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ABSTRACT

"Reaching the Goals" is a series of eight books designed to inform people involved in education reform, or people who want to be involved, of the myriad of programs and resources that are available from the Federal Government to support each of the National Education Goals defined in 1990. This first book is dedicated to Goal 1, "All children in America will start school ready to learn." The book provides federal program descriptions and definitions for more than 50 programs that are designed for preschool children. These programs encompass nutrition, learning, and health. Their descriptions should provide reformers with ideas for initiating or expanding preschool services at the community level. Programs from the following agencies are described: (1) Department of Agriculture; (2) Department of Defense; (3) U.S. Air Force; (4) Department of Education; (5) Department of Health and Human Services; (6) Department of Housing and Urban Development; (7) Department of Justice; (8) National Endowment for the Arts; (9) National Endowment for the Humanities; (10) National Science Foundation; (11) Institute of Museum Services; and (12) Smithsonian. Each program description includes contact names for more information. The book concludes with a directory of resources. Resources listed include 10 regional representatives and deputies of the Secretary of Education, 12 Head Start regional offices, the Head Start Collaboration Network members for the 10 regions, the contact list for Operation Weed and Seed (102 individuals), 60 state Arts Agency Coordinators, and 57 State Humanities Councils (includes territories). (SLD)

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Achieving the Goals

Goal 1

All Children in America will start school ready to learn.

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In 1989, the nation's governors came to the conclusion that unless there were clear goals in education, and they and the citizens worked cooperatively to achieve them, the United States would enter the 21st century unprepared for its challenges. This decision led to the adoption of six goals, and with the enactment of the "Goals 2000" legislation, two more were added, making a total of eight National Education Goals. The Department of Education is not the only federal agency that is taking part in this national initiative. Federal agencies such as the departments of Health and Human Services, Labor, Energy, and Defense, have been making important contributions to the National Education Goals. We estimate that at least 28 departments and agencies are now funding programs that support one or more of the goals.

"Reaching the Goals" is a series of eight books designed to inform people involved in education reform (or people who want to get involved) of the myriad of programs and resources that are available from the federal government to support each of the National Education Goals. The effectiveness of local efforts can be strengthened if reformers are informed of the funding and technical resources that are available.

This first book is dedicated to Goal 1, "All children in America will start school ready to learn." The book provides program definitions and descriptions for more than fifty programs that are designed for preschool children. Such programs encompass nutrition, learning, health, and parenting skills. Drawn from an array of federal agencies, these program descriptions should provide reformers with ideas for initiating or perhaps expanding the scope of preschool services at the community level.

This book is being produced by the Office of Intergovernmental and Interagency Affairs, responsible for promoting interagency collaboration at the federal level. Through making the information in this book available to administrators, teachers, business leaders, and the general public, it is the hope that interagency collaboration will expand at the local level. As a matter of fact, there are scores of collaborative efforts that are working in communities across the nation today. They draw funds from multiple sources to provide services to children and their families. Some of these programs are described in *Achieving the Goals* to provide specific examples of how interagency collaborations are working today.

Each book will provide an outline of each agency's role and activities in achieving the Goals, including program descriptions, contact names, and an appendix listing resources such as state and local offices, technical assistance centers, and clearinghouses.

At HHS, the Head Start program is helping children get ready for school, (Goal 1) and at Labor, job training programs are helping adults gain the skills necessary to compete in the global economy, (Goal 5), and the Department of Energy's laboratories and NASA's field centers are helping students across the country be the first in the world in science and mathematics (Goal 3). These and other federal programs are helping students achieve the National Education Goals.

It is our hope that this series of books will encourage collaborative efforts among state and local organizers who are working on systemic reform.

GOAL 1 UPDATE:

A Report from the National Education Goals Panel

In 1990 the president and 50 state governors established the National Education Goals, the first of which is that "by the year 2000 all children in America will start school ready to learn." In the ensuing years, this Goal has been colloquially dubbed the "readiness" Goal and has generated public policy debate at the federal, state, and local levels in the public and private sectors; and in the media, schools, and homes.

Much attention has been focused both on the goal itself and on the three objectives accompanying the goal statement that reflect a broad concern with children's early development and learning. The objectives, concerned with the conditions of the institutions that affect such development — families, preschool programs, health care systems, schools — are:

- All children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school;
- Every parent in the United States will be a child's first teacher and devote time each day helping his or her preschool child learn, and parents will have access to the training and support parents need;
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birth weight babies will be significantly reduced through enhanced prenatal health systems.

Taken together, the goal and the objectives are significant in a number of respects. While they affirm that parents have primary responsibility for the well being of their children, they also acknowledge that society has a responsibility to help where needed.

Second, the goal and its attendant objectives acknowledge that *all* children — not simply some — are entitled to early experiences that will foster their optimal development.

Third, the goal and objectives acknowledge that narrowly constructed, academically-driven definitions of readiness — heretofore widely accepted — need to be broadened to incorporate physical, social, and emotional well-being. Finally, the goal and its objectives affirm the connection between early development and learning, and children's later success in school and in life.

As could be expected, such a landmark statement — which carries presidential and gubernatorial sanction — has also provoked considerable activity. Some efforts have been devoted to the improvement of direct services for young children and their families, including initiatives undertaken by the National Governors' Association, executive branches of federal and state governments, schools, communities, professional associations, and parent groups. Other efforts have attempted to improve and integrate the systems that affect children's early development. Still others have sought to delineate more clearly what is meant by optimal outcomes for children. And finally, some have sought new approaches to chronicle children's development appropriately and inventively.

Although committed to fostering all four approaches (improving direct services, improving systems, delineating optimal outcomes, and chronicling progress), the work of the National Education Goals Panel has been focused on the third and fourth approaches. In fact, the National Education Goals Panel has been charged with chronicling the nation's progress toward meeting all of the goals over a ten-year period, from 1990 to 2000. To that end, the National Education Goals Panel has established a Resource Group and at least one Technical Planning Group for each goal.

GOAL 1 RESOURCE AND TECHNICAL PLANNING GROUPS' WORK TO DATE

The Goal 1 Resource and Technical Planning Groups were asked to suggest data by which progress toward Goal 1 could be measured. Two kinds of information were recommended: first, direct indicators of the goal, reflecting how children are doing, and capturing their welfare and resiliency in the face of risk; and second, direct indicators of the objectives, reflecting the quality of services afforded young children. The groups recognize the importance of both kinds of information and have been working to put mechanisms in place that will collect such information at three points in time: before school, upon entry to school, and in school. To hasten the realization of these efforts, the Technical Planning Group was asked by the Goals Panel to focus its work on conceptualizing an in-school assessment that focused on child outcomes.

Recognizing the wide range of abilities and experiences upon which early learning and development rests, the Technical Planning Group suggested that early development and learning embrace five dimensions: (1) physical well-being and motor development; (2) social and emotional development; (3) approaches toward learning; (4) language development; and (5) cognition and general knowledge.

Refining the Definition of the Five Dimensions of Early Development and Learning

The purpose of *Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary* (National Education Goals Panel, 1995) is to lend greater specificity to each of the dimensions conceptualized in the 1991 report on school readiness

with the goal of ultimately achieving a common vocabulary that expresses current knowledge and common views about the needs of children and the nature of their development. It is hoped that such amplified definitions will further the dialogue regarding how best to foster children's healthy development. This paper uses as points of departure the available research (though the document is not intended to be a review of the research), a series of commissioned papers, and synthesis of the Technical Planning Group's work. Where research is incomplete, this paper reflects the collective best judgment of the members of the Group.

This document represents not only the work of the Goal 1 Technical Planning Group, but the input of hundreds of individuals who took the time to comment on the original draft. Five considerations exist regarding the dimensions. (1) Though presented separately for the sake of clarity, the five dimensions are interrelated. (2) The availability of scholarly work to assist in amplifying the dimensions varies tremendously by dimension. (3) Offering amplified definitions of the dimensions of early development and learning should not be equated with assessing the dimensions. (4) Families and communities are critical in children's early learning and development. (5) Youngsters demonstrate individuality related to genetic, cultural, and contextual factors; as such, individual, cultural, and contextual variables cannot be attributed to any single dimension.

The report concludes by examining issues that underlie its definitional analysis and that must be addressed as a prelude to any reappraisal of our current approach to early care and education. Then, it identifies preliminary implications of the Technical Planning Group's work for assessment, practice, and policy. Finally, it suggests specific action steps based on these implications for future work in early development and learning.

Early Childhood Assessment

Section 207 of P.L. 103-227 directs the Goals Panel to support the work of its Resource and Technical Planning Groups on School Readiness to improve the methods of assessing the readiness of children for school that would lead to alternatives to currently used early childhood assessments.

Accordingly, a Ready Schools Resource Group has been asked to make explicit the elementary school characteristics and policies it had in mind as necessary to accommodate incoming children. The Resource Group is preparing a short paper to be released in early 1996 for teachers, principals, and policy makers on (1) the nature of pedagogy and instruction in the K-3 classrooms of a ready school; (2) the structure and policies of ready elementary schools; (3) the relationship of ready school to families and communities; and the links of ready schools with preschool programs.

In accordance with the legislative charge, the Goals Panel has convened an Early Childhood Assessments Resource Group to create guidelines regarding the nature, functions, and uses of early childhood assessments, including assessment formats that are appropriate

for use in culturally diverse communities, based on model elements of school readiness; monitor and evaluate early childhood assessments, including the ability of existing assessments to provide valid information on the readiness of children for school; and monitor and report on the long-term collection of data on the status of young children to improve policy and practice, including the need for new sources of data necessary to assess the broad range of early childhood developmental needs. The groups will advise and assist the Congress, the Secretary of Education, the Goals Panel, and others regarding how to improve the assessment of young children and how such assessments can improve services to children.

Goal One Related Programs

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U.S. DEPARTMENT OF AGRICULTURE

The U.S. Department of Agriculture (USDA) addresses Goal 1 by ensuring that young children, particularly those in need, are properly nourished. The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) currently serves more than 3 million children monthly who are between the ages of 1 and 5. The Food Stamp Program reaches about 14 million children each month, and the Child and Adult Care Food Program serves about 1.8 million children a year.

The Department also contributes to Goal 1 by providing parents and other care givers with information on how to ensure that children are physically, emotionally, and mentally prepared for life and school. In addition, USDA sparks young children's interest in science, the environment, food, and related topics through several programs, including Woodsy Owl and Smokey Bear.

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

The WIC Program improves the nutritional health of low-income women, infants, and children by providing nutritious, supplemental foods and nutrition information. Participants receive vouchers that can be redeemed at retail food stores for specific foods that are rich sources of the nutrients frequently lacking in the diet of low-income mothers and children. In addition, the WIC Program is a gateway to a variety of health and social services. Because WIC has been shown to be effective in improving the health of pregnant women, new mothers and their infants, full funding has been requested for WIC by 1996, allowing the program to serve all who are eligible (an estimated 7.5 million). Children have always been the largest category of WIC participants. And, today WIC serves more than 3 million children between the ages of 1 and 5 each month. In addition, WIC works closely with Head Start and Even Start to ensure that preschool children have access to all programs for which they may be eligible.

Director Stan Garnett
USDA Food and Consumer Service
Special Nutrition Programs
Supplemental Food Programs Division
3101 Park Center Drive
Room 540
Alexandria, Virginia 22302

(703) 305-2746

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The Food Stamp Program

The Food Stamp Program is the cornerstone of USDA's food assistance efforts, helping put food on the table for nearly 27 million Americans each month in FY 1993. More than half of all food stamp participants are children. This Fall, FCS implemented provisions of the Mickey Leland Childhood Hunger Relief Act that increase program benefits-- especially for households with children. Households with children make up 62.1 percent of all Food Stamp households.

Director Jordan Benderly
USDA Food and Consumer Service
Food Stamp Program
Benefit Redemption Division
3101 Park Center Drive, Room 706
Alexandria, Virginia 22302

(703) 305-2756

The Child and Adult Care Food Program

The Child and Adult Care Food Program provides cash reimbursements and commodity foods for meals served in child and adult day care centers, and family and group day care homes for children. Some 1.8 million children participated in the program in FY 1993. Nearly 60 percent of participating children are between the ages of 3 and 5.

Director Alberta Frost
Child Nutrition Division
Special Nutrition Programs
3101 Park Center Drive, Room 1007
Alexandria, VA 22302

(703) 305-2590

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The Food Safety and Inspection Service (FSIS)

This service addresses Goal 1 by helping protect the health of young children, an important factor in ensuring that a child comes to school ready to learn. Ensuring the safety of the meat and poultry supply through its inspection processes is one way FSIS helps protect young children from food borne illness. Educating parents about safe food handling practices is another.

Recently, FSIS distributed information about the thorough cooking of hamburger and other safe food handling practices to parents of children in day care facilities such as Kindercare and to parents of children in Head Start programs. FSIS also works to protect young children's health by requiring nutrition labeling on meat and poultry products to help parents choose healthy foods to serve.

Sharon Sachs
Associate Director
U.S. Department of Agriculture
Food Safety and Inspection Service
Information and Legislative
Affairs
1175 South Building
Independence Avenue, Between
12th & 14th Streets, SW
Washington, DC 20250
(202) 720-7943

Sheltering Arms, Inc. -- Atlanta, GA

Sheltering Arms manages eleven child care centers that provide eleven-hour-per-day, year-round care for 833 children from birth to age 5. Sheltering Arms has focused on assisting families with multiple challenges of parenting, employment, and limited resources. Each Sheltering Arms center provides affordable high-quality, child care and offers family support services for parents. The agency is a good example of an innovative venture that melds funding from public, corporate, voluntary agencies and parent fees.

Funding

Sheltering Arms' annual budget of \$4.3 million includes public funding from child care vouchers, a Department of Education prekindergarten initiative and the Child Care Food Program; private sector funds from the United Way, 64 local businesses and 26 foundations and parent fees for child care services. More than 1,000 parents and community residents contribute volunteer time each year. Sheltering Arms also initiated a partnership that raised \$150,000 from businesses to increase the state's capacity to obtain federal matching funds for child care, leading to \$400,000 in additional services.

Services for Children:

Classroom programs for 6 week-olds to 5-year-olds are theme-oriented and activity-based. Each staff member works with a "primary bonding group" of children throughout the year, to increase individual attention and nurturing and to provide a focal point for ongoing assessment and communication with parents. The quality of Sheltering Arms classes has been documented by the National Association for the Education of Young Children's Center Accreditation Program.

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Meat and Poultry Hotline
(DC Metro Area) (202) 720-3333
(Continental US, Toll Free) (800) 535-4555

The Cooperative Extension System

The Cooperative Extension System, working within the communities and collaborating with other agencies, provides comprehensive, preventative education to limited resource individuals and families with young children, prenatal to five. As a result of coordinating nutrition and health, money management, and parent education, these individuals and families are better equipped to raise one generation of children, physically, intellectually, socially and emotionally prepared for school and life.

Parent involvement with the child is an important predictor of early school success. Children who have a strong adult orientation seem to do better in school than those with a primarily peer orientation. Extension is assisting families in ensuring their children's well-being through effective parenting and child care which affects early childhood development. Parents and child care providers have the greatest influence on the development of children. Understanding the developmental needs of children is essential to their effectiveness. Education programs for parents and child care providers have been a major focus for Extension. Programs include: (1) teaching parents of their important role as first teachers of their children; (2) reaching single parents with helpful resources; (3) teaching parents how to communicate with professionals who deal with their children; and (4) involving paraprofessionals in teaching low-income women how to improve their diet, manage money, and handle family crises.

Judith Bowers, Co-Team Leader, Public Affairs
U.S. Department of Agriculture
Cooperative Extension System
Room 3328 South Building
14th and Independence Avenues, SW
Washington, DC 20250
(202) 720-3029

The new **National Extension Parent Education Model (NEPEM)** included four parenting skills among the twenty-nine priority practices for extension parent education: teach children about themselves, others, and the world around them; stimulate curiosity, imagination, and the search for knowledge; create beneficial learning conditions; and help children process and manage information. Parents are

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viewed as having critical significance for children's learning. Extension professionals throughout the United States collaborate with a variety of organizations and agencies to prepare parents for this most important role.

Chuck Smith, Extension Specialist, Human Development
Cooperative Extension Service
343 Justin Hall
Kansas State University
Manhattan, KS 66505-1423
(913) 532-5773

The Expanded Food and Nutrition Education Program (EFNEP) and the Nutrition Education Initiative conducts education programs in every state and territory for low income families with young children. These programs focus on prenatal and early childhood nutrition education that is essential for optimal cognitive development.

(Ms.) Wells Willis
AG Box 0925
U.S. Department of Agriculture
14th and Independence Avenue, SW
Washington, DC 20250-0900
(202) 720-8855

The USDA Forest Service

The Forest Service runs the **Urban Tree House**, a community-based program designed to bring an understanding of forestry concepts and careers to inner-city children of all ages. In this program, professionals from government agencies, universities, and industry conduct year-round lessons on forestry, ecology, and natural resources in an outdoor setting. Atlanta, Georgia, was the first site for this program and is now the pilot for a nationwide network of tree houses that link urban populations with nearby National Forests. While the programs are largely geared to elementary students, younger siblings are welcome to attend the activities.

Rita Schoeneman
Assistant Director for Urban & Community Forestry
Auditors Building, 4th Floor, SE
201 14th Street, SW
Washington, DC 20250
(202) 205-1694

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The Cooperative Forest Fire Prevention Program is a comprehensive informational and educational campaign that features Smokey Bear as the symbol to create and maintain a public awareness about forest fire prevention. Smokey Bear is used for a number of purposes including education activities in classrooms and Junior Forest Rangers, as well as public service advertising. He also introduces preschool children to the concept of preservation of nature, particularly prevention of forest fires.

Harry Croft, Assistant Director
U.S. Department of Agriculture
Forest Service
P.O. Box 96090
Washington, DC 20090-6090
(202) 205-2496

Woodsy Owl is the Forest Service Conservation Education symbol for children from preschool through third grade, promoting awareness of the importance of preserving our planet. Recently, the Forest Service entered into a cooperative agreement with Children's Television Workshop (CTW), the international leader in the field of children's programming, and the creators of Sesame Street, to develop education materials and an outreach strategy to teach children about environmental issues which affect them and to encourage appreciation of nature. Woodsy Owl will help prepare prekindergarten children to explore the world around them, a critical step in being ready to learn.

Doris Nance, Assistant Program Manager
Woodsy Owl Program
Coop Forestry, 4SW
201 14th Street, NW
Washington, DC 20250
(202) 205-3611

Treetures represent an environmental education effort with direct focus on trees. Developed by a children's author and product designed, Treetures compose a community of characters that are dedicated to tree planting. The target audience is children ages 3 to 10. The Treetures help the National Association of State Foresters and the USDA Forest Service carry the message of tree planting and care.

Pam Speka, Treeture Coordinator
P.O. Box 25127
Lakewood, CO 80225
(303) 275-5064

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National Agricultural Library

Child Youth and Family Education and Research Network

The Youth Development Information Center is a joint project of the National Agricultural Library (NAL) and the USDA Extension Service (ES) to support the professionalism of 4-H youth development. As of 1992 the Center redirected computer and communications technology in organizational collaborations and information management a greater variety and amount of information will be made available to a larger proportion of the youth-serving community.

The Child Youth and Family Education and Research Network (CYFERNET), is a joint project of the Youth Development Information Center (YDIC) of the National Agricultural Library, ES/4-H and Youth Development, ES/Home Economics and Human Nutrition (HEHN), ES/Communications and Information Technology (CIT), and the National 4-H Council. Additional collaborations are evolving to realize fully the potential of an information service based on computer communications technology. The effort is in explicit support of NAL and CIT initiatives in information management, dissemination, and public access and services.

Information available on the CYFERNET includes: federal program descriptions that deal with child, youth, or family issues and Federal Register notes for the year that deal with the same subject, a listing of all the youth at risk sites, the full text of Family Impact Seminars for the last three years, extensive statistics from the Kids Count Data Book project, the Agricultural Research Service (on family economics), clearinghouses dealing with youth and family issues, bibliographies (based on the 4-HPRK taxonomy) from both AGRICOLA and ERIC, and from the National Clearinghouse on Alcohol and Drug Information (and information on how to get the documents referred to).

John Kane, Ph.D., Coordinator
Youth Development Center Information Center
and CYFERNET
National Agricultural Library, Room 304
10301 Baltimore Boulevard
Beltsville, MD 20705-2351
Phone: 301/504-6400
Internet: JKANE@NALUSDA.GOV

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National Extension Children, Youth, and Family Network

The Cooperative Extension System and the National 4-H Council are establishing a national Children, Youth, and Family Network consisting of four national networks focusing on Child Care, Collaborations, Science and Technology, and Family Resiliency; and a national distributed-information infrastructure. The CYF Network consolidates program and technology resources and, through the electronic infrastructure, expedites nationwide access to information and education. The CYF Network assists the Cooperative Extension System nationwide in accomplishing its mission to marshal resources of the land-grant universities, and it also helps to collaborate with other organizations to develop and deliver education programs that equip limited resource families and youth who are at risk to meet basic human needs, and to lead positive, productive, contributing lives.

Sherry Wright, Families, 4-H and Nutrition
National Networks and Action Program
14th and Independence Avenue, SW
Room 3444, AG Box 0925
Washington, DC 20250-0925

(202) 720-8857

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U.S. DEPARTMENT OF DEFENSE

1994 marked the fourth year of the involvement of the Department of Defense (DoD) in the National Education Goals, and specifically, to improve the quality of education and early childhood programs provided to children of service members both overseas and in the continental United States. To support this effort DoD has addressed "Readiness for School" through the joint activities of the agencies within the office of the Deputy Assistant Secretary of Defense which include; the Department of Defense Education Activity (DoDEA) and the Office of Family Policy, Support and Services. Through these agencies, DoD has initiated a variety of programs designed to support instruction, student achievement, community involvement, and preschool services.

Sure Start

The Department of Defense Dependents Schools (DoDDS) are committed to establishing and expanding a program for preschool children modeled on Head Start. Entitled "Sure Start", this program is jointly operated by DoDDS and DoD Child Development Services (CDS) and has as its primary goal the delivery of a preschool program that will have a positive impact on the child's physical health, cognitive ability, achievement, and education motivation. Sure Start classrooms have opened at 29 sites throughout the DoDDS system, and approximately 500 3-4 year old children are now enrolled.

Mr. Harv Gerry
Acting Chief, Education Division
Department of Defense
4040 North Fairfax Drive
Arlington, Virginia 22203
(703) 696-4490, ext. 155

Families and Schools Together (FAST)

The Families and Schools Together (FAST) project was developed to provide parents an opportunity to gain the knowledge and skills necessary to facilitate their children's learning in the home. The program design focuses on encouraging active parental participation and cooperation with the schools and other parents in developing competencies to motivate students to value learning as an integral part of their daily lives and to assist parents in establishing study habits and learning rituals in the home. As a result of their participation in this program, parents acquire skills enabling them to help their children and other parents, thereby creating a community resource that

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will reinforce parental participation in academic achievement. The project is composed of four learning modules for parents which include:

- (1) Establishing and maintaining home learning rituals
- (2) Monitoring educational progress
- (3) Providing at home learning assistance
- (4) Encouraging student motivation

Mr. Harv Gerry
Acting Chief, Education Division
Department of Defense
4040 North Fairfax Drive
Arlington, Virginia 22203

(703) 696-4490, ext. 155

Preschool Children with Disabilities

In school year 1993-94, the Department of Defense Dependents Schools (DoDDS) implemented preschools for children with disabilities (PSCDs) for children age 3 through 5. There are now 80 preschool classrooms serving more than 965 students. Children in these programs meet DoDDS eligibility criteria that include a delay in one or more of

The James E. Biggs Early Childhood Center --
Covington, KY

The Biggs Center provides a prekindergarten program, family support services, and a home visitation strategy. It came into being through a creative school district/community agency partnership via funding provided in Kentucky's Educational Reform Act of 1990 (KERA) for preschool and family support services.

Organization

The Biggs Center is a partnership between Children, Inc., a nonprofit child care agency and the Covington School District. Children, Inc., recruits, hires, trains, and supervises a staff of 15; monitors the curriculum; implements parenting activities; and conducts program evaluations. The school district made a major investment in the facility and contributes maintenance, transportation, and administrative services to the project.

Funding

Funds come from state department of education preschool program, Special Education, Chapter 1, Family Resource and Youth Service Centers. The school district contributed \$1.8 million to purchase, renovate, and equip the facility and playground space. Mini-grants from the business sector and state agencies cover special enrichment activities.

Services for Children

The preschool program operates two half-day sessions, Monday through Thursday, and accommodates its 262 children in classrooms of 20. Fifteen children with special needs participate in the program, with support from a specialist and seven assistant teachers. On Fridays, teachers and assistant teachers conduct home visits. Through Chapter 1 funds, 3-year-old children are visited twice a month at home by a teacher and teaching aide who combine elements of High/Scope and the Parents as Teachers curricula.

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the following developmental areas: Communication, Cognitive, Physical, Adaptive/Self-Help, Social/Emotional.

Children in PSCDs are served in center-based, home-based or combination programs with medically related services such as occupational and physical therapy provided by the military medical departments. They may also receive their special education services in local child development centers, Sure Start classes or in regular kindergarten programs. Teachers and administrators are encouraged to involve parents in many ways, to include training parents in child development and in specific strategies related to their child's delay(s).

Dr. Rebecca Posante
Instructional Systems Specialist
Special Education
4040 North Fairfax Drive
Arlington, Virginia 22203

(703) 696-4386, ext. 147

Immunization Program

The DoDDS's immunization requirements are based on the policies of the Immunization Practices Advisory Committee of the Public Health Service, Department of Health and Human Services and on requirements promulgated by the Assistant Secretary of Defense (Health Affairs). DoDDS's policy regarding immunizations is to provide screening to new entrants and to monitor the total immunization screening program through student registration. Although immunization is a requirement for admission/attendance in DoD schools, the military services, not the schools, are responsible for administering immunizations. Prior to enrollment, dependent children are required to have the following immunizations: polio, measles, mumps, and rubella (MMR); diphtheria, pertussis, and tetanus (DPT). Diphtheria and tetanus immunizations are required every 10 years. Pertussis is not required after six years of age. A second dose of the measles vaccine is required for children entering kindergarten or school for the first time. It is DoDDS policy that all children, no matter their age or grade level, will show evidence that they have received the second dose of MMR upon entry into a DoDDS school.

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Mr. Harv Gerry
Acting Chief, Education Division
Department of Defense
4040 North Fairfax Drive
Arlington, Virginia 22203
(703) 696-4490, ext. 155

Domestic Dependent Elementary and Secondary Schools (DoD DDESS):

Pursuant to the "Individuals With Disabilities Education Act" as amended, (IDEA), DoD DDESS has implemented preschools for children with disabilities (ages 3-5) on all the 16 military installations that host DoD DDESS. Approximately 454 preschool children with disabilities are now being served by this program. Additionally, DoD DDESS has implemented preschool programs for non-disabled students on 10 of these installations. More than 1,600 students are currently participating in this program.

Programs that stress parental involvement in child development activities are currently ongoing throughout DoD DDESS. A wide variety of parent education guides and publications have been developed and distributed throughout the community to promote and enhance readiness to learn activities. Organized community and parent volunteer programs are also prevalent in DoD DDESS. During school year 1993-94, preschool children in DoD DDESS received the benefit of more than 45,000 volunteer hours.

Mr. Hector Navarez
Director, Domestic Schools
4040 North Fairfax Drive
Arlington, Virginia 22203

(703) 696-4354, ext. 111

Office of Family Policy, Support and Services

1. **Child Development Services:** Provides early childhood development programs on military installations throughout the world.
2. **Family Advocacy Programs:** Provides comprehensive programming to prevent and intervene in allegations in child and spouse abuse within military families.
3. **Women, Infant and Children Programs:** Provides education and services nutritional at-risk women and infants.

Achieving the Goals: Ready to Learn.

Ms. Linda Smith
4000 Defense Highway
The Pentagon, Room 3B930
Washington, DC 20301-4000

(202) 614-4074

Through these agencies, DoD has initiated a variety of programs designed to support instruction, student achievement, community involvement, and preschool services. A brief summary of each of the programs is provided in the following pages.

Family Advocacy New Parent Support Programs

The Department of Defense (DoD) is undertaking an important program which will encourage positive parenting from the earliest stages in a child's life. In the short and long term, this initiative will promote an environment where military children can thrive and, thus, be better prepared to start school ready to learn.

Findings suggest that the single most effective strategy for preventing child abuse is to provide parents with education and support around the time their baby is born. Statistically, the highest risk for spouse abuse occurs during pregnancy and immediately after the birth of a child. Each of the Military Services' Family Advocacy Programs has initiated a New Parent Support Program modeled after several of the most promising home visitor programs in the United States. The goals of the program include:

- (1) personal support for the new families;
- (2) reinforcement of the skills and strengths needed for quality parenting;
- (3) facilitation of resources;
- (4) prevention of child abuse and neglect by helping to reduce isolation of new families
- (5) identification of families with the potential for problem parenting related to poor parenting skills, inappropriate expectations, low self-esteem, and an inability to utilize community resources; and,
- (6) early referral to appropriate supportive services

Linda Smith, Director
Office of Family Support and Services
4000 Defense
Pentagon, Room 3B930
Washington, DC 20301-4000

(703) 614-4074

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U.S. AIR FORCE

The Department of Defense Dependents Schools (DoDDS) is the Defense agency responsible for providing children of Air Force members educational programs from prekindergarten through grade 12 in overseas areas. Therefore, many of the programs discussed previously apply to the Department of the Air Force such as First Time Parents Program (New Parent Support Program) and DoD Special Supplemental Food Program. Other programs implemented by the Air Force that supports Goal 1 includes; Boys Town Common Sense Parenting Program, U.S. Air Force Family Advocacy First Time Parent Program, The Air Force Family Advocacy Program, and Family Support Center Education Classes.

Boys Town Common Sense Parenting

This program was developed as a preventive program for non-abusive parents. Emphasis on communication and development of appropriate parenting skills. The program incorporates social learning theory skills training into a curriculum for parents. The primary focus of the training program is on interactive skills, role playing and modeling.

Col. John Nelson
Headquarters Air Force/SGPS
MOA/SGPS
Brooks AFB, TX 78235-5217
(210) 536-2031

Family Advocacy First Time Parent Program

The Air Force began it's "First Time Parents Program" in 1990. The first program was staffed by registered nurses at eight different sites. The purpose was to provide clinical prevention services in support of at risk first time parents and their infants. The primary focus of the program was to assist in coalescing as a healthy, viable family. In 1993, the program was expanded to an additional 65 installations. It is based out of hospitals but encompasses the entire community. The program targets parents through support and education.

Col. John Nelson
Headquarters Air Force/SGPS
MOA/SGPS
Brooks AFB, TX 78235-5217
(210) 536-2031

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Family Advocacy Program

The Family Advocacy Program (FAP) is a prevention program provided by outreach managers and nurses. It is an intervention program for child and spouse maltreatment. One component of the program is the Exceptional Family Member Program (EFMP), a program to coordinate assignment of families with special needs children.

Col. John Nelson
Headquarters Air Force/SGPS
MOA/SGPS
Brooks AFB, TX 78235-5217

(210) 536-2031

Family Support Center Education Classes

Family Support Centers offer Family Education and Development Programs as part of their ongoing preparation and skills building for every Air Force family at every stage of the member's career. Such training empowers families to master the demands of family life that are complicated by the military lifestyle.

Programs for parents of preschool children are offered on a regular basis. Classes range from "Getting to Know your Newborn Baby" to "Getting Ready for Kindergarten!" Parenting classes cover life cycle issues beginning with new infant information to dealing with adolescent concerns. Recently recognized needs of first time and single parents have increased the demand for parenting classes.

Col. Robert Brady
HDQTERS AF/DPCH
Pentagon 1040
Washington, DC 20330-1040

(703) 697-4720

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U.S. Department of Education

Early Education Program for Children with Disabilities

This program provides support for experimental, demonstration, outreach, research, training, and technical assistance and dissemination activities for children with disabilities from birth through age 8. Individual project grants, cooperative agreements, and contracts are funded through this program.

Jim Hamilton
Acting Division Director
Division of Educational Services
Office of Special Education and
Rehabilitative Services
U.S. Department of Education
Room 4611 Switzer Building, SW
Washington, DC 20202

(202) 205-9084

Even Start -- State Education Agencies

This program funds family-centered education projects to help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and it provides literacy training for the parents. These are state formula grants from which local education agencies are subgrantees.

New Jersey Early Childhood Program -- Jersey City

Jersey City's school district-based early childhood initiative has expanded from an initial state-funded program for 150 children to a program serving 400 children, with the majority of resources provided from local education agency funds. The program has thrived during a period of state-imposed takeover of the school district operations and budget.

Organization

The school district uses resources from the state Goodstarts Program and local district resources to implement prekindergarten programs in elementary school buildings. All families in the community are eligible to enroll their children in the locally-funded classrooms. Two administrators share responsibility for program management, staff development for prekindergarten and primary grade staff members, and teacher evaluations.

Funding

A total budget of approximately \$2.75 million per year includes an estimated contribution of \$1.8 million from local school district resources as well as funding from federal (Even Start, Chapter 1), and state department of education programs.

Services for Children

The faculty-student ratio is 2 to 15 in the 3- and 2 to 18 in the 4-year-old classes. The after-school program runs from 8:00 a.m. to 5:45 p.m. and emphasizes education activities such as music, dance, and drama. Jersey City has adopted a developmentally appropriate framework for classroom practice and professional development from prekindergarten through second grade, an approach which enhances continuity for young children and their families. Most children move from prekindergarten classes into kindergarten classes in the same schools, thus easing the transition for both students and their families.

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Donna Campbell
U.S. Department of Education
Office of Elementary and Secondary Education
Room 440 Portals Building, SW
Washington, DC 20202
(202) 260-0996

Even Start -- Indian Tribes and Tribal Organizations

This program provides funds for family-centered education projects to help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and it provides literacy training for the parents. These grants are discretionary, funding individual projects.

Donna Campbell
U.S. Department of Education
Office of Elementary and Secondary Education
Room 440 Portals Building, SW
Washington, DC 20202
(202) 260-0996

Even Start -- Migrant Education

This program is designed to establish and improve programs to meet the special educational needs of migratory preschool children and their parents by integrating early childhood education and adult education into a unified program.

Regina Kinard
U.S. Department of Education
Office of Migrant Education
Office of Elementary and Secondary Education
Room 4100 Portals Building, SW
Washington, DC 20202
(202) 260-1335

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Title I

The new Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools to enable them to meet challenging academic content and performance standards. To accomplish this goal, Title I supports new roles for schools, districts, states and the federal government. Schools will decide how to spend their Title I resources and have more leeway in combining their resources to support comprehensive reform through schoolwide programs. The new provisions (1) ask school districts to coordinate and integrate Title I services with other educational services, including Even Start and Head Start, and, to the extent feasible and where necessary, with other agencies providing health and social services to children; (2) allow Title I schools to work with the community to provide health, nutrition, and other social services that are not otherwise available to the children being served; and (3) require districts and schools to address the transition needs of children, particularly as they move from pre-school to school.

Mary Jean LeTendre or William Lobosco,
U.S. Department of Education
Office of Compensatory Education Programs
Room 4400, Portals Building, SW
Washington, DC 20202-6132

(202) 260-0826

Program Development Implementation Grants

This program makes grants available to develop and implement new, comprehensive, coherent, and successful bilingual education or special alternative instructional programs for limited English proficient students. Programs may include early childhood education, K-12 education, gifted and talented education, and vocational and applied technology education.

Petraine Johnson
Office of Bilingual Education and Minority Languages Affairs
Room 5627, Mary E. Switzer Building, SW
Washington, DC 20202

(202) 205-8766

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Services for Children with Deaf-Blindness

This program provides services to benefit infants, toddlers, children, and youth with deaf-blindness including demonstration activities; technical assistance to agencies, institutions, or organizations providing education or early intervention services; preservice or inservice training to personnel; assistance to agencies in facilitating the transition of youth with deaf-blindness to adult services including assistance related to independent living and competitive employment.

Charles Freeman
600 Independence, SW
Switzer Building, Room 4617
Washington, DC 20202
(202) 205-8165

Achieving the Goals: Ready to Learn.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

The Administration on Children, Youth, and Families (ACYF) conducts national programs for children and youth, works with states and local communities to develop services that support and strengthen family life, and provides information to individuals and to the public and private agencies that serve at-risk children and families. The ACYF supports the achievement of Goal 1 mainly through its Head Start Bureau. The Head Start program supports "the readiness goal" through its community-based programs serving disadvantaged children and families across the country.

One of the basic purposes of the Head Start program is to promote the social competence of children, which means their everyday competence in dealing with both the present environment and later responsibilities in school and life. Therefore, the entire Head Start program and the 740,500 children and their families who are served by the program each year contribute toward the achieving Goal 1.

Head Start

All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that prepare children for school. (Objective 1)

Through over 1,400 community-based programs across the country, Head Start serves some of the most disadvantaged children of each local community in quality developmental programs, with 10 percent of the enrollment reserved for children with disabilities. Of the 740,500 low income children who were served in 1994 by Head Start, more than 96,000 were disabled children. Nearly 70 percent of the families served in Head Start have incomes of less than \$9,000 per year and over 80 percent have yearly incomes of less than \$12,000.

The Head Start Program Performance Standards require developmentally and culturally appropriate curricula and daily experiences for children, including a print rich environment, daily exposure to books and stories; support for emergent literacy; and promotion of the use of language. Since Head Start experiences include attention to the whole child, across domains of child health and development, as well as family support, this allows the impact of Head Start to cross many "readiness" indicators: physical development, curiosity about learning, health and wellness, cognition, language, and social and emotional development.

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

Achieving the Goals: Ready to Learn.

Head Start parents are treated as, and offered educational experiences that support their roles as the child's first and primary educator. In addition to experiences requested by or designed by parents, they may participate in training activities with staff on topics that support these key roles for parents. Head Start staff help parents learn a variety of ways to support children's learning in the home by using household materials and the outdoors. Suggestions may be shared during home visits, parent meetings, and through newsletters, lending libraries, videotapes, and trainers and consultants, and through participation in parent-child programs at public libraries and community-based museums.

Head Start sponsors, arranges, or offers many opportunities for parents to enhance their own skills in reading, writing, and speaking so that they may more fully support their children's development. All Head Start programs have literacy programs that include emergent literacy for the children, adult literacy to help parents achieve their personal goals, and family literacy in order to promote parent-child interaction around books and reading.

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birth weight babies will be significantly reduced through enhanced prenatal health systems.

Head Start, through a variety of programs and demonstrations, is already providing comprehensive services to expectant women and families with children under the age of three. In addition to the types of activities already described, these programs are designed to have an earlier impact on prevention, and to connect families to community providers as quickly as needs surface. In addition to the 21,000 already being served, a new program called "Early Head Start" is being launched which will take Head Start services into the formative years.

At least one-third of a child's nutritional needs (USDA) are met through meals provided in the Head Start setting. Nutrition information and meal planning guidance and activities are also planned and provided in conjunction with parent education. Also, through the enrollment process or at entry into Head Start, a child's immunization record is reviewed, and if necessary, the family is assisted in getting the required immunizations up to date. Each child receives medical, dental, vision, hearing, and developmental screening, follow-up, and treatment when necessary.

Dollie Wolverton
Chief, Education Services Branch
Head Start Bureau, ACYF
P.O. Box 1182
Washington, DC 20013
(202) 205-8572

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Head Start Collaboration Projects

In 1990, the Administration on Children, Youth and Families (ACYF) of the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services funded demonstration grants entitled Head Start-State Collaboration Projects. The projects aim to "create significant statewide partnerships between Head Start and the states in order to meet the increasingly complex, intertwined, and difficult challenges of improving services for low-income children and their families." A second group of states was funded in 1992.

In 1993, the Advisory Committee on Head Start Quality and Expansion proposed expanding these collaboration grants as one method to better link Head Start with state level policies and policy makers: "it is critical that Head Start fit into the constellation of other services in states and communities." The committee recommended that any new projects be developed in coordination with representatives from the local Head Start community.

The collaboration grants have four goals: To facilitate the involvement of Head Start in the development of state-level policies, priorities and resource allocations which affect the Head Start population and other low-income families; to create significant, cross-cutting initiatives on behalf of children and families throughout the state; to help build more integrated and comprehensive service delivery systems to improve families' access to services and promote a high level of program quality; and to encourage widespread local collaboration between Head Start and other programs.

Child Development, Inc. -- Russellville,
Arkansas

The largest Head Start agency in Arkansas, Child Development, Inc. (CDI) serves 2,000 children in 11 rural counties through a combination of centers, family day care homes, and home-based staff. CDI has expanded rapidly by obtaining funding from a variety of public and private sources. CDI offers a wide range of services to meet the needs of children and families, using a combination of separate programs and funding sources.

Funding

CDI manages a complex set of funding sources, including eighteen different federal and state programs, such as Head Start, parent fees for child care, child care vouchers, and Even Start. Agency leaders work to assure compliance with each set of program mandates, while pursuing a goal of a coherent continuum of services, rather than a series of separate, categorical programs.

Services for Children

CDI's diverse forms of funding support services to children from birth through school age in part-day and full-day/full-year classrooms. Offering child care services to working parents on a sliding fee scale meets a key community need and assures more diversity in participating families and children. Children are grouped by age and not by the type of funding that supports their participation. Staff participate in ongoing professional development activities, including the Child Development Associate credential program.

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For more information about Head Start Collaboration Projects, contact:

Thomas Schultz
Federal Project Manager
(202) 205-8323

Karen Mitchell
Federal Project Officer
(202) 205-8551

Room 2040, Switzer Building
330 C Street, SW
Washington, DC 20201

Child Care and Development Block Grant

The "Child Care and Development Block Grant" is designed to increase the availability, affordability, and quality of child care. Federal funds are available through this program to States, Indian Tribes and Territories to provide grants, contracts, and certificates for child care services for low-income families with a parent who is working or attending a training or education program. Funding is also provided to improve the availability and quality of child care and for early childhood development and before- and after-school services.

The Department of Health and Human Services has set four goals for its child care programs. They are: **Goal 1 - Improved Operations.** In order to improve services to families, child care operations will be modernized, more efficient and coordinated across child care funding streams. **Goal 2 - Quality comprehensive services.** Child care services to low-income families will be more comprehensive and of better quality. **Goal 3 - Expansion.** Where needed, an increasing percentage of low-income families will receive child care assistance and support. **Goal 4 - Public Awareness.** The public will be made more aware of HHS programs and the importance of child care assistance to low-income families.

Joan Lombardi
Associate Commissioner
Child Care Bureau
U.S. Department of Health and Human Services
200 Independence Avenue, SW, Room 320F
Washington, DC 20201

(202) 690-6782

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Family Preservation and Family Support Services

A new program was added to the Social Security Act of 1993. Entitled the "Family Preservation and Family Support Services," the new program provides capped entitlement funding to state child welfare agencies "for the purpose of encouraging and enabling each state to develop and establish, or expand, and to operate a program of family preservation services and community-based family support services."

"Family preservation services" typically are activities to assist families in crisis, often families where a child is at imminent risk of being placed in out-of-home care because of abuse and/or neglect. (If the child is determined to be in danger or the family does not have adequate strengths on which to build, family preservation services are not appropriate.)

"Family support services" are primarily preventative activities with the aim of increasing the ability of families to successfully nurture their children, most often provided at the local level by community-based organizations. Some activities, such as parenting information classes, respite care, and assistance in obtaining benefits, may be considered both a family preservation service and a family support service.

Dan Lewis
Children's Bureau
Administration on Children Youth and Families
U.S. Department of Health and Human Services
Room 2070
330 C Street, SW
Washington, DC 20201

(202) 205-8618

Achieving the Goals: Ready to Learn.

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Family Investment Centers

The Family Investment Center (FIC) program provides grants to public and Indian housing authorities to help them provide families with better access to education and employment opportunities that will ultimately help them achieve economic self-sufficiency. FICs provide a vehicle for the integrated delivery of a wide range of supportive services, enhancing the prospects for community development in a number of ways, including child care, employment training and counseling, computer skills training, literacy training, and high school graduate equivalency certification.

Marcia Martin
Department of Housing and Urban Development
451 7th Street, S.W., Room 4112
Washington, DC 20410

(202) 708-4214

Head Start Program

The Office of Community Relations and Involvement (CRI) has implemented an interagency agreement with the U.S. Department of Health and Human Services (HHS) to bring Head Start, one of the Federal Government's most highly acclaimed programs, to public housing communities. Expanding this network, a joint effort administered by HHS through the interagency agreement, provides opportunities for early childhood education and after-school enrichment programs in or near public and Indian housing. Low-income parents and guardians now have the opportunity to take advantage of full-day education programs, health screening, and supplemental nutrition services for their children. While children attend the full- or part-time child care programs, parents or guardians can seek, retain, or train for employment.

Ms. Beverly Hardy
Department of Housing and Urban Development
451 7th Street, S.W., Room 4112
Washington, DC 20410

(202) 708-4214

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Early Childhood Development Demonstration

The purpose of the early childhood demonstration program is to expand the availability of full-day year-round child care services so that parents or guardians can obtain the skills and/or education necessary to enter and remain in the work force.

Ms. Beverly Hardy
Department of Housing and
Urban Development
451 7th Street, S.W., Room 4112
Washington, DC 20410

(202) 708-4214

Inn Circle, Inc. -- Cedar Rapids, IA

Inn-Circle is a "two-generational" early childhood strategy that combines child care with strategies to help parents become self-sufficient and reintegrated into the community. The local Head Start program works in partnership with a transitional housing facility for forty-four formerly homeless single mothers and their children. In addition to education classes, employment training, case management, health care, and counseling services. Inn Circle helps residents develop peer support skills, participate in decision making and service activities, and engage with local neighborhood institutions and associations.

Funding

Inn-Circle operates with an annual budget of \$645,000, most of which is funded through HUD's Supplemental Assistance to Facilities to Assist the Homeless. Other monies come from state emergency shelter funds, Head Start, the Iowa Department of Public Health, WIC, and the United Way. Residents contribute one-third of their gross income for rent.

Services for Children:

Inn-Circle houses a Head Start program for thirty-two 3- and 4-year olds from resident families as well as from low-income working families in the neighborhood. Classrooms are open 7 a.m. to 5 p.m. to provide extended child care for working parents. There are toddler and infant rooms to care for 18 younger children, and after school care is available for children in kindergarten to sixth grade. Head Start staff conduct three home visits a year that focus on the child's education and the family's needs as a whole. Teachers have worked to adjust their expectations and routines to accommodate the special social and emotional needs of children from homeless families.

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U.S. DEPARTMENT OF JUSTICE

The Office of Justice Programs (OJP) is the Department's primary resource for providing financial and other assistance to state and local governments for efforts to control crime and delinquency, improve the criminal and juvenile justice system, increase the nation's knowledge about crime and related issues, and enhance society's response to crime victims. Although OJP's primary responsibility is directing its financial and other assistance for the control of crime and delinquency, it supports either directly or indirectly the National Education Goals, including Goal 1, in many of its programs.

Operation Weed and Seed

Operation Weed and Seed is a neighborhood-based, multi-agency approach to law enforcement and community revitalization in high-crime areas. The program's goal is to improve the quality of life in targeted neighborhoods by controlling and preventing crime, drug abuse, and gang activity. The Weed and Seed strategy integrates federal, state, and local law enforcement and criminal justice resources with corresponding human services and private and community resources to maximize program impact. Resident participation is an essential element of Weed and Seed programs. A listing of Weed and Seed sites is included in the resources section of this book.

Robert Samuels
Assistant Director
Executive Office of Weed and Seed
Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531

(202) 307-1357

The Public/Private Partnership Against Violence in America Program

This program provides opportunities for private and corporate foundations to join with the Department of Justice and other participating federal and state agencies to address violence in America, particularly violence affecting children and youth. Funds will be provided to selected local communities to support promising, locally driven violence prevention and intervention efforts based on local needs assessments and with broad participation from a significant cross-section of community stakeholders.

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Mike Dalich, Program Manager
Office of Assistant Attorney General
Office of Justice Programs
633 Indiana Avenue, NW
Washington, DC 20530
(202) 616-3203

Title V Delinquency Prevention Program

Title V authorizes Office of Juvenile Justice and Development Program (OJJDP) to make grants to states to be subgranted through state advisory groups to qualified units of local government. These grant funds will be used for programs to reduce the risk factors for delinquency, such as child abuse and family disintegration, while strengthening protective factors, such as clear standards for law-abiding behavior and the sense of positive adult role models.

Donna Bownes, Program Manager
Office of Juvenile Justice and Delinquency Prevention
633 Indiana Avenue, NW
Washington, DC 20531
(202) 616-9618

National Citizens' Crime Prevention Campaign

The Campaign develops and produces a full range of crime, violence and drug use prevention public service announcements and materials that include brochures, videos, posters, books, and community action kits. The National Crime Prevention Council, which administers the campaign, also provides technical assistance and training workshops. These services continue to educate and motivate citizens to undertake positive actions to protect themselves and their families against crime and violence. As part of the "McGruff" the Crime Dog, campaign, National McGruff House Network provides children with a safe haven network across the country.

Bob Brown, Program Manager
Bureau of Justice Assistance
633 Indiana Avenue, NW
Washington, DC 20531
(202) 616-3297

Achieving the Goals: Ready to Learn.

Race Against Drugs (RAD)

RAD is a unique drug awareness, education and prevention campaign helping young people understand the dangers of drugs and live a drug-free lifestyle. With the help and assistance from 21 motor sport organizations and the cooperation of the Federal Bureau of Investigation and National Child Safety Council, it has become a fun and exciting new addition to drug abuse prevention programs. Rad now includes national drug awareness and prevention activities at schools, malls, and motor sports events, posters, 21 TV public service announcements, signage on T-Shirts, hats, decals, and so forth, and specialized programs.

Travis Kain
Program Manager
Office of Juvenile Justice and
Delinquency Prevention
633 Indiana Avenue, NW
Washington, DC 20531
(202) 616-3655

National Network of Children's Advocacy Centers

OJJDP supports the Network through the development and implication of coordinated training, technical assistance, and information sharing programs. The Network links local Children's Advocacy Center programs, which provide multi-disciplinary coordination in the investigation and prosecution of child abuse cases, limited seed money, training, and technical assistance.

Robin Delaney-Shabazz
Program Manager
Office of Juvenile Justice and
Delinquency Prevention
633 Indiana Avenue, NW
Washington, DC 20531
(202) 307-9963

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The Yale/New Haven Child-Centered Community Policing Training and Replication Program

The Office of Juvenile Justice and Delinquency Prevention funded a multi-year program on a child-focused community-based policing program. Yale University Medical School's Child Study Center and the New Haven, Connecticut, Department of Police Service, conducted a child-focused community-based policing program designed to help children and families cope with the stress caused by exposure to violence, and to prevent violent crime. OJJDP will be replicating this program in four selected sites in fiscal year 1996 that will include training of trainers, implementing a five-phase replication protocol in the four sites, initiating a data collection program for evaluation in the replication sites, and developing a casebook detailing various aspects of the New Haven program.

For further information, contact:

Steven Marens, Ph.D.
Yale University
School of Medicine, Child Study Center
230 South Frontage Road
Post Office Box 207900
New Haven, CT 06520-7900

(203) 785-2513

Strengthening America's Families: Promising Parenting Strategies for Delinquency Prevention

This Office of Juvenile Justice and Delinquency Prevention publication is a user's guide to help program planners, policy makers, and service providers determine the most effective family-focused and parenting intervention strategies for high risk youth and families. It reviews what is known about the impact of family characteristics on the risk for delinquency as well as promising family interventions.

Providers using the guide will be better able to choose or modify existing programs to create new interventions for high risk youth and their families. The guide consists of three major sections: Part I: Family Influence on Delinquency, Part II: Review of Family Strengthening Programs, and Part III: Promising Family Strengthening Programs.

The guide can be obtained from the Juvenile Justice Clearinghouse by writing to:

Juvenile Justice Clearinghouse
P.O. Box 6000
Rockville, MD 20849-6000

or calling:

(800) 638-8736

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State Crime Victims Compensation and Crime Victim Assistance Programs

OVC makes annual grants through the State Crime Victim Compensation and Crime Victim Assistance Programs to ensure that crime victims are treated fairly by the criminal justice system. These programs offer psychological counseling to help a child heal from the trauma of physical abuse, support shelters for battered women and their children, provide money to pay doctor bills or basic living expenses when work is missed due to a crime, pay funeral costs for murder victims, and provide other services to aid victims.

Jackie Cleland
Division Director
Office for Victims of Crime
633 Indiana Avenue, NW
Washington, DC 20531

(202) 616-2145

Multi-Jurisdictional Model Program on the Handling of Child Sexual Exploitation Cases

OVC and OJJDP provided funding to develop and implement a protocol that will add a victim service component to multi-jurisdictional task forces working with child exploration and child pornography cases. OVC also supported the attendance of 50 federal criminal justice personnel at the Dallas Crimes Against Children Conference. Child abuse investigators from the FBI, the Bureau of Indian Affairs, and the National Park Service were trained in improved techniques for handling child abuse investigations.

Ron Laney
Program Manager
Office of Juvenile Justice and
Delinquency Prevention
633 Indiana Avenue, NW
Washington, DC 20531

(202) 616-7323

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Project PACT (Pulling America's Communities Together) is a comprehensive initiative involving the cooperative efforts of several federal agencies to empower local communities to fight crime by developing broad-based, coordinated anti-violence strategies. The U.S. Departments of Justice, Education, Labor, Health and Human Services, Housing and Urban Development, and the Office of National Drug Control Policy are working with four pilot sites--Metro Atlanta, Metro Denver, the District of Columbia, and the State of Nebraska--to develop and implement anti-violence strategies incorporating the resources of federal, state, and local government agencies, law enforcement, schools, businesses, and community organizations. A listing of Project PACT sites is included in the resources section of this book.

Mike Dalich
Program Manager
Office of Assistant Attorney General
Office of Justice Programs
633 Indiana Avenue, NW
Washington, DC 20530

(202) 616-3203

BJA provided small planning grants to 16 jurisdictions with high rates of crime and violence -- including the four PACT sites -- to develop comprehensive strategies for preventing and reducing violent crime. This **Comprehensive Communities Program (CCP)** requires selected jurisdictions to engage in a comprehensive planning and strategy development process for crime, drug, and violence control and prevention that requires law enforcement and other governmental agencies to work in partnership with the community to address these problems, as well as the factors that increase the risk that individuals will become involved in problem behavior. In FY 1994, 16 jurisdictions faced with high rates of crime and violence participated in the CCP planning process. Implementation grants are being awarded to qualified jurisdictions in FY 1994 and FY 1995. A listing of Comprehensive Communities Program sites is included in the resources section of this book.

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Although many communities have begun this process on their own, others throughout the country are engaged in this assessment process as part of OJJDP's Title V Prevention Program. During 1994, OJJDP implemented the **Title V Delinquency Prevention Program** authorized by the 1992 Amendments to the Juvenile Justice and Delinquency Prevention Act of 1974. Title V authorizes OJJDP to make grants to states to be subgranted through state advisory groups to qualified units of local government. These grant funds will be used for programs to reduce the risk factors for delinquency, such as child abuse and family disintegration, while strengthening protective factors, such as clear standards for law-abiding behavior and the sense of positive adult role models.

Drug Abuse Resistance Education (DARE) is a copyrighted drug and violence prevention model that involves both law enforcement officials and educators. DARE's original purpose was to teach school children how to resist peer pressure to experiment with and use drugs. Although this remains its central focus, DARE has developed and offers an expanded curriculum that includes instruction on dispute resolution and kidnapping awareness. In addition, DARE-related activity now encompasses a Parent Program to assist all family members in keeping children drug free. In FY 1995, we will continue to support the DARE Training Centers that certifies law enforcement officials as DARE trainers. Over 16,500 police officers have been trained by, or with assistance from, the five BJA-supported Regional Training Centers located in Arizona, California, Illinois, North Carolina, and Virginia.

Bob Brown
Program Manager
Bureau of Justice Assistance
633 Indiana Avenue, NW
Washington, DC 20530

(202) 616-3297

Achieving the Goals: Ready to Learn.

The National Endowment for the Arts

The National Endowment for the Arts in Education Program supports a variety of programs to promote arts in education. One such program is the Arts Plus Arts in Education Program. Arts Plus offers support for arts and education partnerships. Goals for Arts Plus are to support constructive, educational change so that the arts are central to the education and lives of students and to support artistic exploration and growth by arts professionals in their work with schools.

The projects that have been funded are long-term projects that bring together professional artists, teachers, students, and others to make the arts a basic part of education for students, and education a more basic part of the work of arts organizations.

In 1995, seven arts organizations that have teamed with local schools to integrate the arts into the curricula have been selected to receive Arts Plus funds from the Endowment. Since 1991, 28 Arts Plus partnerships involving over 100 arts organizations have been awarded.

Although the National Endowment for the Arts is being restructured for the coming fiscal year, it is expected that the educational function of the Endowment will continue. For information about future funding opportunities, please contact Abby Nelson at the National Endowment for the Arts, 1100 Pennsylvania Avenue, NW, Room 602, Washington, DC 20506.

Wolf Trap Foundation stART smART for Young Children -- Vienna, Virginia

The Wolf Trap Institute for Early Learning Through the Arts program sponsors a Multicultural Education program, which is designed to expose preschool children to cultural diversity, and to involve their parents in education.

Organization

The Wolf Trap Institute is the chief education program of the Wolf Trap Foundation for the Performing Arts, and has served over 481,000 children, parents, and teachers nationwide since 1991.

Funding

The Wolf Trap Foundation has used a variety of public and private funding sources to expand its program. In addition to the NEA, the Foundation collaborates with Head Start and the Fairfax County Office for Children. Private grants from the Freddie Mac and Mobil Foundation got the program off the ground in 1993.

Services for Children

The project involves preschool students in developmentally appropriate performing arts activities which originate in parents', teachers', and neighbors' cultural experiences. While teachers bring to the project an understanding of early childhood practices, the Wolf Trap Artists contribute their talents as professional performers and their expertise as artists-educators. The artists train teachers to continue using the performing arts as powerful teaching tools and active learning experiences which help children master a variety of important life and academic skills. Combined, their energies are particularly effective in reaching children and their families from a wide variety of cultural backgrounds.

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The National Endowment for the Humanities

Of the three objectives identified under Goal 1, the Endowment's efforts are particularly focused on the first and second. The Endowment's Division of Public Programs has projects that reach preschool children and their families. The five main projects include Humanities Projects in Museums and Historical Societies, Humanities Projects in the Libraries and Archives, and Humanities Project in the Media.

Museums Program

Awards grants for the development and implementation of museum exhibitions designed to provide learning opportunities targeted at children and their families. An example of this is the Please Touch Museum in Philadelphia supporting object-based play as the interpretive technique most appropriate to the museum's target group of children ages four to seven.

Libraries Program

Awards grants to libraries and archives in support of education projects, including many that are intended for young audiences. These projects, which range from special exhibitions to reading and discussion programs, provide opportunities for young children and their parents to benefit. The reading and discussion programs are being held at public libraries throughout the state and are involving both parents and their young children.

Media Program

Grants provided through this division has resulted in the production and airing of a wide variety of radio and television programs specifically geared to preschool youth and their families. Collateral educational materials to accompany these programs have been produced to heighten their educational impact. Among NEH-supported media productions are such programs as "Long Ago and Far Away," a television series for young children that presents dramatic productions based on children's books, folk tales, and fairy tales from around the world. There is also the radio series, "Songs Jumping in My Mouth," that employs animal characters to introduce young children to significant historical and cultural ideas.

Motheread

The state humanities councils in North Carolina, Minnesota, and California are helping parents become better teachers for their young children. In Motheread projects, parents, teachers, childcare workers, and others learn to think about stories and emotional themes to which children can respond and, in turn, to

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help their children develop prereading skills and a love of reading. At-risk children are the ultimate beneficiaries of many of these projects, which are often situated in housing projects, daycare centers, prisons, and centers for battered women.

PATH: Parents as Teachers of the Humanities

A program funded by the Missouri Humanities Council, that brought parents and scholars together to expand parents' appreciation of literature and to help them share an enthusiasm for reading with their children.

The Vermont Council on the Humanities is focusing its energy and resources on achieving full adult literacy in the state by the year 2000. One program the council has developed is a trilogy of reading-and-discussion series for parents of preschool children called "Beginning with Mother Goose." Participants in each series are provided a set of age-appropriate children's books, as well as information and discussion experience that should enable them to introduce their babies and toddlers to the rhythm and rhyme of Mother Goose and to the captivating stories and pictures of Goodnight Moon and Where's Spot.

The Vermont Council is also beginning to work with a new audience-teen mothers. In this program, the mothers are invited to participate both in "Beginning with Mother Goose" programs and the council's reading-and-discussion programs for new readers. The young children of these mothers benefit, as do the mothers themselves, many of whom are likely to be low achievers in school and at risk of dropping out.

Grants awarded by NEH'S Division of Education Programs have also supported Goal 1. This division funds a variety of continuing education programs that provide opportunities for the parents of young children to engage in the texts and themes of the humanities. In turn, these parents are able to share their newfound appreciation for the humanities with their children.

Mr. F. Bruce Robinson
Assistant Director
Division of Education Programs
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW, Room 302
Washington, DC 20506

(202) 606-8377

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National Science Foundation

Systematic reform of mathematics, science, and technology education clearly needs to address the preschool and early childhood education of all children, as well as involved parents and care givers every step of the way. NSF, through the Division of Elementary, Secondary, and Informal Education has been expanding its program activities at the end of the age spectrum, so that children come to school ready to learn in elementary school.

Opportunities to learn and develop skills in early childhood for all children can provide a level playing field for them as they enter the formal schooling system. It is this belief that encourages NSF to support innovative activities designed for children in these early years.

Playtime is Science

"Playtime is Science," focused on preschool and early childhood science education, impacts the very foundation of all school science education activities wherever it is implemented.

This innovative parent/child physical science NSF supported education program is designed to increase the science literacy, both of young children (ages 4-7) and of significant adults in their lives. It has been singularly effective in turning parents into science enthusiasts and advocates, where lack of confidence in subject area previously prevailed. "Playtime" was piloted in many sites nationally, and is now in 77 school and early childhood centers.

Please Touch Museum

A project for preschool science and mathematics at the Please Touch museum in Philadelphia is supported by NSF. Other museums throughout the country have hands-on exhibits targeted to preschool children.

"CRO" Television Show

Television shows such as the cartoon show "CRO," supported by NSF, on ABC, make young children aware of science and (the very basic) scientific concepts.

Contact person: Lida Barret, Senior Staff Associate for Planning, Coordination and Cross Directorate Program, National Science Foundation, 4201 Wilson Boulevard, Arlington, VA 22230. (703) 306-1650.

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Institute of Museum Services

"Museums and schools across the country are engaged in creative and innovative ways to make learning come alive for our children. Using museums' tremendous resources is a vital step in creating communities that support systematic education."

Diane B. Frankel, director of the
Institute of Museum Services

The ultimate goal of the Museum Leadership Initiatives awards is to transform traditional thinking about museums and schools. By working collaboratively, these institutions can make a major impact on the education of our children. Museums provide so much more than the traditional field trip, and these funded projects demonstrate exemplary projects.

Chicago Children's Museum, Chicago, IL

Partner:

Center for Successful Child Development
Hartigan School

The museum will partner with an early childhood program and an elementary school to plan, develop, test, and evaluate two Parent Networks that will serve as models for reduplication in future years. The project targets The Robert Taylor Public Housing Community, which is the largest and poorest public housing complex in the United States. The Chicago Children's Museum has a history of success working with low income communities on collaborative, school based initiatives. In 1992, the Museum created a public/private partnership to break down barriers that inhibit low income families from seeking enriching education opportunities and gaining access to them.

Maryland Historical Society, Baltimore, MD

Partners:

Baltimore City Public Schools
Baltimore County Public Schools

This project is based on the ground-breaking and award-winning exhibition "Mining the Museum" by African-American installation artist Fred Wilson. Since 1992, "Mining the Museum" has provided a forum for teachers, students, and museum educators to work together providing rich and challenging opportunities for students to address sensitive issues of African-American history, race, cultural identity, and truth, and to share their insights with parents, friends, and the larger community. The Maryland Historical Society will now have the opportunity to strategically plan for optimal educational uses of this extremely valuable learning resource.

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The Smithsonian Institution

Consisting of fifteen museums, the National Zoo, and a number of research facilities at locations around the world, the Smithsonian is a highly decentralized institution -- and this affects the way its educational mission is carried out. Each one of the Smithsonian museums has its own education department, which offers programming for children and adults, relating directly the collections and research expertise of that particular museum. In addition, these are several central offices responsible for education. They include: The Smithsonian Associates (the Institution's membership and continuing education arm); the National Sciences Resources Center (a joint endeavor of the Smithsonian and the National Academy of Sciences to promote hands-on science in schools); and the Office of Elementary and Secondary Education (which draws upon the Smithsonian as a whole to serve a national school audience.)

Several of these education programs apply to National Education Goal 1. In addition, the Institution is home to the Smithsonian Early Enrichment Center (SEEC), whose primary purpose -- the care and education of young children -- is Goal 1-oriented. What follows is a description of Goal 1-relevant programs at the Smithsonian.

In the museums. Only a few of the Smithsonian museums offer programs designed specifically for young children, although virtually all of the museums are visited by preschoolers and their parents -- and thus address Goal 1 informally. Some of the museums, like the National Museum of American Art, have occasional "family days," offering a variety of activities in which many preschoolers and their parents participate. Others have special exhibits, like "hands-on history," in the National Museum of American History, and the "Discovery Room" in the National Museum of Natural History, which provide multi-sensory, interactive experiences for visitors of all ages. These exhibits are especially popular with families, who frequently include preschoolers -- and the Discovery Room has, in fact, four preschool programs on its premises, which groups can book in advance. In addition, the National Museum of Natural History has a number of popular preschool tours; and the National Air and Space museum offers, in its planetarium, occasional programs -- on topics like "colors and shapes in the universe" -- for preschool groups.

At the zoo. The National Zoo has the most appeal for preschool children among the attractions at the Smithsonian. Young children love to look at animals. . . and the zoo affords them the opportunity to be outdoors in a relatively unconstrained environment. Consequently, they come in droves -- both with their families and as members of preschool class groups. In addition to participating in special tours, they can also book visits to Zoolab, a hands-on exhibit that contains many things of interest to young children. In the Zoolab, they can try on a keeper's uniform, for example, or use a magnifying glass to get a

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close-up look at the hairs on an elephant's skin or the individual barbs on a feather. As a special bow to its preschool audience, the zoo several years ago designed an area where preschoolers can get a close-up view of the tigers through a child-high window. This "Tiger Stop" also includes climbing equipment and a child-sized water fountain. In addition, the zoo has loan kits -- on the subjects of "birds," "reptiles," and "mammals," for preschool classes.

At the Discovery Theater. The Discovery Theater is a live theater for children operated by the Smithsonian Associates. Located in the Arts and Industries Building, the theater's productions are especially focused on the preschool through grade 3 set.

From the Office of Elementary and Secondary Education.

The Smithsonian Institution, the U.S. Department of Education's Office of Elementary and Secondary Education (OESE) and the Santillana Publishing Company have produced an early childhood curriculum, *One World, Many Children*, in both English and Spanish. The curriculum was field tested at the Smithsonian's Early Enrichment Center and with a number of early childhood programs across the country. It is being marketed by Santillana.

In addition, Smithsonian and OESE collaborate on a series of professional development courses for DC-area teachers. One of the courses, taught by the staff from the Smithsonian Early Enrichment Center, is on using the Smithsonian as a resource for early childhood teaching and learning.

Ms. Ann Bay
Office of Elementary and Secondary Education
Smithsonian Institution
Arts in Industries Building
MRC 402 - Room 1163
Washington, DC 20560

(202) 357-2111

Resources

U.S. Department of Education

Secretary's Regional Representatives (SRR) and Deputies (DSRR)

Region I CT, MA ME, NH RI, VT	Brenda Dann-Messier, SRR Jan Paschal, DSRR U.S. Department of Education 540 McCormack Courthouse Boston, MA 02109-4557	FAX (617) 223-9324 (212) 264-7005 FAX (212) 264-4427
REGION II NJ NY PR VI	Maria Santiago-Mercado, SRR Patricia Parisi, DSRR U.S. Department of Education 26 Federal Plaza, Room 36-120 New York, NY 10278-0195	(215) 596-1001 FAX (215) 596-1094
REGION III DC, DE MD, PA VA, WV	W. Wilson Goode, SRR U.S. Department of Education 3535 Market Street, Room 16350 Philadelphia, PA 19104	(404) 331-2502 FAX (404) 331-5382
REGION IV AL, FL GA, KY, MS, NC, SC, TN	Stanley Williams, SRR Judith Harwood, DSRR U.S. Department of Education P.O. Box 1777 (30301) 101 Marietta Tower Building Suite 2221 Atlanta, GA 30323	(312) 353-5215 FAX (312) 353-5147
REGION V IL, IN, MI, MN, OH, WI	Stephanie Jones, SRR U.S. Department of Education 401 South State Street, Suite 700A Chicago, IL 60605-1225	(617) 223-9317

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REGION VI AR, LA NM, OK TX	Sally Cain, SRR Trinidad Garza, DSRR U.S. Department of Education 1200 Main Tower Building Room 2125 Dallas, TX 75202	(214) 767-3626 FAX (214) 767-3634
REGION VII IA, KS MO, NE	Ms. Sandra Walker, SRR U.S. Department of Education 10220 North Executive Hills Blvd. 9th Floor Kansas City, MO 64153-1367	(816) 891-7972 FAX (816) 374-6442
REGION VIII CO, MT ND, SD UT, WY	Mrs. Lynn Simons, SRR U.S. Department of Education Regional Office, Federal Building 1244 Speer Blvd., Suite 310 Denver, CO 80204-3582	(303) 844-3544 FAX (202) 844-2524
REGION IX AS, AZ CA, HI, CNMI GU	Ms. Loni Hancock, SRR U.S. Department of Education 50 United Nations Plaza, Room 205 San Francisco, CA 94102	(415) 556-4920 FAX (415) 556-7242
REGION X AK ID OR WA	Carla Nuxoll, SRR U.S. Department of Education Jackson Federal Building 915 2nd Avenue, Room 3362 Seattle, WA 98174-1099	(206) 220-7800 FAX (206) 220-7806

Head Start Regional Offices

(Every office should be addressed Administration for Children and Families, Department of Health and Human Services unless otherwise noted)

Region I

Room 2025 Federal Building
Government Center
Boston, MA 02203
(617) 565-2482
(CT, ME, MA, NH, RI, and VT)

Region II

Room 1243 Federal Building
26 Federal Plaza
New York, NY 10278
(212) 264-2974
(NJ, NY, Puerto Rico, Virgin Islands)

Region III

3535 Market Street
(P.O. Box 13716)
Philadelphia, PA 19101
(215) 596-1224
(DE, Washington, DC, MD, PA, VA, WV)

Region IV

101 Marietta Tower, Suite 903
Atlanta, GA 30323
(404) 331-2398
(AL, FL, GA, KY, MI, NC, SC, TN)

Region V

105 West Adams Street
21st Floor
Chicago, IL 60603
(312) 353-8322
(IL, IN, MI, MN, OH, WI)

Region VI

1200 Main Tower Building
Dallas, TX 75202
(214) 767-9648
(AR, LA, NM, OK, TX)

Region VII

601 East 12th Street
Room 384, Federal Building
Kansas City, MO 64106
(816) 426-5401
(IA, KS, MO, NE)

Region VIII

1961 Stout Street, Room 1194
Denver, CO 80294
(303) 844-3106
(CO, MT, ND, UT, WY, SD)

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Region IX

50 United Nations Plaza
Room 487
San Francisco, CA 94102
(415) 556-7408
(AZ, CA, HI, NV, Pacific Insular Areas)

Region X

2201 Sixth Avenue, RX 32
Seattle, WA 98121
(206) 615-2557
(AK, ID, OR, WA)

American Indian Program Branch

Head Start Bureau
Administration for Children and Families
Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013
(202) 205-8437

Migrant Program Branch

Head Start Bureau
Administration for Children and Families
Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013
(202) 205-8455

Head Start State Collaboration Network - Wave I

(FAX) (212) 264-4826

Region I

Maryellen Connors
ACR Regional Co-Project Officer
Maine Department of Human Services
State Office of Head Start
221 State Street
State House Station 11
Augusta, ME 04333-0011
(617) 565-2464
(FAX) (617) 565-2493

Diane Stetson
State Coordinator
(207) 287-5060
(FAX) (207) 626-5555

Maryellen Connors
ACR Regional Co-Project Officer
Vermont Agency of Human Services
103 South Main Street
Waterbury, VT 05671-0201
(617) 565-2464
(FAX) (617) 565-2493

State Coordinator
Katherine C. Whitely
(802) 241-2220
(FAX) (802) 241-2979

Region II

Joyce Rookwood
Department of Human Services
220 South Warren Street
CN 700
Trenton, NJ 08625-0700
(212) 264-4437

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State Coordinator
Stephanie Arrington
(609) 633-2546
(FAX) (609) 984-7380

Kevin Costigan
ACF Regional
Co-Project Officer
New York State Department of Social
Services
40 North Pearl Street -- 11B
Albany, NY 12243-0001

State Coordinator
Pat Zuber-Wilson
(518) 474-9464
(FAX) (518) 474-9617

Region III

Nancy Elmore
Office of the Governor
Head Start/State Collaboration
Project
310 Finance Building
Harrisburg, PA 17109
(215) 596-0380
FAX: (215) 596-5028

State Coordinator
Connie Shaefer
(814) 946-5247
(FAX) (814) 946-8147

Nancy Elmore
State of Maryland Governor's Office for
Children, Youth and Families
1 Market Center, Suite 304
300 West Lexington Street
Baltimore, MD 21201
(215) 596-0380
(FAX) (215) 596-5029

State Coordinator
Gayla Sanders
(410) 333-8100
FAX) (410) 333-3199

Nancy Elmore
Council on Child Day Care & Early
Childhood Programs
Washington Building, Suite 1116
1100 Bank Street
Richmond, VA 23219
(215) 596-0380
(FAX) (215) 596-5029

State Coordinator
Vacant

REGION IV

Dorothy Mabry
Georgia Department of Education
1566 Twin Towers East
Atlanta, GA 30334
(404) 331-2232
(FAX) (404) 331-1740

State Coordinator
Robert Lawrence
(404) 657-7805
(FAX) (404) 565-6637

Achieving the Goals: Ready to Learn.

Marsha Lawrence
Kentucky Department of Education
1715 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
(404) 331-2128
(FAX) (404) 331-1740

State Coordinator
Kurt Walker
(502) 564-3010
(502) 564-6952

Andy Alexander
North Carolina Department of Human
Resources
Division of Family Development
3820 Merton Drive, Suite 212
Raleigh, NC 27629

(404) 331-2398
(FAX) (404) 331-1740

State Coordinator
Micheline Matson
(919) 420-7916
(FAX) (919) 420-7919

Andy Alexander
South Carolina State Health and Human
Services Finance Commission
1801 Main Street, 10th Floor
Columbia, SC 29202
(404) 331-2398
(FAX) (404) 841-1740

State Coordinator
Mary Lynne Diggs
(803) 253-6177
(FAX) (803) 253-4137

REGION V

George Brown
Minnesota Department of Economic Security
390 North Robert
St. Paul, MN 55101
(312) 353-1786
(FAX) (312) 353-2629

State Coordinator
Sharon Shapiro
(612) 297-2206
(FAX) (612) 293-5745

William Sullivan
Office of the Governor
775 High Street
Columbus, OH 43266-0601
(312) 353-4917
(FAX) (312) 353-2629

State Coordinator
Susan Rohrbough
(614) 644-7368
(FAX) (614) 466-9354

Barbara Haxton
The Ohio Head Start Association
66 Marco Lane
Dayton, OH 45458
(513) 435-1113
(FAX) (513) 435-5411

Delores Drayden
Department of Children, Youth & Families
Child Care Bureau
PERA Building
P.O. Drawer 5160, Room 112
Santa Fe, NM 87502
(214) 767-2981
(FAX) 767-2981

Achieving the Goals: Ready to Learn.

State Coordinator
Barbara Loveless
(505) 827-9952
(FAX) (505) 827-9978

Earl Richardson
Texas Health and Human Services
Commission
4807 Spicewood Spring Road
Building #4
Austin, TX 78759
(214) 767-8838
(FAX) (214) 767-2038

State Coordinator
Gwen Chance
(512) 502-3257
(FAX) (512) 502-3296

REGION VII

Lynda Bitner
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(816) 426-2806
(FAX) (816) 426-2888

State Coordinator
Anita Varne
(515) 242-6024
(FAX) (515) 242-6025

Lynda Bitner
Nebraska Department of Education
Office of Early Childhood Care
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68597
(816) 426-2806
(FAX) (816) 426-2888

State Coordinator
Linda Meyers
(402) 471-2980
(FAX) (402) 471-0117

REGION VIII

Tom Clarke
Office of the Governor
136 State Capitol
Denver, CO 80203
(303) 844-3100, ext. 360
(FAX) (303) 844-3642

Debra Hedin
(303) 844-3100, ext. 371
(FAX) (303) 844-3642

State Coordinator
Sandra Harris
(303) 866-3075
(FAX) (303) 866-2003

Tom Clarke
Department of Education & Cultural Affairs
Project Checkpoint/Head Start
700 Governors Drive
Pierre, SD 57501
(303) 844-3100, ext. 360
(FAX) (303) 844-3642

Debra Hedin
(303) 844-3100, ext. 371
(FAX) (303) 844-3642

State Coordinator
Betsy Pollock
(605) 773-4640
(FAX) (605) 773-6139

REGION IX

Maria Fort
California Department of Education
Child Development Division
560 J. Street, Suite 220
Sacramento, CA 95814
(415) 556-7408
(FAX) (415) 556-1647

State Coordinator
Mary Smithberger
(916) 323-1342
(FAX) (916) 323-6853

REGION X

Gloree Davis
State of Alaska
Department of Community & Regional
Affairs
P.O. Box 112100
Juneau, AK 99811-2100
(206) 615-2557
(FAX) (206) 615-2575

State Coordinator
Marilyn Webb
(907) 465-4861
(FAX) (907) 465-3212

Gloree Davis
Oregon Department of Education
Public Service Building
255 Capitol Street, NE
Salem, OR 97310

State Coordinator
Dell Ford
(503) 378-5585
(FAX) (503) 373-7968

U.S. Department of Justice

Operation Weed and Seed

Contact List - Weed and Seed Sites Demonstration, Officially Recognized, and Pending Official Recognition

I. Demonstration sites

Atlanta, GA

U.S. Attorney

Hon. Kent B. Alexander
U.S. Attorney/ND GA
U.S. Courthouse, Room 1800
75 Spring Street, SW
Atlanta, GA 30335
Phone: (204) 331-6954
Fax: (404) 331-2803

Grant Contact

Carolyn Brown
Office of the Mayor
P.O. Box 652
Charleston, SC 29403
Phone: (803) 720-1999
Fax: (803) 577-6970

Grant Contact

Elaine P. Brown
Director, Weed and Seed
175 DeCatur St., SE
Atlanta, GA 30335
Phone: (404) 817-6877
Fax: (404) 817-6886

Chelsea, MA

U.S. Attorney

Hon. Donald K. Stern
U.S. Attorney/ D MA
1107 John W. McCormack
Federal Building
Boston, MA 02109
Phone: (617) 223-9400
Fax: (617) 223-9481

Charleston, SC

U.S. Attorney

Hon. Joseph Preston Strom
U.S. Attorney/D SC
1441 Main Street, Suite 500
Columbia, SC 29201
Phone: (803) 929-3000
Fax: (803) 254-2912

Grant Contact

Susan Foster
Mass. Committee on Criminal Just.
100 Cambridge Street, Room 2100
Boston, MA 02202
Phone: (617) 727-6300 x321
Fax: (617) 727-5077

Achieving the Goals: Ready to Learn.

Chicago, IL

U.S. Attorney

Hon. James B. Burns
U.S. Attorney/ND IL
Everett McKinley Dirksen Bldg.
219 South Dearborn Street, Rm. 1200
Chicago, IL 60604
Phone: (312) 353-5300
Fax: (312) 353-8298

Grant Contact

Theresa Lipo
Chicago Housing Authority
Offc. of External Affairs
626 West Jackson Boulevard
Chicago, IL 60661
Phone: (312) 791-8513
Fax: (312) 258-0982

Denver, CO

U.S. Attorney

Hon. Henry L. Solano
U.S. Attorney/D CO
Federal Office Building
1961 Stout Street, Suite 1200
Denver, CO 80294
Phone: (303) 844-2081
Fax: (303) 844-2308

Grant Contact

Carlos Guerra
Agency for Human Rights/
Community Relations
303 West Colfax Avenue
Suite 1600
Denver, Colorado 80204
Phone: (303) 640-5821
Fax: (303) 640-4158

Fort Worth, TX

U.S. Attorney

Hon. Paul E. Coggins
U.S. Attorney/ND TX
801 Cherry Street, Suite 1700
Fort Worth, TX 76102-6897
Phone: (817) 334-3291
Fax: (817) 334-3094

Grant Contacts

Libby Watson, Asst. City Mgr.
City of Fort Worth
1000 Throckmorton Street
Fort Worth, TX 76102
Phone: (817) 871-6140
Fax: (817) 871-6134

Patsy Thomas, Seed Coord.
Citizens Crime Commission of
Tarrant County
903 Summit Avenue
Fort Worth, TX 76102
Phone: (817) 877-5161
Fax: (817) 877-0443

Lt. Paul Jwanoski, Weed Coord.
Fort Worth Police Department
1100 Nashville Avenue
Fort Worth, TX 76105
Phone: (817) 871-7107
Fax: (817) 871-7118

Achieving the Goals: Ready to Learn.

Hartford, CT

U.S. Attorney

Hon. Christopher Droney
U.S. Attorney/D CT
Connecticut Financial Center
23rd Floor
157 Church Street
New Haven, Connecticut 06510
Phone: (203) 773-2108
Fax: (203) 773-5376

Grant Contact

Chief Joe Croughwell
Hartford Police Department
50 Jennings Road
Hartford, Connecticut 06120
Phone: (203) 527-6300
Fax: (203) 722-8270

Hillsborough, FL

U.S. Attorney

Hon. Charles R. Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, Florida 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Grant Contact

Vince J. Pardo, Director
Hillsborough County Community
Action and Planning Agency
County Center
601 East Kennedy, 28th Floor
Tampa, Florida 33602
Phone: (813) 272-5860
Fax: (813) 272-5882

Holland, MI

U.S. Attorney

Hon. Michael H. Dettmer
U.S. Attorney/WD MI
The Law Building
Suite 501
330 Ionia Avenue, NW
Grand Rapids, Michigan 49503
Phone: (616) 456-2404
Fax: (616) 456-2408

Grant Contact

Susan Higgins
Macatawa Area Coordinating Council
325 North River Street
Holland, Michigan 49424
Phone: (616) 395-2688
Fax: (616) 395-9411

Indianapolis, IN

U.S. Attorney

Hon. Judith A. Stewart
U.S. Attorney/SD IN
U.S. Courthouse, Fifth Floor
46 East Ohio Street
Indianapolis, Indiana 46204
Phone: (317) 226-6333
Fax: (317) 226-6125

Grant Contact

Winifred Cunningham
Special Assistant to the Deputy Mayor
City of Indianapolis
City-County Building
200 East Washington Street
Suite 2560
Indianapolis, IN 46204
Phone: (317) 327-5901
Fax: (317) 327-3980

Achieving the Goals: Ready to Learn.

Kansas City, MO

U.S. Attorney
Hon. Steven L. Hill Jr.
U.S. Attorney's Office/WD MO
1201 Walnut Street, Suite 2300
Kansas City, MO 64106-2149
Phone: (816) 426-3122
Fax: (816) 426-4328

Grant Contact

Major Gregory Mills
Kansas City Police Department
Central Patrol Division
1200 East Linwood Boulevard
Kansas City, MO 64116
Phone: (816) 759-6320
Fax: (816) 759-6307

Las Vegas, NV

U.S. Attorney
Hon. Kathryn E. Landreth
U.S. Attorney/D NV
701 Bridger Avenue
Suite 800
Las Vegas, Nevada 89101
Phone: (702) 388-6336
Fax: (702) 388-6803

Grant Contact

Franklin Simpson
Program Director
914 N. Owens Avenue
City Neighborhood Services Office
Las Vegas, NV 89106
Phone: (702) 229-4757
Fax: (702) 646-3735

Los Angeles, CA

U.S. Attorney
Hon. Nora M. Manella
U.S. Attorney's Office/CD CA
312 North Spring Street
Los Angeles, CA 90012
Phone: (213) 894-2434
Fax: (213) 894-2535
or (213) 894-0141

Grant Contact

Mike Thompson
Deputy Director
Criminal Justice Planning
200 North Spring Street
Suite 1404
Los Angeles, CA 90012
Phone: (213) 485-4425
Fax: (213) 847-3004

Madison, WI

U.S. Attorney
Hon. Peggy Lautenschlager
U.S. Attorney's Office/WD WI
660 West Washington Avenue
Suite 200
Madison, WI 53703
Phone: (608) 264-5158
Fax: (608) 264-5172

Grant Contact

Enis Ragland
Assistant to the Mayor
210 Martin Luther King, Junior Boulevard
Rm. 403
Madison, WI 53710
Phone: (608) 266-4611
Fax: (608) 267-8671

Achieving the Goals: Ready to Learn.

Manatee/Sarasota, FL

U.S. Attorney

Hon. Charles R. Wilson
U. S. Attorney/ MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, Florida 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Grant Contact

Leigh R. Holt
Executive Director
Drug Free Communities
1207 8th Avenue, West
Bradenton, Florida 34205
Phone: (813) 747-8500
Fax: (813) 747-5055

Milwaukee, WI

U.S. Attorney

Hon. Thomas P. Schneider
U.S. Attorney/ED WI
517 East Wisconsin Avenue
Room 530
Milwaukee, Wisconsin 53202
Phone: (414) 297-1700
Fax: (414) 297-1738

Grant Contact

Michael J. Brady
Program Director
City of Milwaukee
200 East Wells Avenue
City Hall, Room 606
Milwaukee, Wisconsin 53202
Phone: (414) 286-3842
Fax: (414) 286-8547

Mobile, AL

U.S. Attorney

Hon. J. Don Foster
U.S. Attorney's Office/SD AL
169 Dauphin Street, Suite 200
Mobile, AL 36602
Phone: (334) 441-5845
Fax: (334) 441-5277

North Charleston, SC

U.S. Attorney

Hon. Joseph Preston Strom
U.S. Attorney/D SC
1441 Main Street, Suite 500
Columbia, SC 29201
Phone: (803) 929-3000
Fax: (803) 254-2912

Grant Contact

Edith Askins
City of North Charleston
P.O. Box 190016
North Charleston, SC 29419-9016
Phone: (803) 745-1095
Fax: (803) 745-1050

Ocala, FL

U.S. Attorney

Hon. Charles R. Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, Florida 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Achieving the Goals: Ready to Learn.

Grant Contact

William L. Patten
Substance Abuse Prevention Coordinator
Ocala/Marion County
Community Council Against Substance
Abuse
151 S.E. Osceola Avenue
Ocala, Florida 34471
Phone: (904) 629-8401
Fax: (904) 629-8391

Omaha, NE

U.S. Attorney

Hon. Thomas Monaghan
U.S. Attorney's Office/D NE
215 N. 17th Street, Room 7401
Omaha, NE 68102-4910
Phone: (402) 221-4774
Fax: (402) 221-4757

Grant Contact

Ruben Santana
Mayor's Office
1819 Farnum Street, Room 300
Omaha, NE 68183
Phone: (402) 444-7741
Fax: (402) 444-6059

Philadelphia, PA

U.S. Attorney

Hon. Michael R. Stiles
U.S. Attorney's Office/ED PA
615 Chesnut Street
Suite 1250
Philadelphia, PA 19106
Phone: (215) 451-5200
Fax: (215) 451-5498

Grant Contact

N. John Wilder, Deputy Mayor
(or Ella Bowen or Ron George)
1650 Arch Street, Room 1720
Philadelphia, PA 19103
Phone: (215) 686-8697
Fax: (215) 563-3235

Phoenix, AZ

U.S. Attorney

Hon. Janet Ann Napolitano
U.S. Attorney/D AZ
District of Arizona
4000 U.S. Courthouse
230 North First Avenue, Room 4000
Phoenix, Arizona 85025
Phone: (602) 514-7500
Fax: (602) 514-7693

Grant Contact

Maryann Ustick
Director, Neighborhood Services
Department
City of Phoenix
200 West Washington Street
4th Floor
Phoenix, Arizona 85003
Phone: (602) 262-4838
Fax: (602) 534-1555

Pittsburgh, PA

U.S. Attorney

Hon. Frederick A. Thieman
U.S. Attorney's Office/WD PA
7th Avenue & Grant Street
633 U.S. PO & Courthouse
Pittsburgh, PA 15219
Phone: (412) 644-3500
Fax: (412) 644-4549

Achieving the Goals: Ready to Learn.

Grant Contact

Dave Farley
Office of the Mayor
518 City/County Building
Pittsburgh, PA 15219
Phone: (412) 255-4765
Fax: (412) 255-2687

Richmond, VA

U.S. Attorney

Hon. Helen Fahey
U.S. Attorney's Office/ED VA
600 E. Main Street
Main Street Center, Suite 1800
Richmond, VA 23219
Phone: (804) 771-2186
Fax: (804) 771-2316

or

U.S. Attorney's Office/ED VA
1101 King Street, Suite 502
Alexandria, VA 22314
Phone: (703) 706-3700
Fax: (703) 557-2913

Grant Contact

Merian Spallings
Richmond Police Department
Public Safety Division
501 N. 9th Street
Richmond, VA 23219
Phone: (804) 780-6724
Fax: (804) 780-7987

Palm Beach County, FL

U.S. Attorney

Hon. Kendall Brindley Coffey
U.S. Attorney/SD FL
Federal Justice Building
99 N.E. 4th Street
Miami, Florida 33132
Phone: (305) 536-5401
Fax: (305) 530-7087

Grant Contact

Diana Cunningham
Executive Director
Criminal Justice Commission
301 N. Olive Avenue, Rm. 206
West Palm Beach, Florida 33401
Phone: (407) 355-4943
Fax: (407) 355-4941

San Antonio, TX

U.S. Attorney

James H. DeAtley
U.S. Attorney's Office/WD TX
601 N.W. Loop 410
Suite 600
San Antonio, TX 78216
Phone: (210) 308-3500
Fax: (210) 308-3505

Grant Contact

Carolyn Pastol
San Antonio Police Department
P.O. Box 830388
San Antonio, TX 78283-0388
Phone: (210) 207-7615
Fax: (210) 207-7592

Achieving the Goals: Ready to Learn.

San Diego, CA

U.S. Attorney

Hon. Alan D. Bersin
U.S. Attorney's Office/SD CA
U.S. Courthouse
940 Front Street, Room 5-N-19
San Diego, CA 92189
Phone: (619) 557-5610
Fax: (619) 557-5551

San Jose, CA

U.S. Attorney

Hon. Michael J. Yamaguchi
U.S. Attorney/ND CA
450 Golden Gate Avenue
Room 1044
San Francisco, California 94102
Phone: (415) 556-1126
Fax: (415) 556-7619

Grant Contact

David Mendez
Assistant to the City Manager
City of San Jose
801 North First Street
Room 436
San Jose, California 95110
Phone: (408) 277-5828
Fax: (408) 277-3131

Santa Ana, CA

U.S. Attorney

Hon. Nora M. Manella
U.S. Attorney's Office/CD CA
312 North Spring Street
Los Angeles, CA 90012
Phone: (213) 894-2434
Fax: (213) 894-2535

Grant Contact

Cindy Nelson
Executive Director of Community
Development
20 Civic Center Plaza
Santa Ana, CA 92702
Phone: (714) 667-2262
Fax: (714) 547-5411

Savannah, GA

U.S. Attorney

Hon. Harry Dixon, Jr.
U.S. Attorney/SD GA
100 Bull Street, Suite 201
Savannah, Georgia 31401
Phone: (912) 652-4422
Fax: (912) 652-4388

Grant Contact

Bob McAlister
Executive Assistant to the Mayor
City of Savannah
1 Bay Street
Savannah, Georgia 31401
Phone: (912) 651-6444
Fax: (912) 651-6805

Seattle, WA

U.S. Attorney

Hon. Katrina Pflaumer
U.S. Attorney's Office/WD WA
800 Fifth Avenue
3600 Seafirst Fifth Ave. Plaza
Seattle, WA 98104
Phone: (206) 553-7970
Fax: (206) 553-0882

Achieving the Goals: Ready to Learn.

Kate Greenquist
LECC Manager
U.S. Attorney's Office/WD WA
800 Fifth Avenue Room 600
3600 Seafirst Fifth Avenue Plaza
Seattle, WA 98104
Phone: (206) 553-4103
Fax: (206) 553-2502

Grant Contact
Dan Fleissner, Prgm. Adminstr.
Seattle Police Department
610 Third Avenue
Seattle, WA 99104
Phone: (206) 684-5758
Fax: (206) 684-8197

Shreveport, LA

U.S. Attorney
Hon. Michael D. Skinner
U.S. Attorney/WD LA
401 Edwards Street
Suite 2100
Shreveport, Louisiana 71101
Phone: (318) 676-3600
Fax: (318) 676-3641

Grant Contact
Jim Roberts
Administrative Assistant to the Chief
Shreveport Police Department
1234 Texas Street, Room 8
Shreveport, Louisiana 71101
Phone: (318) 673-6907
Fax: (318) 226-6078

Tampa, FL

U.S. Attorney
Hon. Charles R. Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, Florida 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Grant Contact
Robert L. Smith
City of Tampa
Public Safety Administrator
306 E. Jackson Street
Room 8 North
Tampa, Florida 33602
Phone: (813) 223-8543
Fax: (813) 223-8127

Trenton, NJ

U.S. Attorney
Hon. Faith Hochberg
U.S. Attorney/D NJ
Peter Rodino Federal Building
970 Broad Street, Room 502
Newark, NJ 07102
Phone: (201) 645-2700
Fax: (201) 645-2702

Achieving the Goals: Ready to Learn.

Grant Contact

Liz Johnson
City Hall
1st Floor Annex
Recreation/Natural Resources and Cultures
319 State Street
Trenton, NJ 08608
Phone: (609) 989-3628
Fax: (609) 989-4290

Grant Contact

Gail Rohm
Criminal Justice Council
Carvel State Office Building
820 N. French Street, 4th Floor
Wilmington, DE 19801
Phone: (302) 577-3430
Fax: (302) 577-3440

Washington, DC

U.S. Attorney

Hon. Eric H. Holder, Jr
U.S. Attorney
Judiciary Center Building
555 Fourth Street, NW
Washington, DC 20001
Phone: (202) 514-7566
Fax: (202) 307-3569

Grant Contact

Deborah Crane
Office of Criminal Justice
Plans and Analysis
717 14th Street, NW, 5th Floor
Washington, DC 20005
Phone: (202) 727-6554
Fax: (202) 727-1617

Wilmington, DE

U.S. Attorney

Hon. Gregory M. Sleet
U.S. Attorney/D DE
Manufacturers Hanover Plaza
1201 Market Street, Suite 1100
Wilmington, DE 19899-2046
Phone: (302) 573-6277
Fax: (302) 573-6220

II. OFFICIALLY RECOGNIZED SITES

Akron, OH

U.S. Attorney
Emily M. Sweeney
U.S. Attorney's Office/ND OH
600 Superior Avenue, East
1800 Bank One Center
Cleveland, OH 44114-2600
Phone: (216) 266-3601
Fax: (216) 522-7545

Grant Contact

Tom King-Comprehensive Planning Director
Dept. of Planning and Urban Development
405 Municipal Building
166 South High Street
Akron, OH 44308
Phone: (216) 375-2090
Fax: (216) 375-2387

Austin, IL

U.S. Attorney
James Burns
U.S. Attorney/ND IL
219 S. Dearborn-4th Floor
Chicago, IL 60604
Phone: (312) 353-6742
Fax: (312) 353-1842

Grant Contact

Leola Spann-President
Northwest Austin Council
5758 West Potomac Avenue
Chicago, IL 60651
Phone: (312) 379-7822
Fax: (312) 379-8843

Birmingham, AL

U.S. Attorney
Caryl P. Privett
U.S. Attorney/ND AL
1800 Fifth Avenue North
Birmingham, AL 35203
Phone: (205) 731-1785
Fax: (205) 731-1483

Grant Contact

Charles Cockrom
Assistant to the Mayor
710 North 20th Street
Birmingham, AL 35203
Phone: (205) 254-2280
Fax: (205) 254-2926

Chattanooga, TN

U.S. Attorney
Carl Kirkpatrick
U.S. Attorney/ED TN
800 S. Gay Street, Ste. 700
P.O. Box 872
Knoxville, TN 37901
Phone: (615) 545-4167
Fax: (615) 545-4176

Achieving the Goals: Ready to Learn.

Corpus Christi, TX

U.S. Attorney

Gaynelle Griffin Jones
U.S. Attorney/SD TX
910 Travis, Suite 1500
P.O. Box 61129
Houston, TX 77208-61129
Phone: (713) 567-9300
Fax: (713) 652-6310

Grant Contact

Mike Reuwusaat-Director
Community Development of Corpus Christi
1201 Leopard Street
Corpus Christi, TX 78469-9016
Phone: (512) 880-3044
Fax: (512) 880-3011

Dallas, TX

U.S. Attorney

Paul Edward Coggins, Jr.
U.S. Attorney/ND TX
1100 Commerce Street, 3rd Floor
Dallas, TX 75242
Phone: (214) 767-0951
Fax: (214) 767-0978

Fort Myers, FL

U.S. Attorney

Charles Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, FL 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Fresno County, CA

U.S. Attorney

Carl Faller-Assistant U.S. Attorney
U.S. Attorney's Office
1130 O Street, Room 3654
Fresno, CA 93721
Phone: (209) 487-5172
Fax: (209) 487-5632

Grant Contact

Betti M. Sands-President
New United Way
4270 North Blackstone, Suite 212
Fresno, CA 93726
Phone: (209) 244-5710
Fax: (209) 228-8159

Gainesville, FL

U.S. Attorney

P. Michael Patterson
U.S. Attorney/ND FL
315 South Calhoun Street
Suite 510
Tallahassee, FL 32301
Phone: (904) 942-8430
Fax: (904) 942-8429

Grant Contact

Pat Callahan
Director of Planning and Research
Gainesville Police Department
721 N.W. 6th Street
Gainesville, FL 32602
Phone: (904) 334-3230
Fax: (904) 334-2345

Achieving the Goals: Ready to Learn.

Grand Rapids, MI

U.S. Attorney

Michael H. Dettmer
U.S. Attorney/WD MI
The Law Building
Suite 501
330 Ionia Avenue, NW
Grand Rapids, MI 49503
Phone: (616) 456-2404
Fax: (616) 456-2408

Grant Contact

Marty Plender-Program Director
399 Federal Building
110 Michigan Street NW
Grand Rapids, MI 49506
Phone: (616) 940-2043

Lima, OH

U.S. Attorney

Emily M. Sweeney
U.S. Attorney/ND OH
1800 Bank One Center
600 Superior Avenue, East
Cleveland, OH 44114-2600
Phone: (216) 622-3601
Fax: (216) 522-2806

Grant Contact

Mayor David J. Berger
City of Lima
117 East Market Street
Lima, OH 45801
Phone: (419) 221-5214
Fax: (419) 221-5123

Muskegon/Muskegon Heights

U.S. Attorney

Michael H. Dettmer
U.S. Attorney/WD MI
The Law Building
Suite 501
330 Ionia Avenue, NW
Grand Rapids, MI 49503
Phone: (616) 456-2404
Fax: (616) 456-2408

New Britain, CT

U.S. Attorney

Christopher F. Droney
U.S. Attorney/CT
Connecticut Financial Center
157 Church Street
New Haven, CT 06508
Phone: (203) 773-2108
Fax: (203) 773-5377

Grant Contact

Michael Riccardi, Police Planner
New Britain Police Department
125 Columbus Boulevard
New Britain, CT 06051
Phone: (203) 826-3035
Fax: (203) 826-3102

Oklahoma City, OK

U.S. Attorney

Rozia McKinney-Foster
U.S. Attorney/WD OK
210 West Park Avenue, Suite 400
Oklahoma City, OK 73102
Phone: (405) 231-5281
Fax: (405) 231-5810

Achieving the Goals: Ready to Learn.

Orlando, FL

U.S. Attorney
Charles Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, FL 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Grant Contact

Walter Hawkins
Special Assistant to the Mayor
City Hall, One City Commons
400 South Orange Avenue
Orlando, FL 32801-3302
Phone: (407) 246-2221
Fax: (407) 246-2842

Polk County, FL

U.S. Attorney
Charles Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
Suite 400
500 Zack Street
Tampa, FL 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Springfield, IL

U.S. Attorney
Frances C. Hulin
U.S. Attorney's Office/CD IL
600 East Monroe Street
Room 312
Springfield, IL 62701
Phone: (217) 492-4450
Fax: (217) 492-4512

Volusia County, FL

U.S. Attorney
Charles Wilson
U.S. Attorney/MD FL
Robert Timberlake Building
500 Zack Street, Suite 400
Tampa, FL 33602
Phone: (813) 274-6000
Fax: (813) 274-6102

Grant Contact

Dianne Forrest
Office for Substance Abuse Programs
Volusia County Police Department
123 West Indiana Avenue
DeLand, FL 32720
Phone: (904) 736-5932 ext.2446
Fax: (904) 736-5972

Wichita, KS

U.S. Attorney
Hon. Randall K. Rathbun
U.S. Attorney's Office
301 North Main
1200 Epic Center
Wichita, KS 67202-4812
Phone: (316) 269-6481
Fax: (316) 269-6484

Achieving the Goals: Ready to Learn.

State Arts Agency AIE Coordinators

Alabama State Council On The Arts & Humanities

Ms. Barbara George
Arts in Education Program Manager
One Dexter Avenue
Montgomery, AL 36130-5801
(205) 242-4076
(205) 240-3269 (FAX)

Alaska State Council on the Arts

Ms. Jocelyn Young
Arts in Education Program Director
Christa Metzger
Artists in Schools Coordinator
411 West 4th Avenue, Suite 1E
Anchorage, AK 99501
(907) 269-6610
(907) 269-6601 (FAX)
(907) 276-8844 (JY's number at Young & Associates)

American Samoa Council on Arts, Culture, & Humanities

Ms. Elizabeth (Ann) Cortez
Arts in Education Coordinator
Office of the Governor
P.O. Box 1540
Pago Pago, AS 97699
9-011-684-633-4347
9-011-684-633-2059 (FAX)

Arizona Commission on the Arts

Sandie Campolo
Education Director
417 West Roosevelt
Phoenix, AZ 85003
(602) 229-8223
(602) 256-0282 (FAX)

Arkansas Arts Council

Ms. DiAnne Damro
Arts in Education Coordinator
1500 Tower Building
323 Center Street
Little Rock, AR 72201
(501) 324-9766
(501) 324-9154 (FAX)

California Arts Council

Ms. Carol Shiffman, Program Manager
Mr. Wayne Cook, Arts in Education
Program Administrator
1300 I Street
Sacramento, CA 95814
(916) 322-6555
(916) 227-2628 (FAX)
IDANCE@TMN.COM

Colorado Council on the Arts

Ms. Maryo Ewell
Director, Community Programs
750 Pennsylvania Street
Denver, CO 80203-0399
(303) 894-2617
(303) 894-2615 (FAX)

Achieving the Goals: Ready to Learn.

Ms. Patty Ortiz
Program Director
Young Audiences
1415 Larimer Street, #301
Denver, CO 80202
303-825-3650
303-825-3410 (FAX)

Connecticut Commission on the Arts

Mr. David Marshall
Senior Program Manager
227 Lawrence Street
Hartford, CT 06106
(203) 566-4770
(203) 566-6462 (FAX)

Delaware Division of the Arts

Ms. Nancy Ebert
Ms. Peggy Wright
Arts in Education Coordinators
State Office Building
820 North French Street
Wilmington, DE 19899-8911
(302) 577-3540
(302) 577-6561 (FAX)
pwright@dpil.k12.state.de.us

District of Columbia Commission on the Arts & Humanities

Ms. Sara Anderson
Program Liaison
410 8th Street, N.W., 5th Floor
Washington, D.C. 20004
(202) 724-5613
(202) 727-4135 (FAX)

Florida Arts Council

Ms. Nancy Smith
Arts Administrator
Division of Cultural Affairs
The Capitol
Tallahassee, FL 32399-0250
(904) 487-2980
(904) 922-5259 (FAX)

Georgia Council for the Arts

Ms. Caroline (Cary) Cleaver
Artists in Education Program Director
530 Means Street, NW, Suite 115
Atlanta, GA 30318
(404) 651-7931
(404) 651-7922 (FAX)

Guam Council on the Arts & Humanities Agency

Ms. Paula M. Bamba
Administrative Officer
Arts-in-Education
P.O. Box 2950
Agana, GU 96910
(011-671) 647-2242 or 647-2243
(671) 646-2781 (FAX)

State Foundation on Culture & the Arts

Ms. Denise Miyahana
Arts in Education Coordinator
44 Merchant Street
Honolulu, HI 96813
(808) 586-0306
(808) 586-0300 (Main Number)
(808) 586-0308 (FAX)

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Idaho Commission on the Arts

Ms. Elizabeth "Liz" Gould
Arts Education Director
Ms. Jayne Sorrels
Arts Education Program Associate
P.O. Box 83720
Boise, ID 83720-0008
(208) 334-2119
(208) 334-2488 (FAX)

Illinois Arts Council

Ms. Joanne Vena
Arts in Education Program Coordinator
State of Illinois Center
100 West Randolph, Suite 10-500
Chicago, IL 60601
(312) 814-6750
(312) 814-1471 (FAX)
JVENA@TMN.COM

Indiana Arts Commission

Ms. Beth Bashara
Arts in Education Program Manager
Indiana Government Center South
402 West Washington Street, Room 072
Indianapolis, IN 46204-2741
(317) 232-1268
(317) 232-5595 (FAX)

Iowa Arts Council

Mr. Stephen Poole, Director
Arts in Education
Capitol Complex
600 East Locust
Des Moines, IA 50319
(515) 281-4451
(515) 242-6498 (FAX)

Kansas Arts Commission

Mr. Tom Klocke
Arts in Education Coordinator
Jayhawk Towers
700 SW Jackson, Suite 1004
Topeka, KS 66603-3758
(913) 296-3335
(913) 296-4989 (FAX)

Kentucky Arts Council

Mr. John S. Benjamin, Director
Arts in Education Programs
31 Fountain Place
Frankfort, KY 40601-1942
(502) 564-3757
(502) 564-2839 (FAX)
JSBen@aol.com

Department of Culture, Recreation, & Tourism Division of the Arts

Ms. Dee Davitt Waller
Ms. Ann Russo
Arts in Education Coordinators
1051 North 3rd Street
P.O. Box 44247
Baton Rouge, LA 70804
(504) 342-8180
(504) 342-8173 (FAX)

(For UPS and overnight mailings):
4th Floor
900 Riverside North
Baton Rouge, LA 70804

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Maine Arts Commission

Ms. Nancy Salmon
Arts in Education Associate
55 Capitol Street
State House Station 25
Augusta, ME 04333
(207) 287-2790 (Direct Line)
(207) 287-2724
(207) 287-2335 (FAX)

Maryland State Arts Council

Ms. Linda Vlasak
Arts in Education Director
601 N. Howard Street
Baltimore, MD 21201
(410) 333-8232
(410) 333-1062 (FAX)

Massachusetts Cultural Council

Ms. Tamsen E. George
Education Programs & Services Manager
Ms. Carol Guidice
Education Programs & Services Coordinator
120 Boylston Street, 2nd Floor
Boston, MA 02116-4600
(617) 727-3668
(617) 727-0044 (FAX)

Michigan Council for Arts and Cultural Affairs

Mr. Herbert Ferrer
Arts in Education Program Coordinator
1200 Sixth Street
Executive Plaza
Detroit, MI 48226
(313) 256-3789
(313) 256-3781 (FAX)
HFERRER@TMN.COM

Minnesota State Arts Board

Ms. Sally Sand
Arts in Education Program Associate
432 Summit Avenue
St. Paul, MN 55102
(612) 297-2603
1-800-8MN-ARTS - toll free nationwide
(612) 297-4304 (FAX)

Mississippi Arts Commission

Ms. Anna Walker
Arts Education Director
239 N. Lamar Street
Suite 207
Jackson, MS 39201-1311
(601) 359-6030
(601) 359-6008 (FAX)

Missouri State Council on the Arts

Dr. Helga Shugart
Assistant Director for Programs
111 North Seventh Street,
Suite 105
St. Louis, MO 63130
(314) 340-6845
(314) 340-7215 (FAX)

Missouri Alliance for Arts Education

(for the Missouri State Council on the Arts)
Dr. Margaret Brommelsiek
Executive Director
The Joseph White Building
1750 South Brentwood Blvd.
Suite 501
Brentwood, MO 63144-1315
(314) 962-1880
(314) 962-2689 (FAX)

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Montana Arts Council

Ms. Fran Morrow
Director of Artists Services
316 North Park Avenue, Room 252
Helena, MT 59620
(406) 444-6430
(406) 444-6548 (FAX)

Nebraska Arts Council

Mr. Martin Skomal
Manager of Arts Education &
Community Programs
3838 Davenport Street
Omaha, NE 68131-2329
(402) 595-2122
(402) 595-2334 (FAX)
MSKOMAL@TMN.COM

**Nevada State Council
on the Arts**

Dr. Robert Parker
Arts in Education Program Director
Capitol Complex
602 North Curry Street
Carson City, NV 89710
(702) 687-6680
(702) 687-6688 (FAX)

**New Hampshire State Council
on the Arts**

Ms. Catherine O'Brian
Arts in Education Coordinator
Phenix Hall
40 North Main Street
Concord, NH 03301
(603) 271-2789
(603) 271-3584 (FAX)

**New Jersey State Council
on the Arts**

Ms. Beth Vogel
Arts in Education Coordinator
CN 306
20 W. State Street
Trenton, NJ 08625
(609) 292-6130
(609) 989-1440 (FAX)

New Mexico Arts Division

Ms. Santana Townsend
Arts in Education Coordinator
228 East Palace Avenue
Santa Fe, NM 87501
(505) 827-6490
(505) 827-6043 (FAX)

New York State Council on the Arts

Mr. Hollis Headrick, Director
Arts in Education
915 Broadway
New York, NY 10010
(212) 387-7139
(212) 387-7164 (FAX)

New York Foundation for the Arts

Mr. Greg McCaslin, Director
Education and Information
155 Avenue of the Americas, 14th Floor
New York, NY 10013
(212) 366-6900 (Ext. 220)
(212) 366-1778 (FAX)
GREG@TMN.COM

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North Carolina Arts Council

Ms. Bonnie Pierce
Arts in Education Administrator
Department of Cultural Resources
407 North Person Street
Raleigh, NC 27601-2801
(919) 733-7897
(919) 733-4834 (FAX)

North Dakota Council on the Arts

Mr. John W. Carroll
Assistant Director
418 East Broadway, Suite 70
Bismarck, ND 58501-4086
(701) 328-3954
(701) 328-3963 (FAX)
CARROLL@PIONEER.STATE.ND.US

Commonwealth Council for Arts & Culture (NORTHERN MARIANA ISLANDS)

Ms. Sandie McKenzie
Arts in Education Coordinator
CNMI Convention Center
Capitol Hill, Saipan
P.O. Box 553, CHR
Commonwealth of the Northern Mariana
Islands 96950
Tele: 011-670-322-9982/9983
011-670-322-9028 (FAX)

Mr. Frank Taitano
Arts in Education Contact
Commonwealth of the Northern
Mariana Islands (DC Office)
2121 R Street, N.W.
Washington, D.C. 20008
202-673-5869
202-673-5873 FAX)

Ohio Arts Council

Ms. Mary Campbell-Zopf
Arts in Education Coordinator
727 East Main Street
Columbus, OH 43205
(614) 466-2613
(614) 466-4494 (FAX)
MARYCZ@TMN.COM

State Arts Council of Oklahoma

Mr. James Huelsman
Arts Education Director
Jim Thorpe Building, Room 640
2101 North Lincoln Boulevard
Oklahoma City, OK 73105
(405) 521-2931
(405) 521-6418 (FAX)
JAMES.HUELSMAN@MHS1.OKLAOSF.S
TATE.OK.US

Oregon Arts Commission

Mr. Peter Sears
Community Services Coordinator
775 Summer Street, NE
Salem, OR 97310
(503) 986-0084
(503) 986-0260 (FAX)

Commonwealth of Pennsylvania Council on the Arts

Dr. Diane Sidener Young
Program Director for Arts
in Education & Folklife
Room 216, Finance Building
Harrisburg, PA 17120
(717) 787-6883
(717) 783-2538 (FAX)

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Institute of Puerto Rican Culture

Ms. Ivonne Sanabria
Arts in Education Co-Coordinator
P.O. Box 4184
San Juan, PR 00902-4184
(809) 724-3210
(809) 722-2033 (FAX)

Rhode Island State Council on the Arts

Ms. Sherilyn Brown
Arts in Education Director
95 Cedar Street, Suite 103
Providence, RI 02903-1034
(401) 277-3880
(401) 521-1351 (FAX)

South Carolina Arts Commission

Ms. Jill Warzer
Arts Education Program Director
Mr. Ken May
Assistant Deputy Director
1800 Gervais Street
Columbia, SC 29201--3585
(803) 734-8696
(803) 734-8526 (FAX)

South Dakota Arts Council

Mr. Colin Olsen
Arts in Education Coordinator
230 South Phillips Avenue
Suite 204
Sioux Falls, SD 57102-0720
(605) 367-5678
(605) 367-4908 (FAX)
CDOLSEN@TMN.COM

Tennessee Arts Commission

Ms. Alice Swanson
Arts in Education Director
Parkway Towers, Suite 160
404 James Robertson Parkway
Nashville, TN 37243-0780
(615) 741-1701
(615) 741-8559 (FAX)
SWANSONA@TEN-NASH.TEN.K12.TN.US

Texas Commission on the Arts

Ms. Deborah Dobbins, Program
Administrator
Performing Arts and Arts in Education
P.O. Box 13406, Capitol Station
Austin, TX 78711
(512) 464-2333 (Direct Line)
(512) 463-5535
(512) 475-2699 (FAX)

Utah Arts Council

Ms. Jean Irwin
Arts in Education Coordinator
617 East South Temple Street
Salt Lake City, UT 84102
(801) 533-5895
(801) 533-6196 (FAX)
JEANIRWI@TMN.COM

Vermont Council on the Arts, Inc.

Ms. Cornelia Emlen
Arts in Education Officer
136 State Street, Drawer 33
Montpelier, VT 05633-6001
(802) 828-3291
(802) 828-3363 (FAX)

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Virginia Commission for the Arts

Ms. Sharon Wilson
Arts in Education Coordinator
Lewis House - 2nd Floor
223 Governor Street
Richmond, VA 23219-2010
(804) 225-3132
(804) 225-4327 (FAX)
SWAIEVCA@TMN.COM

Virgin Islands Council on the Arts

Ms. Betty Mahoney
Arts in Education Coordinator
41-42 Norre Gade (2d. Fl.)
St. Thomas, U.S. VI 00802
(809) 774-5984
(809) 774-6206 (FAX)

Washington State Arts Commission

Ms. Linda Bellon-Fisher
Arts in Education Programs Manager
234 East 8th Avenue
P.O. Box 42675
Olympia, WA 98504-2675
(206) 753-3860
(206) 586-5351 (FAX)
WSAC@TMN.COM

West Virginia Commission on the Arts

Mr. Mark Payne
Arts in Education Coordinator
Arts & Humanities Section
1900 Kanawha Boulevard East
Charleston, WV 25305
(304) 558-0220
(304) 558-2779 (FAX)

Wisconsin Arts Board

Ms. Chris Manke
Arts in Education Coordinator
First Floor
101 East Wilson Street
Madison, WI 53703
(608) 266-0190
(608) 267-0380 (FAX)

Wyoming Council on the Arts

Ms. Wendy Bredehoft
Arts in Education Coordinator
2320 Capitol Avenue
Cheyenne, WY 82002
(307) 777-7742
(307) 777-5499 (FAX)
WBREDE@TMN.COM

For further information, the NEA Contact is:

Andrea (Angie) Johnson-Stewart, Program Specialist
National Endowment for the Arts
Arts in Education Program, Room 602
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
202-682-5426 (Main Line)
202-682-5797 (Direct Line)
202-682-5613 (Fax)

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State Humanities Councils

Alabama

Alabama Humanities Foundation
2217 Tenth Court South
Birmingham, AL 25205
(205)930-0540

Alaska

Alaska Humanities Forum
430 West Seventh Avenue, Suite #1
Anchorage, AK 99501
(907)272-5341

American Samoa

American Samoa Humanities
Planning Group
P.O. Box 1935
Department of Education
Pago, Pago AS 96799
(684)633-4255

Arizona

Arizona Humanities Council
The Ellis-Shackelford House
1242 North Central Avenue
Phoenix, AZ 85004
(602) 257-0335

Arkansas

Arkansas Humanities Council
10816 Executive Center Drive
Suite 310
Little Rock, AR 72211-4383
(501)221-0091

California

California Council for the Humanities
312 Sutter Street, Suite 601
San Francisco, CA 94108
(415)391-1474

Colorado

Colorado Endowment for the Humanities
1623 Blake Street, #200
Denver, CO 80202
(303)573-7733

Connecticut

Connecticut Humanities Council
41 Lawn Avenue
Wesleyan Station
Middletown, CT 06549
(203)685-2260

Delaware

Delaware Humanities Forum
1812 Newport Cap Pike
Wilmington, DE 19808-6179
(303)633-2400

District of Columbia

D.C. Community Humanities Council
1331 H Street, NW
Suite 902
Washington, DC 20005

Florida

Florida Humanities Council
1514 1/2 East 8th Avenue
Tampa, FL 22605-3708
(813)272-3473

Georgia

Georgia Humanities Council
50 Hurt Plaza, SE, Suite 440
Atlanta, GA 30303-2936
(404)523-6220

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Guam

Guam Humanities Council
Renaissance Plaza
272 West Route 8, Suite 2A
Barrigada, Guam 96921
(671)734-1713

Hawaii

Hawaii Committee for the Humanities
First Hawaiian Bank Building
3599 Waialae Avenue, Room 23
Honolulu, HI 96816
(808)732-5402

Idaho

Idaho Humanities Council
217 West State Street
Boise, ID 83702
(208)345-5346

Illinois

Illinois Humanities Council
618 South Michigan Avenue
Chicago, IL 60605
(312)939-5212

Indiana

Indiana Humanities Council
1500 North Delaware Street
Indianapolis, IN 46202
(317)638-1500

Iowa

Iowa Humanities Board
Oakdale Campus N210 OH
University of Iowa
Iowa City, IA 52242
(319)335-4153

Kansas

Kansas Humanities Council
112 SW Sixth Avenue, Suite 210
Topeka, KS 66603
(913)357-0359

Kentucky

Kentucky Humanities Council
417 Clifton Avenue
University of Kentucky
Lexington, KY 40508-3406
(606)257-5932

Louisiana

Louisiana Endowment for the Humanities
1001 Howard Avenue, Suite 3110
New Orleans, LA 70113
(504)523-4352

Maine

Maine Humanities Council
371 Cumberland Avenue
Portland, ME 04112
(207)773-5051

Maryland

Maryland Humanities Council
601 North Howard Street
Baltimore, MD 21201
(410)625-4830

Massachusetts

Massachusetts Foundation for the
Humanities
One Woodbridge Street
South Hadley, MA 01075
(413)536-1385

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Michigan

Michigan Humanities Council
119 Pere Marquette Drive
Suite 3B
Lansing, MI 48912-1231
(517)372-7770

Minnesota

Minnesota Humanities Commission
26 East Exchange Street
Lower Level South
St. Paul, MN 55101
(612)224-5739

Mississippi

Mississippi Humanities Council
3825 Ridgewood Road, Room 311
Jackson, MS 39211
(601)982-6752

Missouri

Missouri Humanities Council
911 Washington Avenue
Suite 215
St. Louis, MO 63101-1208
(314)621-7705

Montana

Montana Committee for the Humanities
P.O. Box 8036
Hellgate Station
Missoula, MT 59807
(406)243-6022

Nebraska

Nebraska Humanities Council
Suite 225
Lincoln Center Building
215 Centennial Mall South
Lincoln, NE 68508
(402)474-2131

Nevada

Nevada Humanities Committee
P.O. Box 8029
Reno, NV 89507
(702)784-6587

New Hampshire

New Hampshire Humanities Council
19 Pillsbury Street
P.O. Box 2228
Concord, NH 03302-2228
(603)224-4071

New Jersey

New Jersey Committee for the Humanities
390 George Street, Suite 602
New Brunswick, NJ 08901-2019
(908)932-7726

New Mexico

New Mexico Endowment for the
Humanities
Onate Hall, Room 209
University of New Mexico
Albuquerque, NM 87131
(505)277-3705

New York

New York Council for the Humanities
198 Broadway, 10th Floor
New York, NY 10038
(212)233-1131

North Carolina

North Carolina Humanities Council
425 Spring Garden Street
Greensboro, NC 27401
(910)334-5325

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North Dakota

North Dakota Humanities Council
425 Spring Garden Street
Greensboro, NC 27401
(910)334-5325

North Dakota

North Dakota Humanities Council
2900 Broadway West, Suite 3
P.O. Box 2191
Bismark, ND 58502
(701)255-3360

**Commonwealth of the Northern
Mariana Islands**

Council for the Humanities
AAA-3394, Box 10001
Saipan, MP 96950
(670)235-4785

Ohio

The Ohio Humanities Council
695 Bryden Road
P.O. Box 06354
Columbus, OH 43206-0354
(614)461-7802

Oklahoma

Oklahoma Foundation for the Humanities
Festival Plaza
428 West California, Suite 270
Oklahoma City, OK 73102
(405)235-0280

Oregon

Oregon Council for the Humanities
812 SW Washington Street
Suite 225
Portland, OR 97205
(503)241-0543

Pennsylvania

Pennsylvania Humanities Council
320 Walnut Street, Suite 305
Philadelphia, PA 19106
(215)925-1005

Puerto Rico

Fundacion Puertorriquena de las
Humanidades
Box S-4307
Old San Juan, PR 00904
(809)721-2087

Rhode Island

Rhode Island Committee for the
Humanities
60 Ship Street
Providence, RI 02903
(401)273-2250

South Carolina

South Carolina Humanities Council
1200 Catawba Street
Columbia, SC 29250
(803)771-8864

South Dakota

South Dakota Humanities Council
Box 7050, University Station
Brookings, SD 57007
(605)688-6113

Tennessee

Tennessee Humanities Council
1003 18th Avenue South
Nashville, TN 37202
(615)320-7001

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Texas

Texas Committee for the Humanities
Banister Place A
3809 South Second Street
Austin, TX 78704
(512)440-1991

Utah

Utah Humanities Council
350 South 400 East, Suite 110
Salt Lake City, UT 84111
(801)531-7868

Vermont

The Vermont Council on the Humanities
Main Street, P.O. Box 58
Hyde Park, VT 05655
(802)888-3183

Virginia

Virginia Foundation for the Humanities
and Public Policy
145 Ednam Drive
Charlottesville, VA 22903-4629
(804)924-3296

Virgin Islands

Virgin Islands Humanities Council
P.O. Box 1829
St. Thomas, VI 00803-1829

Washington

Washington Commission for the
Humanities
615 Second Avenue, Suite 300
Seattle, WA 98104
(206)682-1770

West Virginia

West Virginia Humanities Council
723 Kanawha Boulevard, East
Suite 800
Charleston, WV 25301
(304)346-8500

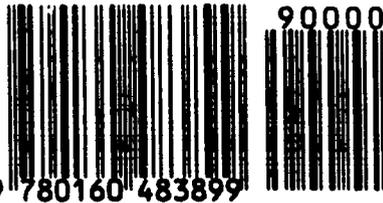
Wisconsin

Wisconsin Humanities Council
802 Regent Street
Madison, WI 53715
(608)262-0706

Wyoming

Wyoming Council for the Humanities
Box 3643--University Station
Laramie, WY 82071-3643
(307)766-6496

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