Getting

Started

with

Extended

Service

Schools

Early

Lessons

from the

Field

Contents

What Are Extended Service Schools?

...Schools that go beyond their mission of academic instruction to provide services and activities

for children, their families, and other adults during non-school hours—before school, after school,

summers and weekends—and sometimes during school hours as well. Extended Service Schools

are partnerships, created and operated collaboratively, bringing school sites and school staff together

with youth-serving organizations and other groups to provide services for children, youth and families.

These schools take many forms and are known by many names, such as:

Community Schools

Full-Service Schools

Family Support Schools

Beacon Schools

School-based Family Resource Centers

Community Learning Centers

Mapping the Territory

A Message from
M. Christine DeVita
President,
Wallace-Reader's Digest Funds

Extended Service Schools—schools that keep their doors open beyond normal hours to provide children and others in the community with a variety of educational and enrichment opportunities—have existed for decades. In the 1990s, these programs have attracted fresh interest and have emerged in new forms in schools and school districts, both urban and rural, as research has confirmed their benefits, and as concerns have mounted over the negative impact on youth of cuts in after-school programs. Extended Service Schools offer a sensible, effective strategy to place school facilities more fully in service to communities—to support children and families with limited resources in ways that traditional schools cannot do on their own. Abundant experience and research shows that such programs can help youth develop social and academic skills and shelter them from the troubles and temptations that come from dangerous or unsupervised environments.

In this booklet, we offer a set of practical guideposts for starting and operating successful Extended Service School programs. These early lessons derive from a much lengthier interim study by Public/Private Ventures and Manpower Demonstration Research Corporation that analyzes research on the first-year experiences of the Wallace-Reader's Digest Funds' Extended Service Schools initiative. It also draws lessons and preliminary cost data from the recently completed evaluation of a related Funds initiative called MOST (Making the Most of Out-of-School Time), conducted by the Chapin Hall Center for Children at the University of Chicago.

We don't suggest that this early research has unearthed a single tried-and-true formula that will hold reliably in every place or circumstance. Still, we think there is much to learn from the pioneers in the Extended Service Schools field who are participating in our initiative. This booklet is meant to light the path for others who are choosing this road. The ultimate destination is the healthy development of young people.

Getting Started: A Summary of Early Lessons

Shared Goals

Practitioners and parents appear to agree broadly on the goals of Extended Service Schools. These include:

- **improving academic performance;**
- **developing positive relations with peers and adults;**
- **fostering partnerships between community organizations and schools;**
- **ensuring that out-of-school time is used safely and productively by youth.**

Start-up

Logistics, money, and the development of sound working relationships dominate the agendas of people most closely involved in implementing Extended Service Schools during the start-up year. The start-up issues confronting new programs are similar across locations and across models.

Governance and Planning

A widely-inclusive planning and governance process preceding start-up—one that includes educators, unions, youth services representatives, the business community, parents, children, elected officials and others— may improve the chances of success.

Space and Staffing

Successful implementation requires a full-time on-site coordinator, ideally with previous experience in the school, to work out space sharing, to ensure adequate space for ESS programs, and to avoid interference with school activities.

Custodial Maintenance

Custodial staff should be included in the planning process, and custodial maintenance usually requires budget increases.

Recruiting Students

Extended Service Schools need to reach children most vulnerable to the risks of unsupervised time and those with the least access to non-school enriching experiences. ESS programs were established in elementary, middle and high schools among the 57 schools that took part in the initiative. But middle schools were often preferred because: facilities such as furniture and toilets are full-sized; they can draw both elementary and high school students; and students in their early teens in low-income communities tend to have fewer after-school opportunities than those in high school.

Transportation

Transportation is a critical issue especially if streets are unsafe or if programs begin or end after dark. One good solution from the perspective of an ESS is a "late busing" system operated and paid for by the school district.

Costs and Financing

The initial phase of research on ESS sites did not focus on cost, but an evaluation of the Wallace-Reader's Digest Funds' MOST initiative found that non-school based, high quality five-day-a-week after-school programs may cost approximately $80 per child per week, or $4,000 per child for a 50-week year. Programs in the ESS initiative frequently operated on considerably less. In-kind cost contributions can bring the necessary cash outlays down to $2,500-3,000 per child, for a 50-week year. Potential sources of cash and contributions are many, and this is one key reason for including many constituencies in planning an Extended Service School.

What do Extended Service Schools Look Like?

In an ESS, a visitor might see:

Children and adolescents in the building before school-opening time, eating breakfast and involved in supervised activities.

Parents in the building for a variety of purposes, which may or may not be directly related to their children's school experience. Parents may have their own space in the school staffed by non-school people.

Non-school people helping in the classroom, providing training and consultation to school people, and providing health and social services to students, and possibly to community residents as well. They may have their own offices or meeting spaces in the building. There may also be a "center" space for ESS activities.

People from the community attending classes, participating in social activities, obtaining a variety of services, or taking part in community organizing/governance efforts during the day, after school, or evenings.

Activities offered for children and youth after school balance academic support, enrichment, and fun, drawing from what is important to educators, youth workers, parents and children. A balanced after-school program might include:

- Homework assistance and tutoring;
- Computer instruction, research and games;
- Sports and recreation;
- Arts instruction and performance;
- Chess and other clubs;
- Crafts instruction and work;
- Cooking instruction and preparation of meals and snacks;
- Field trips to museums, performances, places of historical interest, and amusements;
- Literary and media projects;
- Community service activities; and
- Leadership responsibilities, such as planning activities, acquiring the resources to carry them out, setting rules and mediating disputes.

In some Extended Service Schools, a walking tour would reveal few recognizable distinctions between "school" and "non-school" people or activities—only between children or young people and adults. Also, a tour might not reveal whether the children or young people were enrolled in the school, or were residents of the surrounding community or neither.

In Extended Service Schools programs, all are possible.

Goals

Research on
the first-year
experiences of
ESS programs
suggests:

◗ **School and community-affiliated partners
in ESS's had similar goals, even if they were
often unaware of those similarities.**

◗ **Key local people involved in day-to-day early
implementation of ESS's had similar goals,
even when the "big picture" vision of program
models differed.**

◗ **Goals of parents who enrolled their children
in ESS after-school programs were consistent
with the goals of practitioners.**

Policymakers and practitioners may see Extended
Service Schools as a means of achieving different
objectives. For example, West Philadelphia
Improvement Corps, one of the four models
supported by the Wallace-Reader's Digest Funds
ESS initiative, stresses improved teaching and
learning in both K-12 and in universities as its
primary goal. The Beacon Center model promotes,
among other things, a youth development
approach to working with children and young
people. The Community School model features
community empowerment and school reform
objectives, and Bridges to Success uses the
convening capacity of local United Ways to bring
community-based organizations together with
schools and offer youth development opportunities.

A review of the developing field
of school-community initiatives
characterized the differing goals
of these collaborations as:*

◐ Services reform
To remove non-academic barriers to school performance;

◐ Youth development
To help students develop their talents and abilities and participate fully in adolescence and adult life;

◐ Community development
To enhance the social, economic and physical capital of the community; and

◐ School reform
To improve educational quality and academic performance.

Despite those differences in "big-picture objectives," an early research finding is that the key stakeholders in each community—parents, teachers, community partners and others—tended to have similar goals and expectations, regardless of the ESS program model adopted. They included: improving academic performance, helping students develop positive relations with peers and adults, fostering partnerships between community organizations and schools, and ensuring that out-of-school time was used safely and productively by students.

School and non-school partners also have similar goals, resulting in a similar mix of activities in after-school programs, regardless of the model. In programs operating during the school year, about 40 percent of activity hours on average were devoted to academics, 20 percent to athletics, 20 percent to cultural or creative enrichment, and miscellaneous activities accounted for the rest.

The goals of parents who enrolled their children in ESS after-school programs were similarly consistent with those of the program people. Parents saw the programs as an opportunity for their children to have fun and make friends; they believed that the programs would help their children do better in school; and they valued the programs as safe places for their children after school.

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*Atelia Melavville, Learning Together: The Developing Field of School-Community Initiatives (prepared by the Institute for Educational Leadership and the National Center for Community Education in partnership with the Center for Youth Development and Policy Research of the Academy for Educational Development and the Chapin Hall Center for Children at the University of Chicago), September 1998.

Governance and Planning

Who is "at the table?"

It's important to decide "who is at the table during the ESS planning process?" A corollary question is: "Who, if anyone, is at the head of the table during the planning process?" Research on the early implementation of ESS programs suggests that different broad purposes are likely to determine which institutions, organizations, and constituencies are included in discussions about getting started. Who is involved at the beginning, in turn, usually affects the governance structures and systems adopted by ESS's, as well as how collaborative management and shared responsibility work out over time.

There may be a tradeoff between a quick start and long-term sustainability. *A widely inclusive planning process can help build constituencies from the beginning, although a small set of initial stakeholders is usually able to start up a new program more quickly.* Though not conclusive, early findings from the research suggest that there may be a relationship between the type of stakeholders involved in planning and governance and the resources that local programs are eventually able to attract—for example, an executive staff with experience in identifying and raising funds.

Who Might Be "At The Table"

Major Local Constituencies of Extended Service Schools:

Parents

Children and Young People

Education Organizations

Schools

School districts

School boards

PTA's

Teacher and principal unions

School custodian unions

School bus driver unions

Grantmaking education funds

Community and family foundations

Literacy organizations

Colleges and universities (especially those with civic engagement purposes, teacher preparation programs, and community service programs)

Community and Business Organizations

Community-based youth development organizations

Public departments of parks and recreation

Juvenile justice agencies, including family and juvenile courts, child advocates, and probation officers' unions

Police and police charitable organizations

Mayor's offices

Child welfare agencies

Churches

Libraries

Cultural institutions

Philanthropic organizations interested in children and youth

Staffed coalitions of youth-serving organizations

Policy research organizations focusing on children's issues

Neighborhood watch groups

Business service organizations

Business and industry groups (especially those that depend on local schools as a source of employees)

Neighborhood retailers

Elected Officials

City council representatives

Ward leaders

County leaders

State legislators representing ESS communities

Expectations and Concerns of Key ESS Constituents

In the collaborative work of planning and implementing an Extended Service Schools program, it is essential to understand and take into account how the perspectives, hopes and concerns of key stakeholders differ and overlap. Early research suggests:

Parents: Want children to enjoy the program and people; have safety concerns; want constructive activities in the non-school hours; want homework supervision and assistance.

Children and youth participants: Want enjoyable and interesting activities with friends; adults who understand children and young people; typically express dislike of doing schoolwork during non-school hours; are concerned about too few choices about how to spend non-school time; don't want to miss out on other desirable activities.

District superintendents: Feel responsible for systemwide policies and management structures for ESS's; for the need to budget and raise additional resources to support ESS's; for ESS's contribution to better academic performance, positive child and youth development, and increased school completion rates; for the need for systemwide learning about how to establish and maintain ESS's; for stressing accountability measures of ESS's progress.

School principals: Bear responsibility and liability for students' safety during non-school hours; for wear and tear on the school building; for consistent rules of student conduct during non-school hours; for emphasizing reaching youth in need; for academic support provided in ESS programs; for security issues relating to more people coming into the building; and for school-managed resources needed to support ESS programs.

Classroom teachers: Have concerns about reaching students most in need; about messy classrooms due to ESS use; about lost or damaged supplies, displays, and other equipment and learning aids; about quality of homework supervision, tutoring, and whether ESS academics are consistent with teaching approaches and curriculum during regular school day.

Youth service providers: Have concerns about adequacy of program space; about competition for space with other school and non-school uses; about reaching young people most in need; about transportation, about recruitment and enrollment; finding and keeping qualified staff; safety, about responsibility and liability; about providing balanced, interesting activities; about establishing effective working relationships with school people; and about funding.

Community residents: Share a desire for positive activities for children in the non-school hours; for schools that are more open and community-friendly; and for supervision of children and young people by adults.

Start-up Issues

The issues that new Extended Service Schools confronted in their planning and in their first year of operation were similar across locations and across models, according to the evidence from research on the start-up year of the ESS initiative. Logistics, money, and working relationships tend to dominate the agendas of the people most closely involved in implementing the start-up year. Issues of program quality and coherence typically become more important as programs mature. The specific issues certain to arise during the start-up phase are described below.

PLANNING

A planning period of up to a year is useful in order to develop trust and relationships among the various constituencies, conduct appropriate consumer/market research, and give due consideration to relevant information and the differing views of constituencies. Many people involved in planning an ESS have full-time jobs not connected to planning the ESS, limiting their availability. One lesson from the field as a whole is that it is sometimes useful to have a knowledgeable but neutral facilitator of the planning process—someone whose organization does not have a major stake in decisions about funding, governance, management and participation. There are many sources of useful technical assistance available to help local groups get started with an ESS (see listing on inside back cover). Drawing on them during the planning process can help practitioners, policymakers, and other constituents understand the features of various models of Extended Service Schools, the solutions to planning and implementation issues that have been tested elsewhere, and the importance of looking beyond start-up challenges.

The Wallace-Reader's Digest Funds provided $25,000 to $50,000 to most schools in the Extended Service Schools initiative to support planning. Technical assistance providers also received grants, and they provided assistance at

no cost to the new ESS sites. Practitioners and policymakers who are getting started without such support should seek resources in their communities for planning and technical assistance.

STAFFING

One important lesson from the early research on the Extended Service Schools initiative and from other stories of ESS implementation is that the job of site coordination is a full-time responsibility. The work entails overseeing programs operated in non-school hours. A concerted effort is also required to build and maintain relationships with various constituencies and alert the governance group to future needs and activities. Further, these coordinators may well need an assistant director with whom to split hours which often extend into the evening. This has implications for the planning and budgeting of ESS start-up as well as for who should be hired as site coordinators.

SPACE

Space for new ESS activities is often a major hurdle. Many urban schools are overcrowded and have turned all available activity spaces into classrooms or offices for school people. Some are using temporary structures on school grounds or nearby. The site of an Extended Service School may thus depend on which school in a community has available and appropriate space. Some ESS programs conduct before- and after-school activities in spaces used during regular school hours. They pack up and store ESS materials and equipment and clean up the space after ESS use. Others need a school site that can house a permanent activity center for use during school and non-school hours.

Regardless of the space selected, successful implementation requires an on-site coordinator to negotiate, among other things, space-sharing practices, ensure that ESS programs have adequate space, and ensure that activities conducted in the non-school hours do not interfere with school activities. Making space-sharing work—especially in a school building that has been used exclusively for school functions in the past—is accomplished by a site coordinator who is continuously attentive to the condition of the space used in the non-school hours, who is willing to pick up a broom when needed, and who cultivates an effective, collegial relationship with the ESS principal. Site coordinators with previous experience in schools, especially in the school where the ESS was located, had the least difficulty establishing good relationships with school people and managing the demands of space-sharing, according to the study of the Extended Service Schools initiative.

CUSTODIAL MAINTENANCE

In schools open only six hours a day, nine months a year, there is time after school to clean classrooms in use during the school day, and time during the summer to do major maintenance work. An ESS requires more and different custodial maintenance. A second shift of custodians may be required, activity spaces may need to be changed from time to time to accommodate maintenance work, and more intensive use of the building may require major maintenance work more than once a year.

The two major implications of these changes in school building use are:

(1) custodial staff, and in some places, custodial union representatives, should be included in the planning process for an Extended Service School and in the continuing oversight of implementation, and

(2) Extended Service Schools often require increased budget for custodial maintenance.

GOVERNANCE AND COLLABORATION

There is no single best way to govern and manage Extended Service Schools. Decisions about which partners will have what types of authority and responsibility often follow from the "big picture" goals that are the impetus for creating an ESS. However, different governance structures and collaborative practices may affect the day-to-day operation of an Extended Service School as well as how it develops, stabilizes and possibly grows over time. For example, a school-dominated ESS might be able to start up quickly, but might be vulnerable to school board politics and school budget changes. An ESS led by a youth-serving organization might be more insulated from changes in school personnel and in broader school system conditions, but less likely to influence what happens during the school day.

Governance structures and collaborative management processes that include many constituencies, especially young people, their parents, and members of a school's community, are time-consuming to start and keep going. While more evidence is needed, the early experienc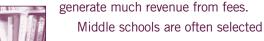es of ESS's suggest that collaborative structures which include a range of groups and key executives adept at identifying and raising resources may yield a stronger, more stable program in the long run. At the same time, sustaining active participation of school-level councils— intended to be the voice of the community in some sites—was often very difficult after the planning period. Either they became dormant during the school year or their functioning was marked by tension with the coordinators as their roles as supervisor versus advisor were not sufficiently clear, according to the ESS initiative evaluation.

It is important for creators of ESS's to look for ways to nurture and reward collegiality among school staff and youth serving organization staff, many of whom have different salary, professional or educational backgrounds and perspectives. Opportunities for collaboration might include cross-training (teachers training youth service staff and vice versa), cross-hiring (youth-serving organizations hiring teachers for some after-school academic work and schools hiring YSO staff for some classroom assistance), or professional upgrading, with salary increases, of YSO staff working in Extended Service Schools.

RECRUITING STUDENTS

To fulfill their mission, Extended Service Schools need to draw the children and young people most vulnerable to the dangers of unsupervised time and those least likely to have access to developmentally enriching experiences. Recruiting these children into ESS programs requires basic marketing skills. Children and their parents must hear an appealing message about what ESS's offer, and participants must confirm for themselves that an ESS delivers. Parents value the social and enrichment aspects of after-school programs more than the child care aspect, according to the evaluation of the Extended Service School initiative. Cost matters to parents as well. Therefore, Extended Service Schools should not plan to generate much revenue from fees.

Middle schools are often selected for after-school programs because students in their early teenage years, especially in low-income communities, often have fewer opportunities for organized activities than high school students. For this reason their participation in after-school programs is often more consistent than that of high school students. Furthermore, the middle school is often seen as a feasible site for both elementary and high school students, on the belief that high schoolers are more likely to participate in activities at a middle school than an elementary school, and elementary students will attend programs in a location that serves an older group. In the Extended Service Schools initiative, about half the sites were in middle schools, 40 percent were in elementary schools and the rest in high schools.

Finally, for both safety and access reasons,

success in recruiting students for a school-based program that operates in non-school hours also depends importantly on the location of the school in relation to students' homes, and on availability of transportation.

TRANSPORTATION

Even in the rare communities with schools in walking distance of most students' homes, there are still transportation issues if the streets are unsafe or if programs operated in the non-school hours begin or end after dark. In many cities, schools draw students from many neighborhoods and provide transportation for those living at a distance. The need for student transportation can thus limit who can be served in Extended Service Schools and determine activity schedules.

Among programs studied in the ESS initiative, the best solution from the perspective of the after-school program was a "late busing" system operated and paid for by the school district. In one site, involving the district's director of transportation in the planning of the ESS program was a key to solving transportation problems. Some sites relied on public transportation or shared vans with other programs or purchased their own vans. All of these solutions have major funding implications for Extended Service Schools.

COSTS AND FINANCING

Because many costs of Extended Service Schools are covered by in-kind donations, especially rent and utilities, there is an important difference between the total cost of an ESS and a cash budget for the program. In the ESS initiative, program budgets for the start-up year ranged from under $100,000 to $300,000 per school (cash), a difference explained mostly by the number of children served and the number of activity hours offered.

The first phase of research on the ESS initiative did not address per pupil costs in participating programs. But according to a study of the Wallace-Reader's Digest Funds' MOST initiative, a non-school based, high-quality, five-day-a-week after-school program costs approximately $80 per child per week or $4,000 per child for a 50-week year. In-kind contributions reduced the cash outlay for a high-quality program to about $50-$60 per child per week and $2,500-$3,000 per child for a 50-week year, according to the study. Salaries and fringe benefits are the largest expense items. Other major expenses may include transportation and providing extra custodial maintenance.

The potential sources of cash and in-kind contributions to school-based programs are many and diverse. This is one reason for including many constituencies in planning an Extended Service School. Principals with budgeting authority, for example, may be able to redirect Title I federal funds to Extended Service School expenses. A school district's community education department may have other relevant resources. A city mayor's office might add neighborhood improvement funds. A local university might donate professional development services, while a youth-serving organization providing ESS services might contribute staff time to help search for private funding.

THE TERRITORY AHEAD

This guide is clearly not the whole story of starting and sustaining an Extended Service School program. Inevitably, after the first year, new issues will arise and new lessons will be learned. Evaluation of the Wallace-Reader's Digest Funds' Extended Service Schools initiative is continuing. Future reports will focus on these programs' effectiveness in drawing youth into activities likely to produce developmental benefits; costs to start and operate ESS programs; strategies to sustain programs after initial funding ends; and the effectiveness of ESS programs in connecting to regular classroom instruction.

The early lessons from ESS implementation are useful not only to practitioners who want to start an Extended Service School, but to everyone in the community who will be affected by and benefit from these programs. We welcome the interest and engagement of all ESS constituencies as this initiative moves into new territory.

Since 1994, the Wallace-Reader's Digest Funds have invested more than $15 million in the Extended Service Schools initiative which seeks to transform public schools in low-income communities into responsive neighborhood institutions that stay open beyond normal hours, offering both educational programs and a range of youth services. Fifty-seven schools in 17 communities participated in the initiative. Each community adopted one of four nationally recognized models that have been successfully developed and implemented in cities throughout the country. In addition, each community received technical assistance from a national intermediary. Here are descriptions of the four models in the initiative:

Beacon Centers

Mission: To develop and operate school-based community centers; to create "safe havens" for youth and families in poor neighborhoods; to promote youth development and resiliency.

Activities: In five core areas—education, recreation and enrichment, career development, leadership development, and health—during non-school hours.

Governance: Lead agency manages all school-based activities. A local organization provides technical assistance in organizational development and youth development practices. An Oversight Committee consisting of executive staff from key youth-serving agencies and school district staff, provides general policy and management oversight. School-level decision-making bodies include parents and other community representatives.

ESS Initiative Leader: Youth Development Institute at the Fund for the City of New York.

Original Model Sites: New York City Public Schools, primarily middle schools.

Bridges To Success

Mission: To increase the educational success of students by better meeting the non-educational needs of children and their families through a partnership of education, human and community service delivery systems. The long-range vision is to establish schools as "life-long learning centers and focal points of their communities."

Activities: Vary by site, but include educational enrichment, career development, arts and culture, life skills, counseling, case management, health and mental health services, and recreation.

Governance: Local United Way is lead agency and fiscal agent. A group representing the United Way, school district, social service providers and community members develops city-wide programming strategies and oversees implementation. School councils, made up of a program coordinator, school principal, other school staff, parents, students and local partners, assess the needs and assets of the community and design and implement programs.

ESS Initiative Leader: United Way of America and the Institute for Educational Leadership.

Original Model Site: Indianapolis, IN

Community Schools

Mission: Educational excellence, combined with needed human services, delivered through school, parent and community partnerships; seamless integration of school-day activities with extended-day programs.

Activities: Wide range of youth development programs; social services such as in-site clinics, legal assistance, and case management; and parent education.

Governance: Co-management of school facilities by the school and a community-based organization (CBO), whose management staff have space in school administrative offices. Local universities provide planning and technical assistance. An Oversight Committee consisting of CBO executives, university staff, and school district staff, provides general policy and management oversight. School-level decision making bodies include parents and other community representatives.

ESS Initiative Leader: Children's Aid Society of New York and the National Center for Communities and Schools at Fordham University.

Original Model Sites: Two elementary schools and two intermediate schools in the Washington Heights section of Manhattan.

West Philadelphia Improvement Corps (WEPIC)

Mission: To produce comprehensive, university-assisted community schools that serve, educate and activate all members of the community, revitalizing the school curriculum through a community-oriented, real-world, problem-solving approach.

Activities: Academically-based community service links University of Pennsylvania faculty and students to school-day and extended school programs to assist with curriculum development and other activities.

Governance: Programs are generally developed collaboratively by school staff, the university, and the community. School principals and staff decide what substantive areas will be addressed and community councils provide guidance on program content. The university staff plays a key role in fund-raising and in coordinating staff volunteers.

ESS Initiative Leader: Center for Community Partnerships at the University of Pennsylvania.

Original Model Site: Turner Elementary School in West Philadelphia.

Useful Publications

The search for funding can be shortened by consulting resources developed specifically for this purpose, such as **Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives** by Nancy D. Reder of The Finance Project, 1000 Vermont Avenue, NW, Washington, D.C., 20005; 202-628-4200; (fax) 202-628-4205; www.financeproject.org

A comprehensive listing and description of resources for technical assistance can be found in **Building More Effective Community Schools: A Guide to Key Ideas, Effective Approaches, and Technical Assistance Resources for Making Connections Cities and Site Teams**, by The Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202; 410-547-6600; (fax) 410-547-6624; www.aecf.org

Information about community schools can be found in **Community Schools: Partnerships for Excellence, a publication of the Coalition for Community Schools**. Copies may be obtained from the Coalition for Community Schools, c/o Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, D.C., 20036; 202-822-8405 ext. 45; (fax) 202-872-4050; www.communityschools.org

Copies of **Making the Most of Out-of-School Time: A Summary Report of the MOST Evaluation**, by Robert Halpern, Julie Spielberger, and Sylvan Robb are available from Chapin Hall Center for Children at the University of Chicago, 1313 East 60th Street, Chicago, IL 60637; 773-753-5900; (fax) 773-753-5940; www.chapin.uchicago.edu

Other Resource Organizations

National Center for Community Education
810-238-0463
www.nccenet.org

National Community Education Association
703-359-8973
www.ncea.com

Communities In Schools
1-800-CIS-4KIDS
www.cisnet.org

Afterschool Alliance
202-296-9378
www.afterschoolalliance.org

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