

Edwin
After-school

DARCY ANN OLSEN

No more teachers, no more books...? The official start of summer this month will be a welcome break for students and teachers. But if Vice President Al Gore has his way, summer vacations may soon be a thing of the past.

As part of his "New Family Agenda," Mr. Gore has announced a federal initiative "to make use of more than 500 additional hours in summer and after-school time," equivalent to an extra four months of school per year. Mr. Gore would use federal spending and tax credits to encourage families to use after-school programs, expand school hours, and recruit new staff.

In one sense, Mr. Gore's initiative is unsurprising. The administration has long promoted programs like those in Murfreesboro, Tenn., where schools stay open from 6 a.m. to 7 p.m., five days per week, year round. And Mr. Gore's plan mirrors a nationwide trend: As student achievement has declined over the past 30 years, school districts have responded by requiring longer schooldays, longer school years and mandatory summer school.

But in terms of scale, Mr. Gore proposes nothing short of a revolutionary expansion of the role of public schools in family life. Consider its centerpiece: a little known federal program called 21st Century Learning Centers, for which Mr. Gore pledges to "dramatically" increase funding.

To become eligible for Learning Center funds, a public school must carry out four or more activities from government's wish list. These include "literacy education; senior citizen programs; child care, integrated education, health, social service, recreational, or cultural programs; summer and weekend school programs in conjunction with recreation programs; nutrition and health programs; expanded library service hours; telecommunications and technology education; parenting skills; support and training for child-care workers; employment counseling, training and placement; services for individuals who leave school before graduation; and services for individuals with disabilities." In short, Mr. Gore's plan would trans-

Canceling summer vacation

form public schools into comprehensive, one-stop social service outlets.

So far, about 1,600 public schools have become federal Learning Centers.

Mr. Gore claims the "New Family Agenda" will reduce delinquency and crime, teen sex and pregnancy, and dropout rates. "It's in those after-school hours that most juvenile crime, teen pregnancy and alcohol and drug use occur," Mr. Gore says. He assures voters this raft of new programs will not displace parents' efforts, just supplement them. "Government doesn't raise children; families do," Mr. Gore says. "But we can make it easier, not harder, to be a strong family."

Yet it is hard to imagine how having children spend more time in government programs and less time with their parents makes for stronger families. For instance, new research by the president's Council of Economic Advisers finds that teens who eat dinner with a parent at least five days a week are less likely to smoke, use alcohol or marijuana, or have sex. They also have higher grade-point averages and are more likely to plan to attend college.

Existing after-school programs never produce such results, and it is no wonder. For it isn't the food provided at family meals that helps the children, it is the parental effort and involvement. The more time children spend away from their parents — be it through extending after-school programs or eliminating summer vacations — the weaker the bond between them and the more diffuse the influence parents have on their children's behavior.

That is one reason why neither parents nor students seem to desire these extra programs: an estimated 40 percent of seats in after-

school programs are empty. A recent YMCA survey found teenagers' top concern is "not having enough time together" with their parents, and more than 40 percent of parents agree that the time they spend with their teens is inadequate. But all the after-school programs in the world will not give parents and children more time together. If anything, an expanded role for schools gives them less.

The federal government could do more for families by doing less. A tax cut would give parents more money for after-school care or let them reduce their hours and spend more time at home. States could adopt universal tuition tax credits



so families could pay for schools of their choosing, with or without after-school programs.

There are some things parents simply do better than the government. Raising children is one of them. Using tax money to encourage children to spend their time at "Learning Centers" rather than with their parents is at best useless and at worst harmful. There are only so many hours in a child's day. Empirical research — not to mention plain common sense — suggests government policy should give families more time together, not less.

Darcy Ann Olsen is director of education and child policy at the Cato Institute and author of a new report titled "12-Hour School Days? Why Government Should Leave After-School Arrangements to Parents."

TONY SNOW

Within the next few days, the U.S. 6th Circuit Court of Appeals in Cincinnati will consider an important question: Does the First Amendment to the U.S. Constitution compel low-income families to send their children to lousy, unsafe schools?

Teachers unions, the American Civil Liberties Union, People for the American Way and related groups say: Yes. Kids must stay in awful institutions, rather than being subjected to even a whisper of religious discourse.

Thousands of parents in Cleveland disagree. They have signed up for a program that lets them choose their kids' schools.

A federal court ordered up the initiative five years ago because the Cleveland system was unconscionably terrible — and still is. Last year, the Cleveland Consolidated School District failed each of the state's 18 performance requirements and flunked all of Ohio's 27 performance standards. Only 11.6 percent of the district's ninth-graders passed basic proficiency tests (compared to 55.6 percent statewide), and less than a third of eligible enrollees (32.6 percent) graduated from high school.

At the time of the original receivership order, the system could not account for a \$40 million emergency loan given by the state, and the district's debt stood at \$129 million and rising. Educational officials refused to sell 4 million square feet of property deemed "excessive" by the court and wouldn't shut down as many as 25 buildings described as "beyond repair." More recently, someone found a storage space packed with computers that never managed to make it to classrooms.

In response to this record, Ohio legislators produced a plan laced with incentives to send kids to public schools. The state would spend \$7,097 per student for magnet schools and \$4,518 per pupil for "community" or "charter" schools (private institutions chartered by the state). It would give parents a fraction of that funding (a maximum of \$2,250) for private-school tuition.

Last year, 73.5 percent of the participating families picked magnet schools, 9.5 percent chose community schools and 17 percent selected private schools.

Here is where things get fun. Just before the beginning of the school year, Federal Judge Solomon Oliver Jr. struck down the plan because 96

Crucial legal test for school choice options

percent of the private-school children planned to attend religious institutions. He concluded the school-choice program improperly advanced religion and thus inflicted "irreparable harm" on the children.

Parents didn't see it that way. When he issued his decree, the Cleveland Plain Dealer could find only two children who decided to

return to the public schools. The other 3,799 stayed put. Fortunately for them, the U.S. Supreme Court quickly suspended Judge Oliver's order for the duration of the school year, and asked the court of appeals to take up the case.

Judge Oliver slammed people on the lower rungs of the economic ladder. Families in the voucher pro-

gram had average incomes of \$15,769 — barely half the poverty level — and an incredible 68.2 percent of the children came from single-parent homes. They weren't seeking salvation, just knowledge. An Indiana University poll of participants found that 96.4 percent listed education as an important consideration, and 95 percent worried about school safety. Religion ranked dead last in the factors of concern.

In an upcoming book from the Heritage Foundation, "Given a Choice: Six Parents Speak Out on School Choice and the Difference It Has Made for Their Children," author Daniel McGroarty interviews Cleveland parent Roberta Kitchen. She "inherited" five children 15 years ago when her goddaughter, a drug addict, dropped them off one day — and never returned.

Kitchen has been a smart shopper. Last year, she sent children to four different schools — private and public — having selected the institutions that best fit the children's educational needs.

She is "angry" at would-be helpers from the American Civil Liberties Union and People for the American Way, and she finds their arguments "insulting." "Why would

anybody force parents to send their children to schools like that?" she asks.

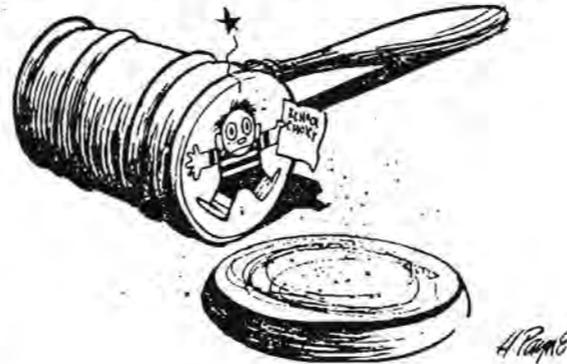
Kitchen hopes to get encouraging news June 20, when Federal Judges Eugene Siler, James Ryan and Eric Clay listen to oral arguments on the choice plan. But she also remains defiant: "If they rule it out . . . I won't send them back to die. We'll lose them. That's a kind of death. . . . You've got this environment that has so much lacking. There's so much unhappiness there. . . . I don't want to send my kids back to that. I just refuse."

So we return to the original issue: Does the Constitution require poor families to endure separate-but-unequal treatment? The educational establishment says yes. The courts in half a dozen states say no. Judges Siler, Ryan and Clay will have to break the tie.

As they mull their options, they might want to ask whether they really want to tell Roberta Kitchen to get a hard job, so her children can get the same kind of education as, say, the children of federal judges.

Tony Snow is a nationally syndicated columnist.

The Washington Times
TUESDAY, JUNE 20, 2000



THE WHITE HOUSE
WASHINGTON



**ANNOUNCEMENT OF PROPOSALS TO INCREASE AFTER SCHOOL PROGRAMS
AND END SOCIAL PROMOTIONS**

DATE: January 7, 1999
LOCATION: The East Room
BRIEFING TIME: 1:45 pm - 2:15 pm (Map Room)
EVENT TIME: 2:30 pm - 3:30 pm (East Room)
FROM: Bruce Reed

I. PURPOSE

To announce your proposal to triple funding for after-school programs and support school districts that are ending social promotion.

II. BACKGROUND

You will be joined by the First Lady, the Vice President, Secretary Riley and a parent of a Chicago 9th grader who benefitted from summer school programs as you announce that your FY 2000 budget will propose to triple funding (from \$200 million to \$600 million) for the 21st Century Learning Center Program, which funds after-school and summer school programs throughout the country. You will also announce that in awarding these funds, the Department of Education will give priority to school districts that are ending social promotion by requiring students to meet academic standards in order to move to the next grade.

Tripling Funding for a Program that Works

Your FY 2000 budget will propose to increase funding -- from \$200 million in FY 1999 to \$600 million in FY 2000 -- for the 21st Century Community Learning Center Program, which gives schools funds to operate after-school and summer school programs. This proposal builds on your budget victory last year, in which you increased funds for the program from \$40 million to \$200 million. The 21st Century Learning Center Program increases the supply of after-school care in a cost-effective manner, primarily by funding programs that use public school facilities and existing resources. Over 190,000 children in 800 schools, in 46 states and the District of Columbia, are already benefiting from this program, by participating in after-school programs that provide students with enrichment activities, tutoring, recreation and other activities. Your proposal will help roughly 1.1 million children each year participate in these programs.

Giving Priority to School Districts that End Social Promotion

Under your proposal, school districts with comprehensive policies in place to end social promotion will receive priority in the grant-making process. After-school and summer school programs are a critical tool in ending social promotion because they give students who are not on track an opportunity to get extra help so they can meet promotion standards. Your proposal will target the new 21st Century funds to districts providing after-school and summer school programs to help these students, while enabling these districts to keep these programs open to all students.

Social promotion is the practice of promoting students from grade to grade without regard to whether they have met academic standards required to succeed at the next grade level. School districts with comprehensive policies to end social promotion: (1) require students to demonstrate that they have met academic standards at key grade levels in order to be promoted; (2) use valid objective measures and other indicators as necessary to determine whether a student has met the standards; (3) strengthen learning opportunities in the classroom with steps such as clear standards, small classes, well trained teachers, challenging curriculum, and the use of proven instructional practices; and (4) provide for the early identification of students who need extra help to meet the standards, and use extended learning time -- particularly after-school instruction and summer school -- to help students meet the standards. Your proposal will help local school systems use after-school and summer school as part of their comprehensive strategy to end social promotion.

Responding to Huge Demand for After-School Programs.

Today's announcement responds to the millions of parents across the country who want their children to learn to high standards and to stay safe and secure in after-school hours. Today, over 28 million school-age children have both parents or their only parent in the workforce. At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Statistics also show that most juvenile crime takes place between the hours of 2 and 8 pm, and that children are also at much greater risk of being the victim of crime during the hours after school. The nationwide demand for expanded after-school programs has made the 21st Century Community Learning Center program one of the most highly competitive programs ever managed by the U.S. Department of Education. In the Education Department's last completed grant competition for this program, the Department received nearly 2,000 applications, requesting more than \$550 million to fund programs in over 6,000 schools in every state in the nation.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley

Bruce Reed

Doug Sosnik

Michael Cohen

Neera Tanden

Jon Schnur

Broderick Johnson
Paul Glastris

HRC
Riley
Ford
EMK
Parent
VP
POTUS

Event Participants:
The Vice President
The First Lady
Secretary Riley

Lissette Martinez, whose daughter Ardette failed her mandatory math test in the 8th grade and was automatically enrolled in the Chicago summer bridge program. She successfully completed the summer course and passed the math test in August. She is currently enrolled in the 9th grade, and is very grateful for the extra attention that helped her keep up with her studies and stay in the same classes with her peers.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU will be announced into the East Room accompanied by stage participants.
- The First Lady will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make remarks and introduce Lissette Martinez.
- Lissette Martinez will make remarks and introduce the Vice President.
- The Vice President will make remarks and introduce YOU.
- YOU will make remarks and then depart.

VI. REMARKS

Remarks Provided by Speechwriting.

EMK
Ford
Hizjose
Rush Holt, NJ
David W., OR
Kildee
Jim Maloney
Carolyn McCarthy
Owens
Scott
Obey

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THE WHITE HOUSE

WASHINGTON

November 11, 1998

ANNOUNCEMENT ON AFTER-SCHOOL GRANTS AND CHILDCARE DATA

DATE: November 12, 1998
LOCATION: East Room
BRIEFING TIME: 1:20 pm - 1:45 pm
EVENT TIME: 1:55 pm - 2:55 pm
FROM: Bruce Reed

I. PURPOSE

To demonstrate progress and bipartisan support for after-school programs by announcing \$60 million in new grants to roughly 600 schools in 183 communities, and to announce new child care data that demonstrates the need for an increased federal commitment to child care subsidies.

II. BACKGROUND

You will announce nearly \$60 million in new grants to establish or expand after-school programs. You also will announce new data revealing the pressing need for affordable child care for America's low-income working families.

SECURING \$200 MILLION FOR AFTER-SCHOOL PROGRAMS.

As part of the budget agreement passed last month, you won your full funding request of \$200 million for after-school programs through the 21st Century Community Learning Center program -- marking a substantial increase from \$40 million in FY 1998. With this \$200 million, 250,000 children will be able to participate in after-school programs that keep them safe and help them learn.

\$60 MILLION IN NEW GRANTS TO SUPPORT AFTER-SCHOOL INITIATIVES IN COMMUNITIES THROUGHOUT THE COUNTRY. You will announce nearly \$60 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The \$60 million will fund grants to 183 communities, reaching about 600 schools in 44 states and the District of Columbia, and will help meet the huge demand for after-school programs. At least 5 million children -- and as many as 15 million -- are left alone at home on a given day. Experts agree that school-age children who are unsupervised after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Today's grant recipients originally applied to the program last fiscal year under one of the most highly competitive programs ever managed

by the U.S. Department of Education: the Department received nearly 2,000 applications, requesting \$500 million to fund programs in over 6,000 schools in every state in the country. These new grants will allow the Department of Education to fund many more of the qualified applicants.

NEW DATA SHOW THAT WHILE 1.25 MILLION CHILDREN RECEIVE CHILD CARE SUBSIDIES, MANY ELIGIBLE CHILDREN ARE NOT RECEIVING ASSISTANCE.

You also will release new data showing that in FY 1997, states provided child care assistance to 1.25 million low-income children out of a total of 10 million children eligible for child care assistance. You fought to include in the welfare law an increase of \$4 billion in child care child care subsidies to low-income working families; this increase is responsible for a quarter million more low-income children receiving child care in FY1997 than in the previous year. States, however, still have many more applicants than they can serve, and as a result, some states set eligibility levels far below what is allowed by federal law. For example, in as many as 37 states, a family of three with \$28,000 of income is not eligible for a child care subsidy.

This data demonstrates the tremendous need for child care assistance, which you and the First Lady have continued to fight to increase. Your FY1999 budget request included a \$7.5 billion increase in child care subsidy assistance over five years, enabled the program to serve about one million new low-income children.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed
Melanne Verveer
Larry Stein
Jen Klein
Neera Tanden

Event Participants:

Rose Bowlz, Parent of child in after school program
Sen. Arlen Specter
Rep. Mike Castle
Rep. Nita Lowey
Sen. Chuck Robb

Seated on Stage, but not speaking:

Deputy Secretary of Education Mike Smith
Assistant Secretary of Education Kent McGuire
Rep. Peter King
Rep. Sander Levin
Rep. Robert Matsui
Rep. Jack Quinn

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

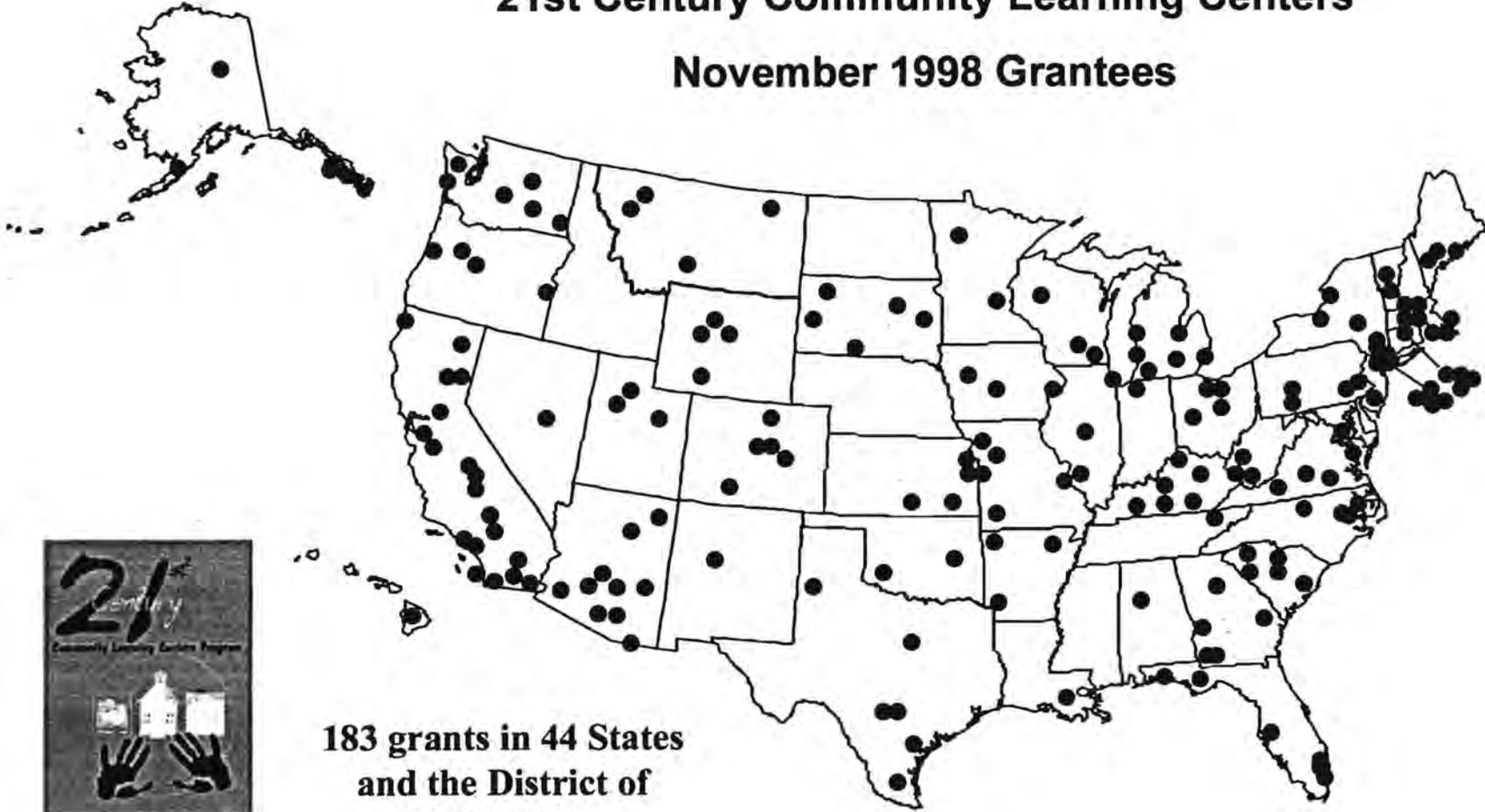
- **YOU** will be announced into East Room accompanied by program participants.
- The First Lady will make remarks and introduce Rep. Michael Castle.
- Rep. Michael Castle will make remarks and introduce Member of Congress TBD.
- Member of Congress TBD will make remarks and introduce Rep. Nita Lowey.
- Rep. Nita Lowey will make remarks and introduce Sen. Arlen Specter.
- Sen. Arlen Specter will make remarks and introduce Rose Bowlz.
- Rose Bowlz will make remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and then depart.

VI. REMARKS

Provided by Speechwriting.

21st Century Community Learning Centers

November 1998 Grantees



**183 grants in 44 States
and the District of
Columbia**

**21st Century Community Learning Centers (21st CCLC)
FY 99 Award**

State	Estimated First Year
ALASKA	
<u>Lower Kuskokwim School District, Bethel</u>	\$1,174,572
<u>Fairbanks North Star Borough School District, Fairbanks</u>	\$349,010
<u>Sitka School District, Sitka</u>	\$102,244
ALABAMA	
<u>NW Alabama Adult Education Consortia, Fayette</u>	\$510,000
ARKANSAS	
<u>Nettleton Public Schools, Jonesboro</u>	\$184,480
<u>Texarkana Arkansas School District 7, Texarkana</u>	\$306,801
<u>Decatur Public Schools, Decatur</u>	\$90,745
ARIZONA	
<u>Glendale Elementary School District 40, Glendale</u>	\$163,875
<u>Pinon Unified School District 4, Pinon</u>	\$486,858
<u>Luz Academy of Tucson, Tucson</u>	\$374,063
<u>Wellton Elementary School District No 24, Wellton</u>	\$165,254
<u>Whiteriver Unified School District 20, Whiteriver</u>	\$414,289
<u>Rock Point Community School, Rock Point</u>	\$144,629
<u>Naco Elementary School District 23, Naco</u>	\$122,489
<u>Washington Elementary School District 6, Phoenix</u>	\$312,846
<u>Gila River Indian Community, Sacaton</u>	\$450,513
<u>Chandler Unified School District, Chandler</u>	\$321,271
CALIFORNIA	

<u>Earlimart Elementary School District</u> , Earlimart	\$146,869
<u>Lennox School District</u> , Lennox	\$121,605
<u>San Bernadardino City Unified School District</u> , San Bernardino	\$1,019,669
<u>Cajon Valley Union School District</u> , El Cajon	\$230,682
<u>Plumas Unified School District</u> , Quincy	\$198,000
<u>Butte County Office of Education</u> , Oroville	\$404,131
<u>San Diego Unified School District</u> , San Diego	\$199,818
<u>Imperial City Office of Education</u> , El Centro	\$556,101
<u>Sacramento City Unified School District</u> , Sacramento	\$300,000
<u>San Diego Unified School District</u> , San Diego	\$335,376
<u>Berkeley Unified School District</u> , Berkeley	\$332,562
<u>San Jose Unified School District</u> , San Jose	\$599,817
<u>Modoc County Office of Education</u> , Alturas	\$362,445
<u>John J Doyle School</u> , Porterville	\$173,775
<u>Long Beach Unified School District</u> , Long Beach	\$196,451
<u>Lakeside Union School District</u> , Lakeside	\$46,743
<u>Eureka City Schools</u> , Eureka	\$269,000
<u>Ontario-Montclair School District</u> , Ontario	\$200,000

COLORADO

<u>Poudre School District</u> , Fort Collins	\$330,020
<u>Adams City School District No 1</u> , Denver	\$159,000
<u>Jefferson City Schools/CICS</u> , Lakewood	\$526,659
<u>San Luis Valley (BOCES)</u> , Alamosa	\$454,280
<u>Cherry Creek School District 5</u> , Englewood	\$101,868

CONNECTICUT

<u>Bridgeport Board of Education</u> , Bridgeport	\$1,689,511
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<u>New Haven Ecology Project</u> , New Haven	\$91,839
<u>New Haven Public Schools</u> , New Haven	\$342,511
<u>Meriden Public Schools</u> , Meriden	\$199,963

DISTRICT OF COLUMBIA

<u>Friendship House Association</u> , Washington DC	\$185,500
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FLORIDA

<u>Broward City School Board/Florida</u> , Ft. Lauderdale	\$403,908
<u>School District of Hillsborough County</u> , Tampa	\$884,020
<u>Aspira of Florida, Inc.</u> , Miami	\$200,000
<u>Calhoun City School Board</u> , Blouinstown	\$200,000
<u>School District/Palm Beach County</u> , West Palm Beach	\$503,892
<u>Laurel Hill School</u> , Laurel Hill	\$134,610

GEORGIA

<u>Clay County Board of Education</u> , Fort Gaines	\$110,790
<u>Dekalb County School System</u> , Decatur	\$1,080,057
<u>City Schools/Decatur BD/Education</u> , Decatur	\$611,128
<u>Bulloch County Board of Education</u> , Statesboro	\$321,700
<u>Gwinnett County Public Schools</u> , Lawrenceville	\$2,033,644

HAWAII

<u>Hawaii State Department of Education</u> , Waikoloa	\$100,000
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ILLINOIS

<u>Venice CUSD 3</u> , Venice	\$212,908
<u>Chicago Public Schools</u> , Chicago	\$2,500,000
<u>Leroy Cmty Unit School District 2</u> , Leroy	\$152,160

INDIANA

Michigan City Area Schools, Michigan City \$399,999

IOWA

Storm Lake Community School District, Storm Lake \$167,590

Des Moines Independent Commt, Des Moines \$775,880

Davenport Community School, Davenport \$200,000

KANSAS

USD 500, Kansas Public Schools, Kansas City \$199,226

Winfield Unified School District 465, Winfield \$175,197

Haysville Unified School District, Haysville \$158,170

Parsons Unified School District 503, Parsons \$121,022

KENTUCKY

Buckhorn School, Buckhorn \$213,421

Jessamine County Board of Education, Nicholasville \$193,600

Covington Independent Public School, Covington \$291,289

Barren County Schools, Glasgow \$200,000

Rowan County Board of Education, Morehead \$138,907

Pulaski City Public Schools, Somerset \$130,250

LOUISIANA

Easton Baton Rouge Parish School, Baton Rouge \$545,468

MAINE

Auburn City Department of Education, Auburn \$134,093

School Union 44, Sabattus \$507,084

Maine School, Admin District 5, Rockland \$105,500

MARYLAND

St. Mary's City Public Schools, Leonardtown \$275,165

MASSACHUSETTS

Boston Public Schools, Boston \$305,977

Neighborhood House Charter School, Dorchester \$123,638

Chelsea School Department, Chelsea \$142,000

Springfield Public Schools, Springfield \$315,836

Holyoke Public Schools, Holyoke \$479,200

Hampshire Educational Collaborative, Northampton \$802,989

MICHIGAN

Wayne State University, Detroit \$200,000

Flint Community School District, Flint \$723,581

Manistee Co School Management Coop, Brethren \$666,379

Three Rivers Community Schools, Three Rivers \$150,204

Hillsdale County Intermediate School District, Hillsdale \$202,869

Covert Public Schools, Covert \$134,078

MINNESOTA

Bagley Public Schools ISD 162, Bagley \$106,418

Columbia Heights Public Schools, Columbia Heights \$219,890

MISSOURI

Normandy School District, St. Louis \$592,958

Stewartsville C-11 School District, Stewartsville \$98,502

Trenton R-IX School District, Trenton \$140,466

North Kansas City School District, Kansas City \$755,111

Mt. Vernon R-V Schools, Mt. Vernon \$122,120

MONTANA

<u>Superior School District 3, Superior</u>	\$164,828
<u>Brockton School District 55& 55E, Brockton</u>	\$91,472
<u>Livingston School District 4 &1, Livingston</u>	\$181,647
<u>West Glacier Elementary District 8, West Glacier</u>	\$35,786

NEVADA

<u>Duckwater Shosone Elementary School, Duckwater</u>	\$109,067
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NEW JERSEY

<u>Perth Amboy Board of Education, Perth Amboy</u>	\$287,560
<u>Camden City School District, Camden</u>	\$200,000

NEW MEXICO

<u>Mesa Vista Consolidated School District, El Rito</u>	\$129,976
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NEW YORK

<u>Yonkers City Schools, Yonkers</u>	\$327,533
<u>Sandy Creet Central School/After School, Sandy Creek</u>	\$84,800
<u>New York City Board of Education, Bronx</u>	\$508,046
<u>Wadleigh School, New York</u>	\$200,000
<u>Farmingdale Union Free School District, Farmington</u>	\$1,058,156
<u>Community School District 13, Brooklyn</u>	\$471,794
<u>Oneonta City School District, Oneonta</u>	\$195,588
<u>Community School District 9, Bronx</u>	\$599,992
<u>The Heritage School, New York</u>	\$121,389
<u>MJT Vernon Public Schools, Mount Vernon</u>	\$262,007
<u>Bronx Superintendency, Bronx</u>	\$184,282
<u>Sodus Central School District, Sodus</u>	\$100,498
<u>Bay Sore Union Free School District, Bayshore</u>	\$300,000

NORTH CAROLINA

<u>Caswell County Schools</u> , Yanceyville	\$100,000
<u>Bertie County School System (R2VC)</u> , Windsor	\$500,000
<u>Sallie B Howard School</u> , Wilson	\$235,400
<u>Wayne County Public Schools</u> , Goldsboro	\$399,615

OHIO

<u>Alliance City Schools</u> , Alliance	\$200,000
<u>Cleveland Public Schools</u> , Cleveland	\$400,000
<u>Putnam City Educational Service Center</u> , Ottawa	\$156,500
<u>Lorain City Schools</u> , Lorain	\$400,000

OKLAHOMA

<u>Briggs Elementary School</u> , Tahlequah	\$189,439
<u>Altus Public Schools</u> , Altus	\$87,853

OREGON

<u>Lincoln County School District</u> , Newport	\$198,706
<u>Crook Deschutes Education Service</u> , Redmond	\$576,312
<u>Malheur County School District 8-C</u> , Ontario	\$39,000
<u>Santiam Canyon School Dist 129J</u> , Mill City	\$142,571

PENNSYLVANIA

<u>School District of Pittsburgh</u> , Pittsburgh	\$149,564
<u>McKeesport Area School District</u> , McKeesport	\$200,000
<u>Chester County Intermediate Unit</u> , Exton	\$120,000
<u>School District of Philadelphia</u> , Philadelphia	\$950,124

RHODE ISLAND

<u>Newport Public Schools, Newport</u>	\$199,800
<u>Providence School Department, Providence</u>	\$586,739

SOUTH CAROLINA

<u>Lancaster County School District, Lancaster</u>	\$176,733
<u>Anderson School District Five, Anderson</u>	\$585,426
<u>Sumter School District Two, Sumter</u>	\$480,725
<u>Beck Academy of Languages, Greenville</u>	\$53,050
<u>Charleston County School District, Charleston</u>	\$698,796

SOUTH DAKOTA

<u>Wolsey School District 2-5, Wosley</u>	\$76,519
<u>Todd City School District 66-1, Mission</u>	\$318,915
<u>Black Hills Special Services Coop, Sturgis</u>	\$374,946
<u>Flandreau Public School 50-3, Flandreau</u>	\$451,366
<u>Eagle Butte School District 20-1, Eagle Butte</u>	\$199,690

TENNESSEE

<u>Greene County School System, Greenville</u>	\$100,000
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TEXAS

<u>Renaissance Charter Schools, Irving</u>	\$225,444
<u>Northside Independent School District, San Antonio</u>	\$594,623
<u>Pharr-San Juan Alamo Independent SD, Pharr</u>	\$199,937
<u>Edgewood Independent School District, San Antonio</u>	\$253,588
<u>Corpus Christi Independent School District, Corpus Christi</u>	\$482,098
<u>Lubbock Independent School District, Lubbock</u>	\$278,505

UTAH

<u>Carbon County School District</u> , Price	\$292,781
<u>Logan City School District</u> , Logan	\$199,595
<u>Box Elder School District</u> , Brigham City	\$200,000

VERMONT

<u>Windsor, Southwest Supy Union</u> , Chester	\$199,515
<u>Chittenden Supervisory Union</u> , Hinesburg	\$102,000

VIRGINIA

<u>Brunswick County Public Schools</u> , Lawrenceville	\$200,000
<u>Prince Eddwards Public School</u> , Farmville	\$187,530
<u>Montgomery County Public Schools</u> , Christiansburg	\$91,430

WASHINGTON

<u>Yakima Public Schools</u> , Yakima	\$193,574
<u>Clarkston School District J250-185</u> , Clarkston	\$234,000
<u>Washtucna School District 109</u> , Washtucna	\$207,511
<u>Wenatchee School District 246</u> , Wenatchee	\$117,108
<u>Ocean Beach School District 101</u> , Long Beach	\$174,313
<u>Quinault Lake School District 97</u> , Amanda Park	\$250,000

WISCONSIN

<u>School District of Flambeau</u> , Tony	\$200,000
<u>Madison Metropolitan School District 97</u> , Madison	\$360,643
<u>Franklin Public School District</u> , Franklin	\$223,600
<u>Green Bay Area Public Schools</u> , Green Bay	\$400,000
<u>Chippewa Falls Area Unified Sch Dist</u> , Chippewa Falls	\$500,000
<u>Wausau School District</u> , Wausau	\$400,000

WEST VIRGINIA

<u>Lincoln County Board of Education</u> , Hamlin	\$334,187
<u>Roane County Patch</u> , Spencer	\$200,000
<u>Logan County Board of Education</u> , Man	\$100,000

WYOMING

<u>Fremont County School District 21</u> , Fort Washakie	\$170,000
<u>Fremont County School District 1</u> , Lander	\$138,406
<u>Sweetwater County School District 1</u> , Rock Springs	\$96,960
<u>Wyoming Indian Schools</u> , Ethete	\$199,400

**PRESIDENT CLINTON ANNOUNCES
NEW GRANTS FOR AFTER-SCHOOL PROGRAMS**

November 12, 1998

Today, President Clinton will announce nearly \$60 million in new grants to establish or expand after-school programs. In addition, the President will announce new data revealing the pressing need for affordable child care for America's low-income working families.

THE PRESIDENT SECURED \$200 MILLION FOR AFTER-SCHOOL PROGRAMS. As part of the budget agreement passed last month, President Clinton won his full funding request of \$200 million for after-school programs through the 21st Century Community Learning Center program -- marking a substantial increase from \$40 million in FY 1998. With this \$200 million, 250,000 children will be able to participate in after-school programs that keep them safe and help them learn.

\$60 MILLION IN NEW GRANTS WILL SUPPORT AFTER-SCHOOL INITIATIVES IN COMMUNITIES THROUGHOUT THE COUNTRY. Today, the President will announce nearly \$60 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The \$60 million will fund 183 grants to about 600 schools in 44 states and the District of Columbia, and will help meet the huge demand for after-school programs. At least 5 million children -- and as many as 15 million -- are left alone at home on a given day. Experts agree that school-age children who are unsupervised after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Today's grant recipients originally applied to the program last fiscal year under one of the most highly competitive programs ever managed by the U.S. Department of Education: the Department received nearly 2,000 applications, requesting \$500 million to fund programs in over 6,000 schools in every state in the country. These new grants will allow the Department of Education to fund many more of the qualified applicants.

NEW DATA SHOW THAT WHILE 1.25 MILLION CHILDREN RECEIVE CHILD CARE SUBSIDIES, MANY ELIGIBLE CHILDREN ARE NOT RECEIVING ASSISTANCE. The President also will release new data showing that in FY 1997, states provided child care assistance to 1.25 million low-income children out of a total of 10 million children eligible for child care assistance. The President fought to include in the welfare law an increase of \$4 billion in child care child care subsidies to low-income working families; this increase is responsible for a quarter million more low-income children receiving child care in FY1997 than in the previous year. States, however, still have many more applicants than they can serve, and as a result, some states set eligibility levels far below what is allowed by federal law. For example, in as many as 37 states, a family of three with \$28,000 of income is not eligible for a child care subsidy.

The data also show that in FY 1997, states obligated over 99 percent of their federal block grant funds. State spending on child care rose considerably in FY 1997; including state and federal dollars, states spent \$4.2 billion, a 35 percent increase from FY 1996.

THE PRESIDENT'S CHILD CARE PROPOSAL WOULD HAVE DRAMATICALLY INCREASED THE NUMBER OF CHILDREN RECEIVING CHILD CARE SUBSIDIES. As a part of his FY 1999 balanced budget request, the President proposed a \$7.5 billion increase in child care subsidy assistance over five years. These new funds, combined with the child care funds provided in welfare reform, would enable the program to serve about one million new low-income children. The President is committed to continuing to work with Congress on a bipartisan basis next year to make child care better, safer, and more affordable for America's working families.

OPTIONS FOR AFTER-SCHOOL INITIATIVE

The White House is considering including an initiative in the 1998 budget that would keep public schools open during non-school hours to provide youth with after-school academic, social and athletic activities in a crime-free environment. Two existing programs -- one in ED and another in HHS -- could be used to fund an after-school initiative of this type. Both programs meet the purposes of the proposed initiative by supporting a wide range of educational, recreational, social and health-related activities. However, each program is slightly broader in scope than the proposed initiative. The ED program focuses on keeping schools open, but allows grantees to provide services to both youth and adults. The HHS program focuses on preventing crime among youth through after-school activities, but is not school-based. Under either program, the initiative would be fairly simple to enact because it would primarily require an increase in funding. Below are options for utilizing these statutory authorities to support this initiative.

Option 1: Use the statutory authority for ED's 21st Century Community Learning Centers to provide \$50 million for a new after-school program for school-aged youth.

Pros

- Grantees must be public elementary or secondary schools, or consortia of such schools.
- The program must be school-based.
- The program is centered on educational enrichment and drug and crime prevention.
- The program utilizes school buildings that may not be used as fully otherwise.
- The program has gotten strong congressional support from Jeffords, and Gephardt has supported earlier programs with a similar focus.

Cons

- Since the statutory authority supports programs that would serve "residents of all ages," in order to focus the program on school-aged youth only, the Department would need to establish a "priority" for how the funding should be used.

Option 2: Increase funding for the HHS Community Schools program to \$50 million and strengthen the focus on schools.

Pros

- The program serves youth exclusively and has an anti-crime and anti-drug focus.
- Less funding would be required to reach the \$50 million target because the program would be funded at \$12.8 million in the President's FY98 Budget, compared to zero funding requested for 21st Century Learning Centers.

Cons

- The program has a social service and recreational focus.
- Local Educational Agencies (LEAs) can not apply for these grants.
- An amendment to regulations or further specification in grant-making priorities would be required to make the program more school-based.

Option 3: Provide a total of \$25 million to 21st Century Learning Centers and \$25 million to Community Schools and build links between the two programs.

Pros

- This would satisfy both ED's and HHS's interest in receiving funds for an after-school program.

Cons

- The initiative would appear fragmented and the programs would seem duplicative.
- ED and HHS would need to develop a single application that could be used for either program, but this is not necessarily possible given how they differ statutorily.

AMERICA READS DECISIONS

In order for the 1998 Budget to be completed, three of the outstanding America Reads issues need to be decided.

1. In the first two years, should the tutoring funds be distributed to all States by formula, or only to “leading edge” States by competition?

ED argues that this initiative requires creative, break-the-mold thinking. It’s not simply a matter of buying a program with the funds. It requires, in addition to the Federal funds, a significant commitment of state and local resources (such as facilities). This is not just a Big Brother program: each child’s needs must be analyzed, and tutors need to be trained to address those particular needs.

States view formula grants differently from competitions. ED fears that with a formula, there won’t be the incentive to force real cooperation across State agencies, and the plans will essentially boost funding for existing programs, rather than breaking the mold. In contrast, competition will bring out quality and cooperation in leading States, then other States can follow that example. All States could receive funding by the third year, assuming their plans are sufficient.

Analysis. Politically and programmatically, a competitive program is not a good fit for this bipartisan *national* effort. All States should be part of it from Day 1. There is nothing about a competition that makes it automatically better quality than a formula grant (if there is, then all of the Department’s programs should be re-thought). The issue is *management*. If the Department wants to make demands on States in exchange for America Reads funds, then it can do so in the context of a formula program. While that has not been the tradition at ED, it is certainly an option that is open to them. It would be better to have most or all States participating, with good plans brought about by tough ED requirements, than to have a number of disappointed States (a “national” program without national involvement)..

2. Who should administer the Parents-as-First-Teachers (PAFT) program: ED or HHS?

PAFT is the \$60 million/year proposal that would fund the replication of successful models for helping parents help their young children attain language and reading skills (such as HIPPPY).

ED Administers:

Pros: PAFT complements the tutoring programs that will be administered by ED and CNS and should not be separated into yet a third agency. Many of the parents of children receiving tutoring will also have younger children, not yet in school, who could be reached by a PAFT program. It is easier to coordinate the programs if they are in one agency. Also, ED runs a similar, State-based program (\$102 million/year) called Even Start.

Cons: PAFT may be construed to be more closely associated with Head Start than ED programs. Working at the community level with low-income parents before their children enter school is central to HHS' mission.

HHS Administers:

Pros: PAFT focuses on helping disadvantaged families to help their pre-school children. That is the same focus of some of the Head Start improvements, the Head Start Transition program, and other pre-school efforts run by HHS.

Cons: Having PAFT in HHS causes huge bureaucratic coordination problems that will handicap the desired integration with tutoring in ED. It is difficult enough having both ED and CNS running America Reads, it does not make sense to bring in another agency.

Analysis: Because ED and HHS both run programs aimed at helping pre-school children, it makes sense to have both agencies involved in PAFT. A structure where ED administers the program, to ensure proper coordination with the tutoring portion of America Reads, but with HHS as a partner in program design and implementation, makes the most sense.

3. Experience Corps. CNS wants to create a new, \$40 million senior citizen volunteer program as part of America Reads (using a portion of CNS' America Reads funds). CNS envisions mobilizing 100,000 older citizens to work in schools using 10,000 Corps members who would serve in schools, work with parents and mobilize volunteers. For their commitment Corps members would receive a small stipend (the idea of providing an education award has been dropped).

You have decided that this proposal is not ready for prime time, and therefore should **not** be announced in the budget. Because the White House may get phone calls on this issue, you need to let them know of the decision.

Pros:

-Working in teams, 10,000 Corps members would work 15 hours a week to set up new tutoring opportunities for unstipended volunteers in schools. Each Corps member would recruit and train at least 6 other unstipended volunteers.

- Providing a small stipend (\$2.50 per hour, \$150 per month) induces Corps members to make a commitment to service greater than unstipended volunteers. Current Experience Corps demonstration projects show virtually no turnover in service members -- providing a reliable source of volunteers and stability for the project.

Cons:

- Currently some (clearly not the majority of) unstipended volunteers work 15 hours a week in schools and in other projects. A stipend may not be necessary to recruit

volunteers to set up new tutoring opportunities in schools. Funds should be used to create more projects rather than “pay” volunteers.

- Current Experience Corps demonstration projects utilize fewer than 1,000 volunteers. Expanding the program more than ten-fold in one year is not prudent.

- Equity issues. These volunteers will most likely be middle class and not need a stipend. Currently, we pay stipends only to low-income participants in Foster Grandparents and Senior Companion programs. There is no clear rationale for establishing a new, separate, stipended, “volunteer” program for middle class seniors targeted on one issue while there already are hundreds of thousands of non-stipended participants in the Retired Senior Volunteer Program (RSVP).

- Makes an already difficult implementation scheme even more difficult -- trying to start a new program within a new program, sorting out non-stipended senior volunteer activity from stipended activity, and related complexities.

Note also that you have decided that the National Service portion of America Reads should be discretionary. Senator Wofford also may call about that decision.