afterschool Alliance; American Youth Policy Forum; Fight Crime: Invest in Kids; Kaiser Family Foundation; National Institute on Out-of-School Time; Ohio Hunger Task Force; U.S. Government Accounting Office; U.S. Department of Health and Human Services; U.S. Office of Juvenile Justice and Delinquency Prevention; California Department of Education; University of Wisconsin; and Opportunities Industrialization Centers of America.*

NLC's Institute for Youth, Education, and Families (YEF Institute) assists munici-
pal leaders in designing their own citywide afterschool programs.
Contact: Mark Ouellette at 202-626-3052 or ouellette@nlc.org.

A number of other national organizations have also developed materi-
als that might be of assistance to local elected officials:

Afterschool Alliance is a coalition of public, private, and nonprofit organiza-
tions dedicated to raising awareness of the importance of afterschool
programs. The *Afterschool Action Kit* explains the importance of after-
school programs, what to look for in a program, how to develop an after-
school program in your community if one does not exist, and where to
get additional resources. Contact: Afterschool Alliance, PO Box 65166,
Washington, DC 20035; (202) 296-9378; www.afterschoolalliance.org.

Coalition for Community Schools (CCS) mobilizes the resources and capacities
of multiple sectors and institutions to create a united movement for
community schools. *Strengthening Partnerships: Community School
Assessment Checklist* provides a series of checklists to assist school
and community leaders in creating and/or strengthening community
school partnerships. Contact: CCS, 1001 Connecticut Avenue, NW,
Washington, DC 20036; (202) 822-8405; www.communityschools.org.

Fight Crime: Invest in Kids is a bipartisan, anti-crime organization led by more
than 1,000 of America's best known police chiefs, sheriffs, district
attorneys, and victims of violence. *America's Afterschool Choice: The
Prime Time for Juvenile Crime or Youth Enrichment and Achievement*
discusses the many benefits of afterschool programs, including their
role in preventing juvenile crime and supporting the healthy develop-
ment of young people. Contact: Fight Crime: Invest in Kids, 2000 P
Street, NW, Suite 240, Washington, DC 20036; (202) 776-0027;
www.fightcrime.org.

The Finance Project is a nonprofit policy research, technical assistance, and
information organization created to help improve outcomes for children,
families, and communities nationwide. *A Guide to Successful Public-
Private Partnerships for Out-of-School Time and Community School
Initiatives* is designed to provide policymakers, program leaders, sys-
tem-building advocates, and others with practical information on creat-
ing and maintaining public-private partnerships. *Finding Funding: A
Guide to Federal Sources for Out-of-School Time and Community
School Initiatives* provides information on more than 100 federal pro-
grams that may provide funding or support through loans for communi-
ty initiatives. Contact: Finance Project, 1000 Vermont Avenue, NW,
Suite 600, Washington, DC 20005; (202) 628-4200; www.financepro-
ject.org.

National Association of Child Care Resource and Referral Agencies (NACCRRA)
provides national leadership to build quality child care systems. Local
child care resource and referral agencies help parents find local child
care providers. *ChildCareAware* provides advice to parents looking for
quality child care programs. NACCRRA may also be able to help munic-
ipal leaders locate resource and referral agencies in their geographic
area. Contact: NACCRRA, 1319 F Street, NW, Suite 500, Washington,
DC 20004; (202) 393-5011; www.naccrra.net.

National Institute on Out-of-School Time (NIOST) seeks to ensure that all chil-
dren, youth, and families have access to high quality programs, activi-
ties, and opportunities during non-school hours. Two publications —
*Working Together for Children and Families: A Community's Guild to
Making the Most of Out-of-School Time* and *Evaluation of the MOST
(Making the Most of Out-of-School Time) Initiative: Final Report
Summary of Findings* – chronicle and highlight the lessons learned from
the seven-year MOST initiative in three cities. Contact: NIOST,
Wellesley College, 106 Central Street, Wellesley, MA 02181; (781) 283-
2547; www.niost.org.

National School Age Care Alliance (NSACA) is a national membership organiza-
tion representing the entire array of public, private, and community-
based providers of afterschool programs. The *NSACA Standards for
Quality School-Age Care* provides the list of NSACA's 144 standards for
program improvement and accreditation system. Contact: NSACA, 1137
Washington Street, Boston, MA 02124; (617) 298-5012;
www.nsaca.org.

Public Education Network (PEN) is the nation's largest network of independent,
community-based school reform organizations. *Community Counts:
How Youth Organizations Matter for Youth Development* discusses
what motivates youth to participate in community-based organizations.
Contact: PEN, 601 13th Street, NW, Washington, DC 20005; (202) 628-
7460; www.publiceducation.org.

U.S. Department of Education's 21st Century Community Learning Centers Program
(21st CCLC) provides federal funding for expanded learning opportuni-
ties in a safe, drug-free supervised environment. *Working for Children
and Families: Safe and Smart Afterschool Programs* presents positive
research and examples illustrating the potential of quality afterschool
activities to keep children safe, out of trouble, and learning. Contact:
21st CCLC, U.S. Department of Education, 400 Maryland Avenue, SW,
Washington, DC; (800) 872-5327; www.ed.gov/21stcclc/.

21st Century Community Learning Centers
Program Components

Community Learning Center Overview

Community Learning Centers are partnerships, which provide opportunities and support services that lead to improved student learning and development, strong families and healthier neighborhoods. Community Learning Centers (CLCs) represent a major structural shift based on our community and society's needs. CLCs are about the process of people and programs working together to create a culture of learning that serves our entire community. Currently CLCs in Lincoln are funded through support from the Lincoln Public Schools Foundation, 21st Century Community Learning Centers (Cohort 6) U.S. Department of Education grant and matching resources from community based organizations. This three-year grant targets 13 schools to develop and implement safe, drug free, supervised and cost effective before and after school, weekend, and summer enrichment opportunities for children, youth and their families.

- Vision -

In partnership with many, the Community Learning Centers will provide and sustain "safe havens," where students, parents and community members can access expanded learning and enrichment opportunities during the out-of-school hours.

- Goals -
1. Strengthen student learning and development
2. Strengthen and support families
3. Strengthen neighborhoods

- Objectives -
- To increase academic achievement of students especially in math and literacy.
- To provide students access to positive, enriching activities during out-of-school hours, helping them avoid substance abuse and violence while building personal, social and leadership skills.
- To serve as a resource for parents and other community members to improve literacy skills, parenting skills, computer knowledge and family well-being.
- To provide academic, social and family support to students transitioning from elementary to middle school, from middle to high school and beyond.
- To increase capacity of schools, staff, parents, students and community partners to plan, implement and sustain community learning centers.

Community Learning Center Sites

Lefler Quadrant
Hawthorne Elementary
Holmes Elementary
Elliott Elementary
Lefler Middle School

Northeast Quadrant
Pershing Elementary
Clinton Elementary
Huntington Elementary
Hartley Elementary
Riley Elementary
Mickle Middle School

West Lincoln Quadrant
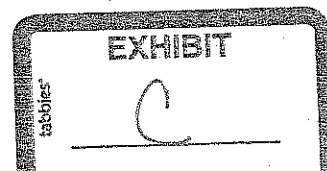West Lincoln Elementary
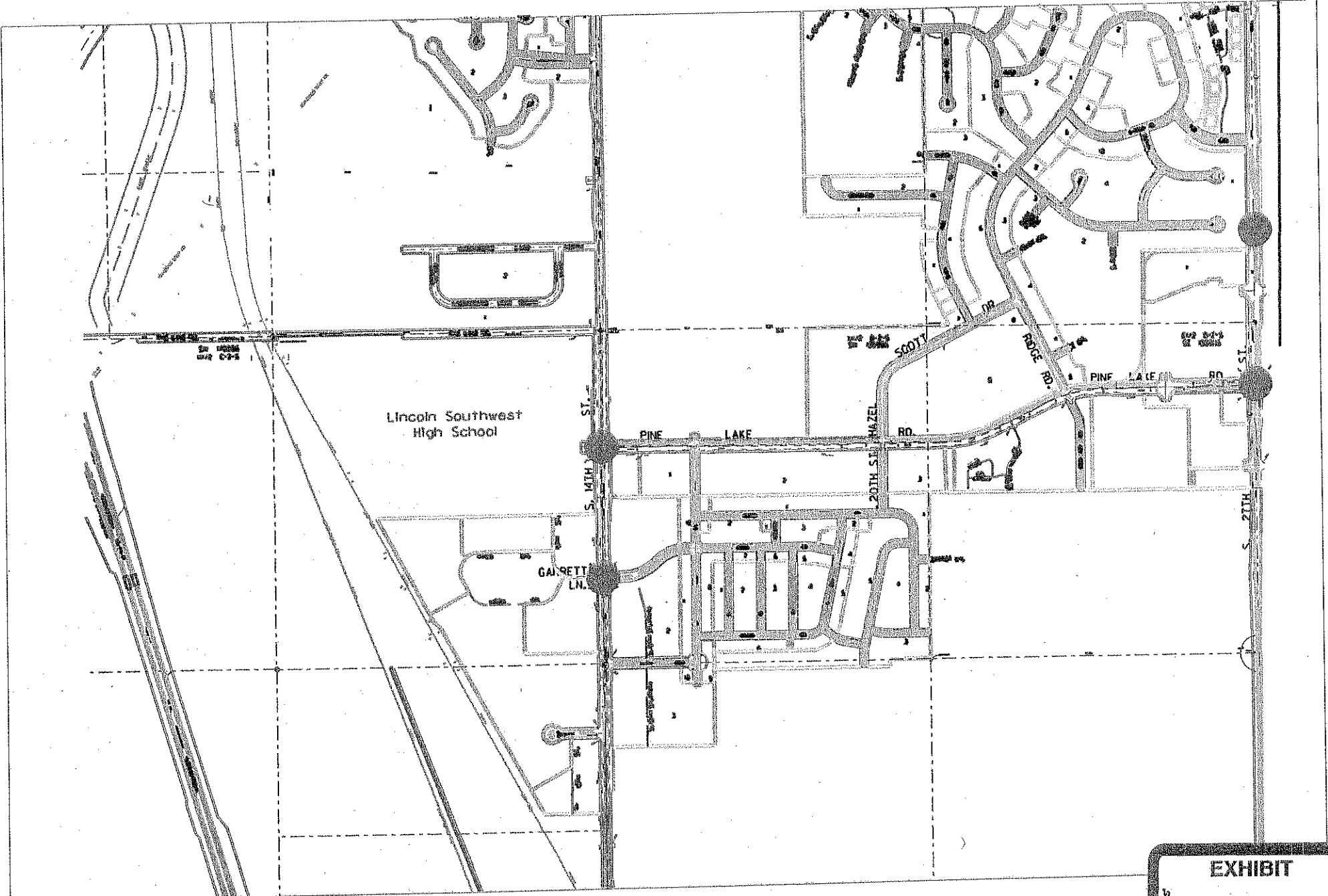Goodrich Middle School

Saratoga Quadrant
Saratoga Elementary

Service Programs

The Lincoln Community Learning Centers initiative will work with community partners to provide the following programs:
- Literacy and math education programs
- Afterschool, summer and weekend programs
- Integrated education, health, social service, recreation and cultural programs
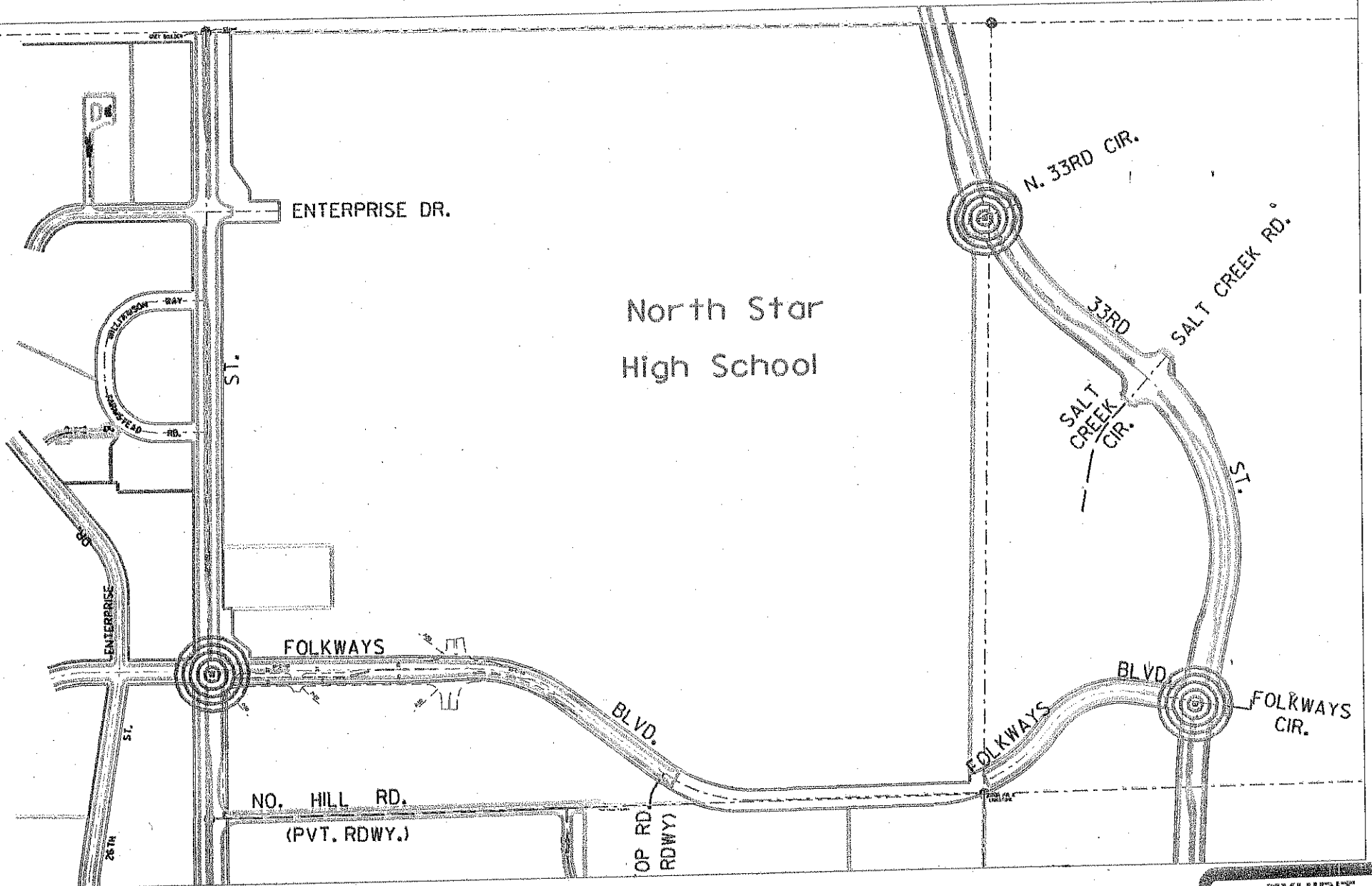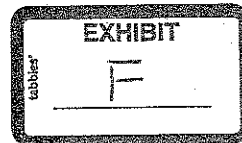- Technology education for all ages
- Parenting skills education programs

01/2002

Lincoln Southwest
High School

PINE   LAKE

SCOTT

RIDGE RD.

PINE LAKE RD.

S. 14TH ST.

20TH ST.

HAZEL RD.

S. 27TH ST.

GARRETT
LN.

North Star
High School

ENTERPRISE DR.

N. 33RD CIR.

SALT CREEK RD.

33RD

SALT
CREEK
CIR.

ST.

ST.

FOLKWAYS

BLVD.

BLVD.

FOLKWAYS

FOLKWAYS
CIR.

NO.   HILL   RD.

(PVT. RDWY.)

EXHIBIT

Public Policy Center

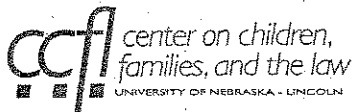center on children,
families, and the law
UNIVERSITY OF NEBRASKA - LINCOLN

EXHIBIT
F

Community Services Implementation Project (C-SIP)

Charting Our Future II

Friday, February 22, 2001
8:00 am – 12:00 pm
County Extension Office – 444 Cherrycreek Road, Lincoln

Facilitated by Kathy Campbell, Lancaster County Commissioner

- Report back to the community on the status of C-SIP
- An opportunity for participants to engage in discussion about Action Plans developed by Community Coalitions
- Hear from the funders of C-SIP
- Hear how C-SIP will be incorporated into the future of Lincoln and Lancaster County human services

The **University of Nebraska Public Policy Center (PPC)** and the **UNL Center on Children, Families, and the Law (CCFL)**, in partnership with the **Lincoln/Lancaster County Joint Budget Committee (JBC)** the **United Way of Lincoln/Lancaster County**, and such local foundations as the **Woods Charitable Fund** and the **Lincoln Community Foundation**, are serving as project facilitators for the implementation of the Lincoln/Lancaster County Human Services Three-Year Comprehensive Plan (Plan). This University-Community partnership is called the Community Services Implementation Project (C-SIP).

C-SIP focuses on seven priority areas: 1) **Basic and Emergency Needs** 2) **Behavioral Health Care** 3) **Early Childhood & Youth Development** 4) **Family Violence** 5) **Housing** 6) **Medical Health Care and** 7) **Transportation.** Community Coalitions for each priority have been in the process of examining and addressing issues important to implementing the Plan.

The community will aid in determining the direction C-SIP takes in the future. Each coalition has been determining their vision and direction, using benchmarks identified in the Plan as a starting point. The work of each coalition also takes into consideration and addresses the following three *overarching themes:* 1) **case management,** 2) **fairness and equity,** and 3) **primary prevention.**

Registration:

Please register by Monday, February 18, 2002. Register via e-mail, phone, fax or postal mail.

Note: Space limited. Space reserved on a first-come, first-served basis.

Feel free to post this meeting announcement on your agency's bulletin board. All are welcome to attend!

Email: csip@unl.edu

Phone: 402-472-CSIP (2747)

Fax: 402-472-5679

Mail: Public Policy Center, University of Nebraska, 121 South 13th St., Suite 303, Lincoln, NE 68588-0228

C-SIP Charting Our Future II

Name _____

Title _____

Organization/Agency _____

Address _____

City _____ State _____ Zip_____

Telephone _____ Fax _____

E-mail address_____

I would like to receive conference materials prior to the meeting _____Yes* _____ No

*In order to receive conference materials prior to the meeting, this registration needs to submitted no later than **Friday, February 8, 2002**