



OFFICE OF THE VICE PRESIDENT
WASHINGTON

January 28, 2000

The Honorable Bruce N. Reed
Assistant to the President for Domestic Policy
Domestic Policy Council,
1600 Pennsylvania Avenue, N.W.
Washington, DC 20500


Dear Mr. Reed:

In January 1998, the President announced a child care initiative which included an effort to improve coordination of Federal afterschool activities to help communities make better use of existing resources. This initiative emerged from a meeting of Cabinet members convened by the Attorney General to identify ways to improve federal support for communities.

To carry out the President's directive, the Cabinet members established an Executive Committee that was ultimately expanded to include 17 departments and agencies. A core group of staff from these 17 agencies and the Vice President's National Partnership for Reinventing Government have provided continuing support for the initiative (see Attachment A.)

After nearly two years of work on this interagency endeavor, we have accomplished a great deal to further local community efforts to expand quality after school services, including a compendium of all federal sources of support for afterschool programs, an innovative interagency Website, www.afterschool.gov and community-level fairs in 25 cities to highlight federal and community resources for afterschool activities. We are enclosing with this letter a detailed outline of our accomplishments, lessons learned and recommendations for the future. The report includes lessons we have learned about the barriers Federal departments and agencies face when attempting collaborative interagency projects.

If you have any questions regarding our attached report, please direct inquiries to Pamela Johnson, Deputy Director of the National Partnership for Reinventing Government. You can reach her on (202) 694-0011. Or, please contact the Executive Committee representative from your agency copied below.

Sincerely,



Morley Winograd
Senior Policy Advisor to the Vice President
Director, National Partnership for Reinventing
Government

cc: Bethany Little



Federal Support to Communities, Afterschool Initiative

BACKGROUND

In January 1998, the President announced a child care initiative which included an effort to improve coordination of Federal afterschool activities to help communities make better use of existing resources. This initiative emerged from a meeting of Cabinet members convened by the Attorney General to identify ways to improve federal support for communities. The Cabinet members agreed to a focus on afterschool care. In his announcement, the President directed that we form a collaborative effort involving numerous federal agencies to eliminate duplication and better coordinate federal funding for afterschool activities in three to five pilot cities, including the District of Columbia. To carry this out, the Cabinet members established an Executive Committee that was ultimately expanded to include 17 departments and agencies. A core group of staff from these 17 agencies and the Vice President's National Partnership for Reinventing Government provided continuing support for the initiative (see Attachment A).

The Executive Committee invited three pilot cities (Boston, St. Louis and D.C.) to help us identify the major barriers communities encounter in the development and provision of afterschool care. Headquarters, regional and field staff worked with these communities. We learned a great deal about how multiple federal agencies can more effectively support communities; we provide for you a detailed outline of our accomplishments, lessons learned and recommendations for the future (Attachment B).

One of the most important things that we learned was that afterschool providers, parents and kids lack basic information about a broad range of existing federal resources that can support them. This includes information about: grants; USDA snack programs; transportation planning assistance; block grants, curriculum support and such locality-specific resources as federal museums, mentoring initiatives and buildings. As a result, the interagency team designed and the Vice President launched a Website, www.afterschool.gov to serve as a federal government-wide resource for afterschool information as well as a resource for kids themselves (Attachment C). And to tailor federal information for specific community needs and resources, we worked with Federal field staff and local community partners and sponsored Afterschool Resource Fairs in more than 24 communities. 1

1 Atlanta, Baltimore, Boston, Chattanooga, Corpus Christi, Dallas, Denton, TX, Denver, Des Moines, Fayetteville, AR, Fort Worth, Kansas City, Los Angeles, Oakland, Oklahoma City, Philadelphia, Pittsburgh, St. Louis, Santa Fe, Seattle (multiple sites), Vermont (statewide), Washington, D.C.

DISCUSSION

After nearly two years of work on this interagency endeavor, we have accomplished a great deal to further local community efforts to expand quality afterschool services. However, much remains to be done that was beyond the scope of our effort.

An estimated 24 million school-age children (5-14) need care while their parents work. GAO estimates that current programs are sufficient to cover only about 25% of that need. We are excited about the more than doubling of funds for the Education Department's 21st Century Community Learning Centers program. The work with pilot cities and feedback from our Website users suggests that there is much more to be done to connect local communities and providers with the more than 100 Federal programs that can be used to support afterschool services. www.afterschool.gov, which contains information on all of these programs, has been well received by the public, but it is too early to tell how effective this new technology will be in helping communities to actually use these resources.

We have also learned lessons about the barriers Federal departments and agencies face when attempting collaborative projects. Staffing and funding are critical components of enabling interagency initiatives to be productive. From complex tasks, such as developing an interagency Website, to the simple, such as printing flyers, there is no easy way to support interagency efforts financially. The National Partnership for Reinventing Government played a critical role in facilitating and sustaining this interagency cooperation. Continuity of agency representation and staffing could improve the success of this kind of undertaking; they posed continuing challenges for us.

Finally, we recognize that Federal agencies and local communities are not in this alone. As our initiative progressed, numerous public and private organizations announced afterschool-related projects. These included the National Governors' Association, the National League of Cities, the Finance Project, the Afterschool Alliance and the National Football League, among others. In addition, we learned the value of involving State government, particularly since Federal-to-State block grant funds remain the largest source of potential funds for local communities to support afterschool services. Federal partnerships with these organizations and the States can help maximize resources available to communities for afterschool programs.

If you have any questions regarding our report, please direct inquiries to Pamela Johnson, Deputy Director of the National Partnership for Reinventing Government. You can reach her on (202) 694-0011. Or, please contact the Executive Committee representative from your agency listed in Attachment A.

Attachment A: Agencies and Their Representatives on Federal Support to Communities Afterschool Initiative

Corporation for National Service
Department of Agriculture
Department of Defense
Department of Education
Department of Health and Human Services
Department of Housing and Urban Development
Department of Interior
Department of Justice
Department of Labor
Department of Transportation
Department of the Treasury
Department of Veterans Affairs
Domestic Policy Council
Environmental Protection Agency
General Services Administration
National Aeronautics and Space Administration

National Partnership for Reinventing Government
Office of National Drug Control Policy
Office of Management and Budget
Small Business Administration
The Smithsonian

It isn't possible to acknowledge everyone who has contributed in some way to the Afterschool Initiative. The following individuals have served on the Executive Committee on a continuing basis and have had principle responsibility for the development of the Website and the afterschool fairs:

Shirley Arico, Mike Baker, Naomi Barry, Alice Bettencourt, Mary Breen, Kris Brown, Amy Cohen, Ed Cooney, Adriana de Kanter, Eric Dodds, Barbara Dorf, Jonathan Friebert, Judi Gold, Dick Griffin, Mike Haga, John Hamlet, Jay Hoover, Janie Jeffers, Pamela Johnson, Herb Jones, Bethany Little, Ramie Lynch, Natakí MacMurray, Mary Madden, Vicky Moss, Sura Napierala, Nicole Rabner, Ann Rosewater, Jonathan Schnur, Ricki Seidman, Felise Shellenberger, Kathy Silva, Katherine P. Spiess, Neera Tanden, Carolee Van Horn, Linda Walker, Katrina Weinig, James Van Wert, Timothy Wight, Felicia Wong, Nat Wood, and Kinney Zalesne

Federal Executive Board Members and Other Field Representatives

Kim Ainsworth, Ron Appel, Jacqueline Arroyo, Martin E Baer, Katherine Biggar, George P. Buck, Gigette Caldwell, Lea Chapan, Jack Collis, Lou DeCarolis, Bob Dunfey, Marion Eisen, Wilson Goode, Susan Kossin, Rebecca Froboese, Kathrene Hansen, Michael Hartford, Cindy Jenkins, LeAnn Jenkins, Bill Johnson, Kay Klup, Gerry Kurata, Susan Kossin, Diane LeBlanc, Ray Morris, Kathy Peter, LaVerne F. Reid, Nancy Roberts, Liz Salih, Lynn Simmons, Katie Steele, Jan Stinson, Felicia Sze, Lahoma Yates, Kathy York, Bob Young, Angela Zaccardi

Attachment B: Report of the Federal Support to Communities Afterschool Initiative

Summary

The Federal Support to Communities Initiative began in January 1998. The Initiative's goal is to better coordinate federal efforts to communities in the delivery of afterschool services. An Executive Committee with representatives from 17 Federal departments and agencies oversaw the initiative with support from the National Partnership for Reinventing Government. Following is a detailed outline of the initiative's accomplishments, lessons learned, and recommendations.

Accomplishments

Established pilot learning sites in partnership with Boston, DC and St. Louis

- Identified key barriers to provision of afterschool services at local level.
- Established key Federal and local contacts in each community as point of contact for long term partnership.
- Developed model document of all federal resources available for afterschool activities.
- Supported afterschool activities specific to each of the three sites including development of a resource guide in Boston and extensive participation in DC's Children and Youth Investment Partnership strategic planning process.

Developed and launched Website, www.afterschool.gov

- Launched by Vice President Gore September, 1999. (See press release, Appendix C)
- Designed with users through extensive focus groups on content and design in all three pilot cities, including focus groups with parents, kids, providers and national organizations. Tested by potential users before public launch.
- Provides information about more than 100 federal grants and programs, best practices, links to publications and Websites for kids and teens.
- Provides links to safe Websites for kids and teens including one designed by students in St. Louis.
- Recognized by National Academy of Sciences experts on afterschool.
- Designed by interagency group led by GSA.
- Funded and maintained by GSA.
- Kept current with memoranda of agreement signed by participating agencies and departments.

Sponsored "Back to Afterschool" resource fairs

- Held resource fairs in over 24 cities between September and November 1999 to give afterschool providers "one stop shopping" for information on afterschool snacks.

transportation assistance, Child Health Insurance Program, mentors, and many other federal resources.

- Coordinated with America Goes Back to School activities.
- Expanded use of Federal resources, for example increasing applications for the USDA's snack program by 50 percent in St. Louis alone.
- Tailored to each community's needs and interests; supported by team from many agencies coordinated by NPR for technical assistance, speakers, ideas, materials and encouragement.
- Started with federal resources; communities brought in state and local resources.
- Stimulated continuing interest in additional fairs throughout the country as part of America Goes Back to School 2000.

Lessons Learned

Federal resources

- The most consistent request from communities has been to provide assistance in accessing federal resources, and understanding how to best make use of them. The Website, the fairs and such materials as an HHS guide on using TANF funds were well received. Community-specific resource documents prepared with the support of Federal Executive Boards in Providence and Boston on accessing all resources available for afterschool should be used as models.
- We must work in partnership with the States since many available resources are block grants. An example of an effective approach is the USDA and State of Vermont joint session broadcast on Vermont interagency TV to explain the new afterschool snack program.
- While funding is a critical need, other non-monetary federal resources are also valued by communities. The Afterschool Initiative helped communities learn about federal activities in their area and develop relationships with the agencies. Examples include: technical assistance to plan transportation routes, recycled computers, parks, facilities, training, curriculum (NASA & others), mentors, career counseling, more flexible use of federal and other resources.

Federal/Community Interactions

- A single federal point of contact is not the only answer; relationships among the various actors (federal, state and local) are complex and dynamic; the issues facing communities are also complex, dynamic and inter-disciplinary.
- Citizens do not really distinguish between levels of government - - they are interested in the products and services that government provides.

Paperwork

- Some federal agencies are starting to cut paperwork burden on communities - - examples are applications for 21st Century Community Learning Centers and Safe Schools/Healthy Students - - but there is still a long way to go.

- Communities are strongly interested in a simplified application form. They would prefer a single application used by all federal agencies, but might be satisfied if the basic information requested was unified and shared among agencies.
- Excessive reporting and other paperwork requirements place a particular burden on small afterschool providers; many do not have the time or skills to meet them.

Federal Use of the Internet

- The Internet is a key resource to get information to communities effectively and rapidly; the federal government has just begun to tap its potential.
- Although there was a lot of information on existing federal Websites, before www.afterschool.gov was developed, afterschool providers in the pilot cities found the information fragmented, disorganized and difficult to find.
- The team that designed www.afterschool.gov drew on the best practices of Web design to create a Website that is user-driven, organized around user interests and needs, tested with focus groups and kept current.
- Websites are not free. They require both time and money. Collaborative, interagency-supported Websites that are most responsive to community needs are difficult to fund. A great deal of time was spent to develop the afterschool.gov site; GSA has agreed to maintain it with interagency memoranda of agreement. While it remains to be seen whether this satisfies the demands for this one site, it points to the larger policy issue of funding, designing and maintaining interagency Websites in the long term.
- Marketing Websites is as important as development and maintaining accurate information. Participating agencies can help by providing links to www.afterschool.gov on their home pages and promoting it through their materials and networks. Again, for the long term, this is a lesson that should be used in development of future interagency Internet activities.

Staffing and support

- Effective, dedicated staff is important to support interagency activity. Implementation of afterschool activities was bolstered when the Departments of Justice and Education assigned staff to NPR to support the Executive Committee.
- Local federal staff were the primary coordinators in many communities for the afterschool fairs. The Federal Executive Boards in particular took on large responsibilities for the success of these events.
- Not all federal agencies place a high priority on working with communities. Staff often found it difficult to get funds to visit communities, identify Federal speakers for local events, or obtain other types of support that communities requested.
- It was difficult to find even small amounts of funds to pay for interagency products and activities, including the costs associated with the Website and travel to pilot cities.

Recommendations

Promote Integrated Financial and Non-financial Support for Afterschool Programs

- Continue to encourage and support community afterschool resource fairs where there is local interest and federal capacity.
- More fully integrate afterschool resource fairs into America Goes Back to School plans in 2000.
- Begin fair development early to allow for programs to include high-ranking Administration officials as speakers. Communities would like the draw of a principal speaker and this would affirm the Federal support of the communities' commitment.
- Assure continued funding and interagency support for www.afterschool.gov.
- Explore ways to increase resources for afterschool including non-financial support that communities need, such as transportation planning.
- Continue to support local communities and afterschool providers in getting connected to the Internet.
- Explore how afterschool providers can more easily access and use federal resources from multiple programs, for example with simplified application and reporting for multiple federal programs - - building on the example of Safe Schools/Healthy Students.
- Make information about how to access block grants more available to communities, for example, by partnering with states and organizations like the National Governors' Association to get the information out more effectively.
- Work with foundations, the National League of Cities and other private sector organizations to coordinate afterschool efforts and leverage resources.
- Coordinate related federal efforts focused on assisting communities. Communities need a simpler approach to find the information they need.

Strengthen Federal Support for Communities

- Reward Federal agencies and staff, both in the field and in headquarters, for working in partnership with each other and with communities.
- Fund and staff interagency activities that support communities, such as collaborative Websites and fairs.
- Build on the Afterschool Initiative's experience in other cross-departmental initiatives such as the Youth Violence Prevention Council and Boost4Kids.
- Consider other applications of the resource fair model--encouraging decentralized and flexible implementation of a clear goal with responsive support from the center.

Appendix C

THE WHITE HOUSE Office of the Vice President

For Immediate Release September 13, 1999

VICE PRESIDENT GORE ANNOUNCES INITIATIVE TO SUPPORT SAFE, HIGH-QUALITY AFTERSCHOOL PROGRAMS TO AID WORKING FAMILIES

Washington, DC -- Vice President Al Gore announced today Afterschool Resource Fairs in 16 cities and a new Website, www.afterschool.gov that will help working families and thousands of children across the nation with safe, high quality afterschool programs. Both the Fairs and the Website will connect schools, community groups, parents and afterschool programs with existing federal resources -- expanding afterschool opportunities around the country.

"For working parents worried about what their children are doing afterschool and for children who too often get in trouble in the afterschool hours, these activities are critical. And it's not just for the peace of mind of a worried and overworked parent. It's also for the learning opportunities available to our children," said Vice President Al Gore. "This initiative will help communities expand high-quality afterschool programs so that young people can expand their horizons of creativity, receive one-on-one mentoring and tutoring, use computers, and learn skills they will need to compete and win in the 21st Century. This initiative will get existing resources to communities and kids that need them."

Under the initiative, 16 cities are holding Afterschool Resource Fairs. At the Fairs, parents, care providers, teachers and interested community members will meet representatives from many federal agencies and non-profit organizations to learn more about programs and offerings that can assist children and youth. The Fairs are designed to involve communities in using existing resources--ranging from funding for afterschool snacks or transportation to math and science curriculum. The fairs are being held in Atlanta, Boston, Chattanooga, Dallas, Des Moines, Fort Worth, Kansas City, Oklahoma City, Los Angeles, Philadelphia, Pittsburgh, San Francisco, Seattle, St. Louis, Washington, D.C. and in the state of Vermont.

At least 5 million children -- and as many as 15 million -- are left at home afterschool unsupervised each week. Experts agree that school-age children who are unsupervised afterschool 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 afterschool activities. Studies by the FBI and youth-advocacy groups have found that most juvenile crime and victimization occur from 2 to 8 p.m. after traditional education programs end for the day.

In addition, the new Website, www.afterschool.gov gives information about more than 100 federal grant programs and resources, as well as one-stop access to federal publications. It also connects kids and teens to many safe, fun and enriching government Websites that let them do everything from building their own Galileo spacecraft to learning about Jake, a Labrador Retriever that works for the FBI.

The Fairs and the Website were developed by the Federal Support for Communities Initiative with support from 17 federal departments and agencies, Vice President Gore's National Partnership for Reinventing Government, and the Federal Executive Boards. The Website is supported by the General Services Administration, with assistance from The FinanceProject, a non-profit organization. Additional information, including announcements of future federal funding opportunities for afterschool programs, can be obtained on the Website: www.afterschool.gov ###

THE WHITE HOUSE

WASHINGTON

January 26, 1998

**ANNOUNCEMENT OF MOTT FOUNDATION COMMITMENT TO EXPAND
AFTER-SCHOOL CARE FOR CHILDREN**

Date: Monday, January 26, 1998
Time: Approx. 10:00 am
Location: Roosevelt Room
From: Bruce Reed
Melanne Verveer

I. PURPOSE

The purpose of this event is (1) to discuss the details of the after-school component of your child care initiative and (2) to announce that the C.S. Mott Foundation will commit up to \$55 million over five years to enhance the quality of before- and after-school programs.

II. BACKGROUND

21st Century Learning Center Program

As a part of your child care initiative, you proposed to expand the funding level of the 21st Century Learning Center Program to \$1 billion over five years, which will enable up to 500,000 children to participate in after-school programs each year. The program is currently funded at \$40 million for FY 1998. The 21st Century Learning Center Program assists school-community partnerships to create or expand before- and after-school programs, primarily by helping public schools to stay open before and after school hours. Details of the program include: (1) a local match that will increase total investment in after-school programs to \$2 billion annually; (2) better targeting of the funds to high-need communities; (3) a requirement that schools work closely with community organizations in establishing these programs; and (4) a set-aside of up to 10 percent of funds for community organizations to establish or expand their own after-school programs.

Mott Foundation Announcement

The Charles Stewart Mott Foundation will commit up to \$55 million over five years to support your proposal to expand dramatically after-school opportunities for children through the 21st Century Learning Center Program. The Mott Foundation intends to use the new funds for training and technical assistance to help achieve four goals: (1) integrate learning into after-school programs; (2) expand access to quality, extended learning programs; (3) ensure program availability among low-income and hard-to-reach populations; and (4) develop innovative models to be shared with the field. In addition to this new investment, the Mott Foundation has made a \$2 million grant to fund 11 regional meetings to assist schools applying for the \$40 million available in the 21st Century Learning Center program in the current fiscal year. The Mott Foundation is based in Flint, Michigan.

Senator Kennedy Proposal

Senator Kennedy plans to highlight the need for after-school programs at an event in Boston, MA on Monday afternoon. He will likely announce his plans to introduce legislation to build the supply of good after-school programs through investments in the 21st Century Learning Center program, a new title to the Child Care and Development Block Grant, and new funding in the Juvenile Justice bill.

III. PARTICIPANTS

Briefing Participants: TBD

Event Participants:

The President
The First Lady
The Vice President
Secretary of Education Richard Riley

Bill White, Mott Foundation Chairman and President

Rand and Debra Bass, parents from Arlington, VA

Approximately 40 leading education and child care advocates (see attached list of participants)

IV. SEQUENCE OF EVENTS

- YOU, the First Lady, and the Vice President will proceed to the Oval Office for a briefing;
- YOU, First Lady, and the Vice President will proceed to the Roosevelt Room;
- The First Lady will proceed to the podium, make remarks, and introduce Secretary Riley;
- Secretary Riley will make brief remarks and introduce Mott Foundation President Bill White;
- Mott Foundation Bill White will make brief remarks and introduce Rand and Debra Bass, parents from Arlington, VA;
- Rand and Debra Bass will make very brief remarks and introduce the Vice President;
- The Vice President will make brief remarks and introduce the YOU; and
- YOU will make remarks and conclude the program.

V. PRESS PLAN

Pool press.

**ANNOUNCEMENT OF MOTT FOUNDATION COMMITMENT TO EXPAND
AFTER-SCHOOL CARE FOR CHILDREN**

**Roosevelt Room
January 26, 1998**

List of Participants

Lynetta Coney, Flint, Michigan

Mary Elizabeth Teasley
National Education Association

GiGi Goreges
American Federation of Teachers

Paul Houston
American Association of School Administrators

Sam Sava
National Association of Elementary Schools

Stephen Yurek
National Association of Secondary School Principals

H. Susan Swaim
National Middle Schools Association

Anne Bryant
National School Boards Association

Janice Weinman Shorestein
American Association of University Women

Michael Cassidy
Council of Great City Schools

Quentin Lawson
National Alliance of Black School Educators

Starla Jewell Kelly
National Community Education Association

Maribeth Oakes
National Parent Teacher Association

John Brooks
YMCA

Helen Blank
Children's Defense Fund

Velma Cobb
Urban League

Irvin Katz
United Way

Sheila Lewis
Girl Scouts of America

Elisa Sanchez
Mexican American National Women's Association

Brendan Fitzsimons
Fight Crime/ Invest in Kids

Cristino Griego
National Council of La Raza

Carla Taylor
National Black Child Development Institute

Mott Foundation

William S. White, President

Marianne Kugler

Judy Y. Samelson

Maureen H. Smyth

Alonzo Crim

John Porter

Patsy K. Edwards

Daniel J. Cady

Agency Staff

Joan Lombardi, Deputy Assistant Secretary, HHS

Terry Peterson, Education

Adriana de Kanter, Education

Robert Stonehill, Education

Pauline Abernathy, Education

Frederick S. Edelstein, Education

STORY COUNTY ATTORNEY

Assistants, Nevada Office
-Criminal

Daniel J. Gonnerman
Stephen H. Holmes
James S. Subetz
Angelina M. Smith

-Civil
C. Roderick Reynolds

Mary E. Richards
Story County Courthouse
Nevada, Iowa 50201

(515) 382-7255
FAX (515) 382-7270

Assistants, Ames Office
311 Lincolnway
Suite B, 50010
(515) 232-4183

-Juvenile, Commitment
Simple Misdemeanor

Richard J. Early
Pat J. Gunnells
Mary Ann Shao

Mr. Bruce Reed
Assistant to the President for Domestic Policy
The White House, 1600 Pennsylvania Ave., NW
Washington, D.C. 20500

April 24, 1998

RE: Support for child care and after school programs

Dear Congressman Boswell:

As a prosecutor vitally concerned about the most efficient, effective ways to address crime and delinquency in this country, I strongly urge you to support efforts to allocate some of the revenues expected from a federal tobacco tax for the support of child care and after-school programs.

Crime is a major public health issue--it represents one of the biggest dangers to child health in this country. It makes good sense to take money which will be paid to the government because of a health and medical issue and apply it to programs that have been proven to benefit the community.

As you are aware, the "prime time for juvenile crime" is 4 p.m. to 8 p.m., when many children are unsupervised. That lack of supervision also doubles the risk that kids will smoke, drink or use drugs.

Specifically, I urge that you press for

- an additional \$2 billion for Head Start so we can include more eligible children in this proven program.
- an additional \$1 billion for Early Head Start so we can start acting on all the recent research that shows what a profound effect early influences have on a person's progress.
- at least \$4 billion for the Child Care and Development Block Grant to assist families making less than 85% of median income
- at least \$1 billion for after-school programs for latch-key kids.

These programs are widely supported by justice system professionals, as exemplified by Fight Crime: Invest in Kids' agenda, and by recent action taken by the National District Attorneys Association.

Thank you for your attention to this critical issue. I would be happy to speak with you if you want further information.

Sincerely,

Mary E. Richards

**PRESIDENT CLINTON ANNOUNCES NEW EFFORTS
TO KEEP CHILDREN SAFE AND HELP THEM LEARN IN THE AFTER-SCHOOL HOURS**
June 17, 1998

Today, President Clinton will unveil new efforts to keep our children safe and help them learn after school. He will announce nearly \$40 million in new grants to establish or expand after-school programs in communities across the country through the 21st Century Community Learning Centers Program -- a program he has proposed dramatically expanding by \$1 billion over five years in order to reach up to half a million children each year. The President will also release a new report that shows that quality after-school programs can both decrease juvenile crime and improve children's academic performance.

New Grants to Communities Will Support After-School Initiatives Throughout the Country.

Today, the President will announce nearly \$40 million in new grants to establish 21st Century Community Learning Center school-based after-school programs for our nation's children. The 98 grants will enable 315 rural and inner-city schools in 36 states to provide programs after school, and during weekends and summers, in safe, drug-free and supervised environments. This was one of the most highly competitive programs ever managed by the Department of Education: the Department received nearly 2,000 applications, requesting \$700 million to fund programs in over 6,000 schools in every state in the country. Only 1 out of 20 applicants received grants this year.

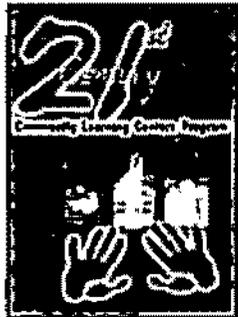
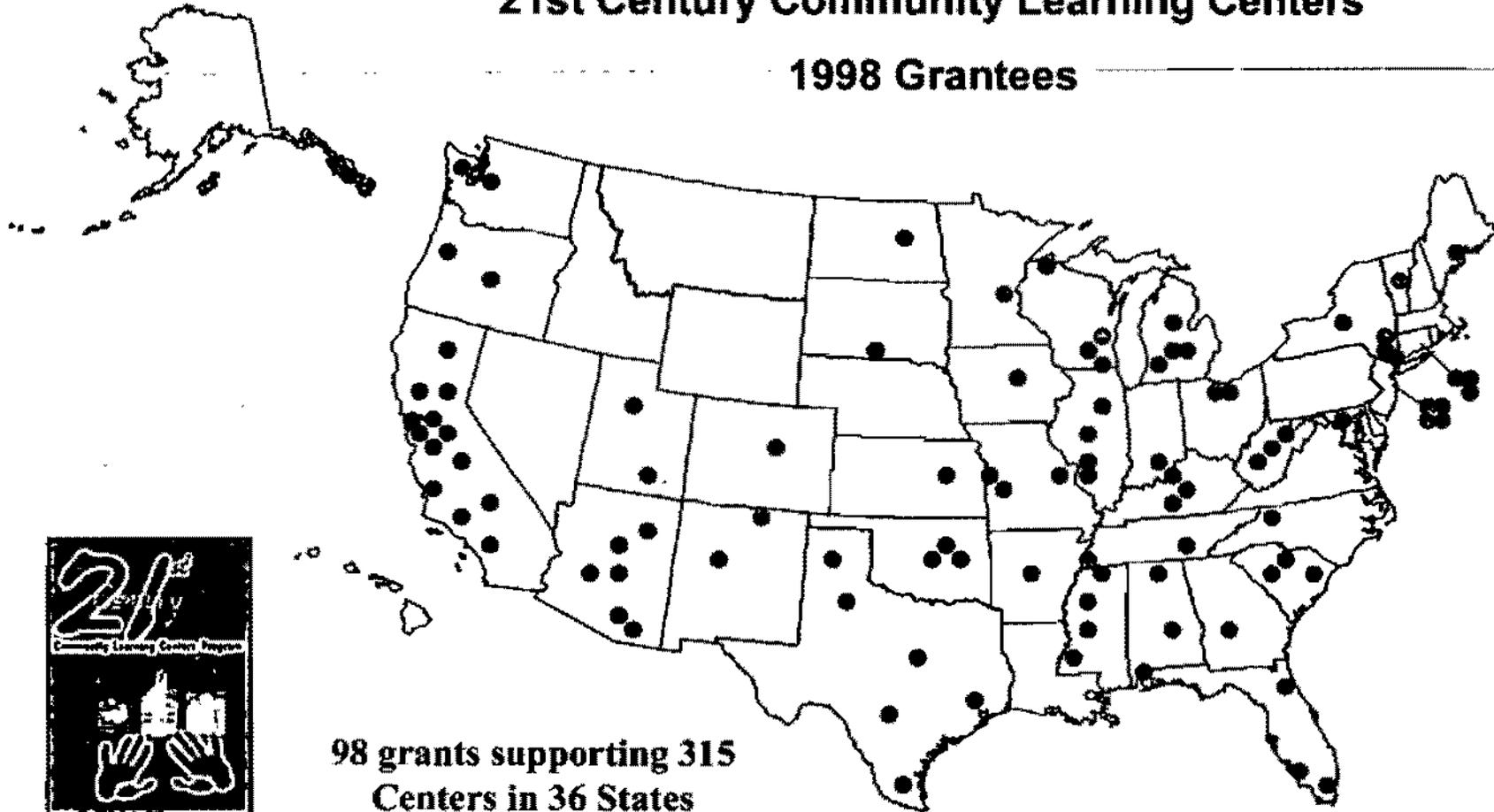
New Report Shows After-School Programs Can Lower Juvenile Crime, and Improve Academic Performance. President Clinton will also release a new report titled *Safe and Smart: Making the After-School Hours Work for Kids*, by the Departments of Justice and Education. The report shows that after-school programs work; many communities that have adopted after-school initiatives have experienced lower juvenile crime rates and lower tobacco, drug, and alcohol use among young people. The report also shows that quality after-school programs improve academic performance -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back. In addition, the report identifies key components of high-quality programs, and highlights model after-school initiatives. *Safe and Smart* will be sent to community-based organizations and every school district in the country in order to help them address the huge demand for after-school programs.

A Huge Demand for After-school Programs. Over 28 million school-age children have both parents or their only parents 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 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.

President Clinton's Child Care Agenda - Building on What Works for Kids. As part of his balanced budget request, the President proposed to invest \$200 million each year for a total of \$1 billion over five years in the 21st Century Community Learning Centers Program, in order to reach up to half a million children. (The program is currently funded at \$40 million for FY 1998.) The President's proposal requires that schools work closely with community organizations in establishing these programs, and includes a set-aside of up to 10 percent of funds for community-based organizations to establish or expand their own after-school programs. The 21st Century Community Learning Centers Program is part of the President's historic child care initiative which would invest over \$20 billion over five years to help working families pay for child care, improve the safety and quality of care, and promote early learning.

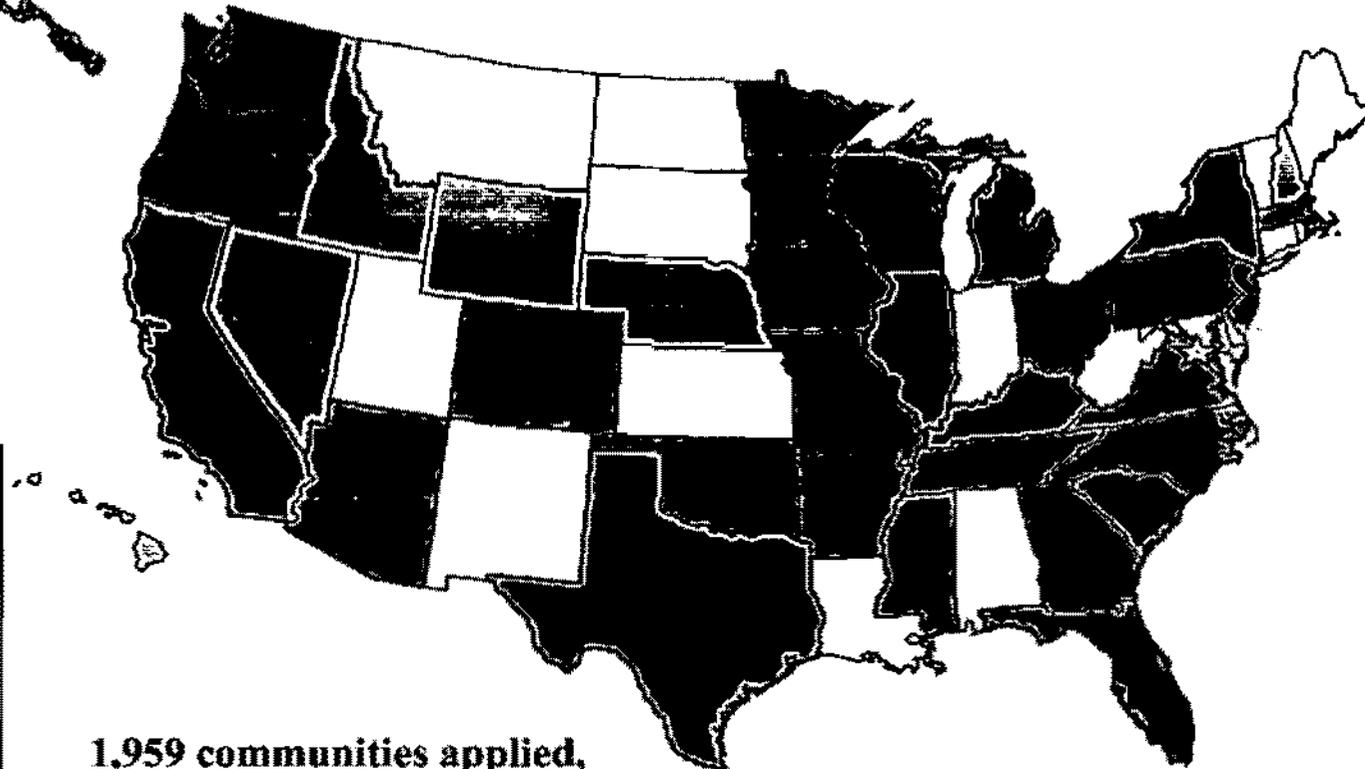
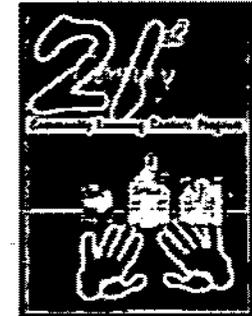
21st Century Community Learning Centers

1998 Grantees



**98 grants supporting 315
Centers in 36 States**

21st Century Community Learning Centers 1998 Applicants



Number of 1998 Applications, by State

	91-165
	61-90
	46-60
	31-45
	16-30
	1-15

**1,959 communities applied,
representing every state
and most of the Territories**

Puerto Rico and Island Territories

**21st Century Community Learning Centers --
1998 Grant Awards**

STATE	# OF APPLICANTS	# OF GRANTEES
ALABAMA	30	3
ALASKA	20	0
ARIZONA	70	6
ARKANSAS	31	1
CALIFORNIA	165	13
COLORADO	42	1
CONNECTICUT	20	3
DISTRICT OF COLUMBIA	9	0
DELAWARE	4	0
FLORIDA	36	3
GEORGIA	50	1
HAWAII	14	0
IOWA	33	1
IDAHO	12	0
ILLINOIS	63	4
INDIANA	21	1
KANSAS	28	1
KENTUCKY	71	3
LOUISIANA	20	0
MAINE	29	1
MARYLAND	25	1
MASSACHUSETTS	41	0
MICHIGAN	72	4
MINNESOTA	37	1
MISSISSIPPI	33	4
MISSOURI	46	3
MONTANA	25	0

STATE	# OF APPLICANTS	# OF GRANTEES
NEBRASKA	8	0
NEVADA	10	0
NEW HAMPSHIRE	10	0
NEW JERSEY	42	4
NEW MEXICO	28	2
NEW YORK	103	4
NORTH CAROLINA	46	1
NORTH DAKOTA	16	1
OHIO	51	2
OKLAHOMA	56	3
OREGON	41	2
PENNSYLVANIA	53	0
PUERTO RICO	5	0
RHODE ISLAND	7	0
SOUTH CAROLINA	44	3
SOUTH DAKOTA	28	1
TENNESSEE	39	2
TEXAS	99	6
UTAH	18	2
VIRGINIA	33	0
VERMONT	23	1
WASHINGTON	60	2
WEST VIRGINIA	24	3
WISCONSIN	49	4
WYOMING	15	0
ISLAND TERRITORIES	4	0
TOTALS	1959	98

21st Century Community Learning Centers

Eight Examples of Efforts to Keep Our Kids Safe and Smart

Baltimore County Public Schools

Baltimore, Maryland

\$794,254 first year/\$2,438,469 total funding

AAA Community Learning Centers (After-Care, Access, and Achievement) will be established at four middle schools to create extended school day and extended year program, which will focus on tutoring in reading, math, and writing, as well as computer education. These learning centers will work to improve student's academic performance, a concern of the community. Marjorie Marie Mayor, Coordinator of Title I and Child Care Services, will attend the announcement at the White House.

Barre City School District

Barre, Vermont

\$200,000 first year/\$600,000 total funding

The **Cityscape** program at Barre City Elementary and Middle Schools will help students in grades 5-8 who are at high academic risk by teaching reading, mathematics, science and social studies. The program will also include violence prevention and substance abuse education and counseling. The focus of this initiative is to reduce at-risk behaviors and to improve the academic performance of participating children. Thomas T. Hayward, Director of Washington County Youth Bureau, will attend the White House event.

North East Independent School District

San Antonio, Texas

\$200,000 first year/\$600,000 total funding

The **Nimitz Academy Community Learning Center**, is a partnership among the school district and two dozen community organizations and will serve 4,000 mostly middle-school students year-round. Activities include: summer and weekend programs, field trips, technology education, mentoring, tutoring in reading, community service, and parent education. The Nimitz Academy is a Title I school in an economically disadvantaged inner-city neighborhood where scores on academic achievement tests have been lagging behind the rest of the district. Superintendent Richard Middleton will attend the White House event.

School District of Bayfield

Bayfield, Wisconsin

\$262,500 first year/\$787,500 total funding

The **Lighthouse Project** will provide educational, social and cultural programs for middle school students, including tutoring in reading, technology education programs, social services, recreational and cultural programs, and parent education. The project has two major goals: to improve the academic achievement of all participants and to excite about their future work opportunities. Bruce La Rose, District Administrator, will be in attendance at the White House announcement.

Olympic Educational Service District 114

Bremerton, Washington

\$759,917 first year/\$2,279,751 total funding

The **Rural Western Washington Consortium of Community Learning Centers** is a collaboration between six rural schools and two Educational Service Districts. The community

has been plagued by academic failure, juvenile crime, rising tobacco and alcohol consumption, drug use, and gang involvement. The Learning Centers will offer a safe environment and variety of educational activities for underserved youth in grades 6-9. Planned activities include: technology programs; integrated education, health, social service and recreation programs; and vocational education. Superintendent Frank M. Deebach will attend.

San Francisco Unified School District

San Francisco, California

\$785,859 first year/\$2,357,577 total funding

The San Francisco Unified School District's Office of Youth Development and four middle schools will implement the **Learning Centers for Learning Communities** initiative in the Bayview, Hunters Point, Mission and Visitacion Valley Enterprise Communities. The effort will expand after-school, weekend and summer programs, with a particular focus on youth at risk of gang involvement and substance abuse; improve literacy and math skills among students at risk of academic failure; expand access to technology; and expand access to parenting education. John Flores, a Coordinator for the initiative at Visitacion Valley Middle School, will attend.

Marshalltown Community School District

Marshalltown, Iowa

\$382,092 first year/\$1,146,276 total funding

The **Caring Connection Project** will provide services through before- and after-school programs and summer recreation, including tutoring and homework support, substance abuse and violence prevention, outreach to "unconnected" students and their families, and adult education programs. Marshalltown is a rural community in Central Iowa that is partnering with several community agencies, local businesses, and the local community college to establish these initiatives in two middle schools. Todd Redalen, Coordinator of the Caring Connection, will attend the White House event.

Jefferson County School District

Fayette, Mississippi

\$448,409 first year/\$1,345,227 total funding

As part of a consortium with Claiborne and Franklin County School Districts, Jefferson County leads the **Tri-County After School Community Learning Centers Program**, serving 300 students in grades 5-8 from rural and sparsely populated poor communities. After-school and summer programs will provide targeted help in reading, math, science, technology, and telecommunications, along with tutoring, field-trips, and parenting classes. Superintendent of Education John E. Dickey will attend the White House event.

**21st Century Community Learning Centers (21st CCLC)
1998 Awards**

State	Estimated First Year/Total Year Funding
ALABAMA	
<u>Bellingrath Junior High School</u> , Montgomery Star Search, an after-school and summer program, offers student as well as parental support activities.	\$599,704/\$1,799,112
<u>Huntsville City Schools</u> , Huntsville Camp Success offers students academic support in a summer and extended day program.	\$279,008/\$2,499,710
<u>Mobile County Little Rock District</u> , Mobile The Links to Success project links a variety of services within the community to the schools.	\$505,174/\$1,515,522
ARKANSAS	
<u>Little Rock School District</u> , Little Rock Little Rock LEADERS provides academic support as well as medical services and adult education.	\$380,401/\$1,027,323
ARIZONA	
<u>Alhambra Elementary School District</u> , Phoenix The Kids-At-Work Neighborhood Learning Center fosters academic growth with parental support.	\$348,246/\$1,044,738
<u>Amphitheater Public Schools</u> , Tucson Camp MID provides youth with comprehensive extended day, intersession and summer school programs.	\$258,864/\$734,192
<u>Coolidge Unified School District</u> , Coolidge The Coolidge 21st CCLC programs target improved academic performance and help parents acquire parenting skills.	\$159,241/\$472,975
<u>Red Mesa Unified School District</u> , Tesc Nos Pos The Red Mesa 21st CCLC encourages family participation in academics and cultural activities.	\$495,795/\$1,420,171
<u>Santa Cruz Valley Unified School District</u> , Rio Rico The Calabasas Middle School 21st CCLC plans to produce higher test scores and increase parent literacy skills.	\$185,887/\$504,461
<u>Tucson Unified School District</u> , Tucson Project Sano y Salvo provides integrated drug and violence reduction and enrichment programs.	\$316,219/\$948,657
CALIFORNIA	
<u>Alum Rock Union Elementary School</u> , San Jose The ARUSD 21st CCLC focuses on education in the After-School Homework Centers.	\$239,116/\$671,475
<u>Desert Sands Unified School District</u> , La Quinta The Digital-Family Project uses educational software and various on-line services to conduct after school classes.	\$196,438/\$591,814
<u>Emery Unified School District</u> , Emeryville The Emery Middle School District CLC plans to reduce juvenile crime and substance abuse through achievement.	\$100,379/\$268,297
<u>Golden Plains Unified School District</u> , San Joaquin Project PACT provides literacy education, encourages physical fitness, and promotes drug and violence prevention.	\$253,613/\$760,839
<u>Hayward Unified School District</u> , Hayward The Hayward 21st CCLC engages students in art, recreation, academic enrichment, and technology, with mentors.	\$347,673/\$1,043,019
<u>Lake County Office of Education</u> , Upper Lake The Community & Family Network provides life skills curriculum, community service, and mentoring.	\$286,818/\$829,214
<u>Modesto City Schools</u> , Modesto The Modesto 21st CCLC will offer links from school to work, including employment training, and placement.	\$342,444/\$1,027,332
<u>Oakland Charter Academy</u> , Oakland The La Familia Center offers leadership development, computer skills, and workplace visits.	\$170,381/\$511,143
<u>Oakland Unified School District</u> , Oakland The Renaissance Quartette offers visual and performing arts programs, and school-to-school transition programs.	\$310,000/\$930,000
<u>Ontario-Monclair School District</u> , Ontario The Cougar 21st CCLC has summer and weekend literacy programs and parenting classes.	\$117,000/\$351,000

San Francisco Unified School District, San Francisco \$785,859/\$2,357,577
 The **Learning Centers for Learning Communities** plans for technology, as well as theater/creative writing programs.

Santa Ana Unified School District, Santa Ana \$600,000/\$1,800,00
 The **Santa Ana Youth Empowerment CLC** will offer a neighborhood advisory council and an integrated academy.

Sausalito School District, Sausalito \$111,210/\$333,630
 The **ACE Program** arranges drug prevention, adult literacy, and family oriented recreation and cultural activities.

COLORADO

Denver School District #1, Denver \$200,000/\$600,000
 The **Denver 21st CCLC** includes School-to-Career services, technology training, and employment services.

CONNECTICUT

Danbury Board of Education, Danbury \$141,025/\$448,969
 The **Danbury 21st CCLC** will support academic learning and positive role models in a structured environment.

Hartford Public Schools, Hartford \$189,110/\$578,764
 The **Hartford Public School System** plans to offer tutoring, as well as development in the areas of math and reading.

Waterbury School District, Waterbury \$352,051/\$1,056,153
 The **After School Option** provides academic assistance in addition to enrichment programs for students.

FLORIDA

Duval County Public Schools, Jacksonville \$800,000/\$2,400,000
 The **Duval County 21st Century CLC** provides activities based on experiential learning of skills.

Pinellas County School Board, Largo \$140,211/\$430,856
 The **21st CCLC** includes science exploration using field studies, and enrichment in the arts.

Miami-Dade County School Board, Miami \$400,000/\$1,200,000
 The **Miami-Dade CLC** addresses students' educational and employment needs, while keeping kids safe.

GEORGIA

Ben Hill County School System, Fitzgerald \$145,879/\$392,785
 The **Ben Hill County CLC** will develop intervention, remediation, and prevention of youth problems.

ILLINOIS

Alton Community Unit School District #11, Alton \$598,920/\$1,796,760
 The **21st Century CLC** allows students and parents access to the computer center and athletic events.

East Louis Board of Education School District #182, East St. Louis \$390,000/\$1,170,000
 The **East St. Louis CLC** offers an academically oriented after-school program in addition to recreational opportunities.

Lincoln Elementary School District #27, Lincoln \$127,035/\$464,742
Time for Our Children provides mentoring, training for child-care personnel, and workshops on health/nutrition.

Prairie-Hills Elementary School District, Markham \$200,000/\$600,000
 The **PHASER** project focuses on parental involvement in its summer and after-school programs.

INDIANA

New Albany-Floyd County Consortium School Corp., New Albany \$79,070/\$237,210
Lillian Emery 21st Century Learning Village offers technology education, and senior citizen services.

IOWA

Marshalltown Community School, Marshalltown \$382,092/\$1,146,276
 The **Caring Connection** provides drug abuse and violence intervention, adult education, and outreach to families.

KANSAS

Lawrence Unified School District 497, Lawrence \$347,005/\$1,041,015
 The **Central School Project** includes academic enrichment, a life skills program, and recreation.

KENTUCKY

Clinton County School District, Albany \$115,389/\$349,886
 The **Clinton County 21st CCLC** engages youth in academic activities and parents in GED classes and job training.

Ohio Valley Educational Cooperative, Shelbyville \$600,000/\$1,800,000
 The **Ohio Valley 21st CCLC** has activities in recreation, arts, clubs, health/nutrition, and technology.

<u>Wayne County, Monticello</u>	\$106,063/\$318,189
The Wayne County 21st CCLC will provide personalized and individualized subject instruction to students.	
MAINE	
<u>Maine School Administrative District #46, Dexter</u>	\$511,763/\$1,501,763
The Maine 21st CCLC focuses on reducing drug use and violence among rural youth.	
MARYLAND	
<u>Baltimore County Public Schools, Towson</u>	\$794,254/\$2,438,469
The AAA CLC provides a safe extended school day and extended year program that emphasizes academic success.	
MICHIGAN	
<u>Armada Area Schools, Armada</u>	\$1,999,668/\$3,999,119
The Middle School Clubhouse Consortium Partners will establish a network of middle school computer classes.	
<u>Benton Harbor Area Schools, Benton Harbor</u>	\$160,816/\$482,448
The Benton Harbor 21st CCLC will produce stronger literacy, technology and conflict resolution skills.	
<u>Grand Rapids Public Schools, Grand Rapids</u>	\$620,613/\$1,865,562
The Grand Rapids Middle School CLC will offer programs after school hours, during the week and on the weekend.	
<u>Highland Park School District, Highland Park</u>	\$373,850/\$1,126,371
The Highland Park CLC provides recreational, educational, and enrichment activities to serve the community.	
MINNESOTA	
<u>St. Paul Public Schools, ISD #625, St. Paul</u>	\$198,750/\$595,722
Achievement Plus Family Learning plans to improve achievement in 4th - 8th grades and offer parent skill training.	
MISSISSIPPI	
<u>Humphrey's County School District, Belzoni</u>	\$478,050/\$1,439,668
The Humphreys County 21st CCLC will offer mentoring, safety programs, and drug abuse and violence prevention.	
<u>Jackson Public School District, Jackson</u>	\$551,048/\$1,653,144
21st CCLC will offer enrichment to the community during afternoons, evenings, Saturdays, and the summer.	
<u>Jefferson County School District, Fayette</u>	\$448,409/\$1,345,227
The Tri-County After School CLC plans tutorial assistance, educational enrichment, and field trip experiences.	
<u>New Albany Public School District, New Albany</u>	\$189,805/\$570,437
The Community Connections Project includes parent education, alternative education, and youth apprenticeship.	
MISSOURI	
<u>Independence School District, Independence</u>	\$191,100/\$573,300
21st CCLC establishes an after school literacy program to avoid the problem of latch key kids.	
<u>Seneca R-7 School District, Seneca</u>	\$209,210/\$627,630
The Seneca 21st CCLC sites offer a wide variety of education, cultural, social services, and health activities.	
<u>St. Louis Public Schools, Saint Louis</u>	\$1,109,827/\$3,059,481
Connections for Youth: A 21st Century CLC Program provides an after-school academic and recreation program.	
NEW JERSEY	
<u>Leap Academy Charter School, Camden</u>	\$100,000/\$300,000
LEAP Academy 21st CCLC focuses on extending the school day and enhancing weekend and summer programs.	
<u>Newark Public Schools, Newark</u>	\$1,800,000/\$5,400,000
Newark Public Schools 21st Century CLC provides nutrition, health programs, and technology education programs.	
<u>Plainfield Board of Education, Plainfield</u>	\$414,520/\$1,243,560
The Plainfield Partnership for Learning provides integrated education, literacy courses, and parenting skills.	
<u>Union City Board of Education, Union City</u>	\$200,000/\$600,000
The Washington School CLC includes arts/drama, conflict resolution training, and social service counseling.	
NEW MEXICO	
<u>Albuquerque Public Schools, Albuquerque</u>	\$458,504/\$1,375,512

The **Connections for Learning Family Focus Centers** include a site-based computer lab and home lending program.

Springer Municipal Schools, Springer \$47,600/\$142,800
The **Springer CLC** will focus on reading, writing, and computer skills, using a learning center.

NEW YORK

Community School District 5, New York \$398,680/\$1,173,580
The **Literacy Plus Centers** provides expanded library hours, computer classes, and integrated education.

Community School District 7, Bronx \$200,000/\$600,000
At **Super Saturday Plus**, youth engage in instructional technology, art/drama, and recreation.

Ithaca City School District, Ithaca \$200,000/\$600,000
A Bridge Across Cultures intends to reduce drug abuse, violence, and self-destructive behaviors.

New York City Board of Education, New York \$150,000/\$435,000
Family Enrichment Center for Continued Education includes exercise classes and cultural enrichment.

NORTH CAROLINA

Watauga County Board of Education, Boone \$102,927/\$308,773
The **Watauga LEADERS** includes mentoring, recreational activities, and technology education.

NORTH DAKOTA

North Valley Vo-Tech Center, Grafton \$198,500/\$538,500
The **Westview CLC** will improve academic achievement, arts education, and fitness for kids.

OHIO

East Cleveland School District, East Cleveland \$194,583/\$583,749
The **Kirk Community Learning Center** will provide health education, computer technology, and career preparation.

Port Clinton City Schools, Port Clinton \$100,000/\$323,062
Port Clinton 21st CCLC offers adolescents after-school education, enrichment, and health and wellness services.

OKLAHOMA

Cushing Public Schools, Cushing \$238,101/\$529,929
The **Cushing CLC** has specialized career information and skills, and age-appropriate recreational activities.

Oklahoma City Public School District I-89, Oklahoma City \$459,525/\$1,284,772
The **OKC CLC** provides educational, recreational, cultural, life skills, arts, and community service experiences.

Osage County Interlocal Cooperative, Hominy \$407,348/\$1,063,704
Project BRIDGE will provide after-hours activities that offer significant expanded learning opportunities.

OREGON

Jackson County School District #6, Central Point \$125,980/\$568,958
The **Options Project** includes extended day activities, monthly family nights, and evening classes.

Salem-Keizer Public Schools, Salem \$200,000/\$600,000
The **Lighted Middle Schools** will expand to create school-based community learning centers.

SOUTH CAROLINA

McCormick County School District #1, McCormick \$556,032/\$1,553,458
The **Alliance for Rural Kids** improves academic progress in reading, mathematics and science.

Richland County School District #1, Columbia \$364,571/\$1,093,713
Connections: Improving Academic Achievement focuses on computer technology, sports and community services.

Spartanburg School District #3, Glendale \$889,737/\$2,610,197
Addressing the Three Faces of Need promotes a union of school and out-of-school services to improve achievement.

SOUTH DAKOTA

Todd County School District, Mission \$336,698/\$1,010,094
The **Todd County 21st CCLC** focuses on integrated education, employment counseling, job training, and technology.

TENNESSEE

Hamilton County Board of Education, Chattanooga \$650,177/\$1,950,531
The **Lights On** focuses on guiding the healthy development of children, while providing a safe haven.

Memphis City School, Memphis \$1,273,645/\$3,661,697
21st Century CLC moves students through four modules focused on learning and using technology to solve problems.

TEXAS

Crosbyton Consolidated Independent School District, Crosbyton \$48,300/\$118,900
The **Hub of the CLC** will offer parenting, after-school, and summer recreation programs.

Houston Independent School District, Houston \$2,279,838/\$6,554,588
Houston Builds Strong Communities focuses on family literacy and equitable access to technology for kids.

Irving Independent School District, Irving \$103,026/\$290,078
The **Austin Middle School CLC** plans homework assistance, counseling and guidance courses, and technology classes.

Martin's Mill Independent School District, Ben Wheeler \$148,217/\$482,577
The **PRIDE Center** allows students to participate in academic enrichment activities, such as math, reading and science.

North East Independent School District, San Antonio \$200,000/\$600,000
The **Nimitz Academy CLC** will participate in academic improvement, career awareness, and community service.

Rio Hondo Independent School District, Rio Hondo \$199,574/\$598,772
The **Rio Hondo 21st CCLC** prepares to provide literacy, technology, and extended school programs.

UTAH

Board of Education Ogden School District, Ogden \$300,000/\$900,000
The **Community CARES Learning Center** coordinates community efforts in child care and summer programs.

San Juan School District, Blanding \$945,362/\$2,836,086
San Juan School District 21st Century CLC will follow a hands-on, active learning framework in small settings.

VERMONT

Barre City School District, Barre \$200,000/\$600,000
Cityscape will work to achieve out-of-school learning opportunities, and decrease gaps in community services.

WASHINGTON

Olympic Educational Service District 114, Bremerton \$759,917/\$2,279,751
The **Olympic 21st CCLC** plans technology programs, vocational exploration, and social services.

Renton School District #403, Renton \$231,080/\$689,768
The **Renton CLC** project serves students with academic, recreation, arts, and social support services.

WEST VIRGINIA

Gilmer County Board of Education, Glenville \$298,400/\$895,200
The **Gilmer County Lighted Schools Project** benefits educational, social, cultural, health, and recreational needs.

Monongalia County Schools, Morgantown \$600,000/\$1,800,000
The **Kaleidoscope CLC** trains parents to help at after-school and summer centers where students receive mentoring.

Ritchie County Board of Education, Harrisville \$135,843/\$349,443
The **CLEAR** project provides after-school youth remediation in addition to adult education.

WISCONSIN

Kenosha United School District No. 1, Kenosha \$375,410/\$1,126,230
Kenosha 21st CCLC provides activities to improve academic skills and prevent drug abuse or gang involvement.

Milwaukee Public Schools, Milwaukee \$1,446,222/\$4,338,626
The **Milwaukee CLC** provides recreation and academic assistance.

Racine Unified School District, Racine \$125,000/\$375,000
The **Racine CLC** provides academic support and social activities for its students in a safe environment.

School District of Bayfield, Bayfield \$262,500/\$787,500
The **Lighthouse Project** plans to advance the academic and educational skills of all its participants.

Child care -
After-school

**THE PRESIDENT URGES SERVICE AS A STRATEGY
IN AFTER-SCHOOL PROGRAMS**
The White House Conference On Child Care
October 23, 1997

Today, at the White House Conference on Child Care, President Clinton announced steps to use community service to strengthen after-school programs.

Helping Communities Link Service and After-School Programs. To enable more communities to use community service to enrich their after-school programs, the President announced actions by the Corporation for National Service's new To Learn and Grow Initiative, a public-private partnership dedicated to expanding access to and enhancing the quality of after-school programs through service. The initiative will:

- Release a "How-To Manual" that shows after-school programs how they can use service to strengthen their efforts (prepared by the Corporation for National Service with the National Institute on Out-of-School Time at Wellesley College); and
- Provide training and technical assistance to after-school programs that want to use national service and volunteers to help meet their needs.

Building on What Works. Today, communities use both volunteers and those engaged in full-time service commitments such as AmeriCorps to extend the reach and improve the quality of many child care and after-school programs. These individuals work alongside child care providers, educators, and community-based professionals across the country. Two-thirds of national service programs supported by the Corporation for National Service, including AmeriCorps, address the needs of children and youth, many in child care and after-school programs. The To Learn and Grow Initiative will build on this experience to show programs across the country how to use volunteers and others engaged in service to provide better care to more children.

Young people can also benefit from serving others after school hours. For example, Big Brothers/Big Sisters committed at the Presidents' Service Summit that its mentors would participate with young people in service projects. In addition, the Corporation's Learn and Serve program supports service-learning programs across the country, where young people serve and then reflect on that experience. The To Learn and Grow Initiative's manual and training activities will guide after-school programs in incorporating service into their activities.

Successful Programs Exist. Successful programs where service strengthens after-school programs today include Jumpstart AmeriCorps, where AmeriCorps members get needy children and their families ready for school; Columbia University's Community Impact program, where AmeriCorps members provide educational enrichment, mentoring, and tutoring for youth from K-3rd grade in collaboration with the YMCA; the Retired and Senior Volunteer Program in St. Paul, Minnesota, which pairs seniors and middle school students in after-school programs with 900 children in K-3rd grade; and the Sheridan Family Resources Center in Colorado, where AmeriCorps members tutor at-risk youth, run after-school and summer camp programs, and help youths and senior citizens have access to health services offered by school-based and community clinics.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 26, 1998

REMARKS BY THE PRESIDENT
AT THE AFTER-SCHOOL PROGRAM EVENT

The Roosevelt Room

10:37 A.M. EST

THE PRESIDENT: Thank you very much. First, let me thank all of you who are here. Many of us have been working together now for 20 years on a lot of these issues and this is a very happy day for us.

I thank the First Lady for all she has done on this issue, for as long as I have known her. I thank the Vice President and Mrs. Gore, for their Family Conference and the light it has shed on the announcement we're here to emphasize today. Thank you, Secretary Riley, for the community learning centers and I'm very proud of what we've done there.

Thank you, Bill White -- I'll talk more about your contribution in a moment, but it is truly remarkable. And I thank Rand and Debra Bass for giving us a living, breathing example of the best of America -- parents who are working hard to do their jobs, but also determined to do their most important job very well with their children. I thank Senator Feinstein, Senator Dodd and Senator Boxer for being here.

Tomorrow, in the State of the Union address, I will spell out what we seek to do on behalf of our children to prepare them for the 21st century. But I want to talk a little bit about education today and about this announcement in that context.

Education must be our nation's highest priority. Last year in the State of the Union address I set out a 10-point plan to move us forward and urged the American people to make sure that politics stops at the schoolhouse door. Well, we made a lot of progress on that 10-point plan: a remarkable -- a remarkable -- array of initiatives to open the doors of college to every American who's willing to work for it; strong progress toward high national standards in the basics, the America Reads challenge, to teach every 8-year-old to read; continued progress in the Vice President's program to hook up all of our classrooms and libraries to the Internet by the year 2000.

This has been the most important year in a generation for education reform. Tomorrow I'll set out the next steps on our continuing road. First I will propose the first ever national effort to reduce class size in the early grades. (Applause.)

Hillary and I worked very hard 15 years ago now to have very strict class sizes at home in the early grades, and it was quite controversial and I think enormously beneficial when we did it. Our balanced budget will help to hire 100,000 teachers who must pass state competency tests, but who will be able to reduce class size in the 1st, 2nd, and 3rd grades to an average of 18 nationwide. (Applause.)

MORE

Second, since there are more students and there will be more teachers, there must be more classrooms. So I will propose a school construction tax cut to help communities modernize and build new schools. Third, I will promote a national effort to help schools that follow the lead of the Chicago system in ending social promotion, but helping students with summer school and other programs to give them the tools they need to get ahead.

All these steps will help our children get the future they deserve. And that's why what we're announcing here is so important as well.

Every child needs someplace to go after school. With after-school programs we can not only keep our kids healthy and happy and safe, we can help to teach them to say no to drugs, alcohol and crime; yes to reading, sports and computers. My balanced budget plan includes a national initiative to spark private sector and local community efforts to provide after-school care, as the Secretary of Education said, to half a million more children.

Now, let me say, in addition to all the positive benefits, I think it's important to point out that the hours between 3:00 p.m. and 7:00 p.m. at night are the most vulnerable hours for young people to get in trouble, for juvenile crime. There is this sort of assumption that everybody that gets in trouble when they're young has just already been abandoned. That's not true. Most of the kids that get in trouble get in trouble after school closes and before their parents get home from work. So in the adolescent years and the later years this is profoundly important to try to give kids something to say yes to and something positive to do.

But we can't do it alone. As I said, our plan involves a public-private partnership. So it has fallen to me to announce that our distinguished guest from the Mott Foundation of Flint, Michigan, has pledged up to \$55 million to help ensure that after-school programs, supported by federal funds, are of the highest quality. That is an astonishing gift. Thank you, Bill White. Thank you. (Applause.)

We are determined to help Americans succeed in the workplace, to raise well-educated, healthy kids, and to help Americans succeed at the toughest job of all; that of being a parent. And the Mott Foundation has gone a long way toward helping us. I thank them.

Now, I have to go back to work on my State of the Union speech. And I worked on it until pretty late last night. But I want to say one thing to the American people. I want you to listen to me. I'm going to say this again. I did not have sexual relations with that woman, Miss Lewinsky. I never told anybody to lie, not a single time -- never. These allegations are false. And I need to go back to work for the American people.

Thank you.

END

10:44 A.M. EST

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 26, 1998

REMARKS BY THE FIRST LADY
AND THE VICE PRESIDENT
ON AFTER-SCHOOL CARE

The Roosevelt Room

10:18 A.M. EST

MRS. CLINTON: Thank you and good morning. Please be seated. Welcome to the White House. It is a pleasure to have all of you join the President and the Vice President and Secretary Riley, Bill White of the Mott Foundation, and Mr. and Mrs. Bass. And I'm especially pleased to see in the audience so many people who care so much about education and child care.

This morning we come together to hear about the President's plans to strengthen education, to discuss his historic child care initiative, and particularly to talk about how he has made quality after-school programs a national priority.

I'd like to start by talking about the child care initiative itself, because it is the single largest investment in child care in our nation's history, and it will go a long way toward helping our nation's working parents find the care they can afford and trust. This initiative will make care more affordable and it will also double the number of children receiving subsidies and increased tax credits for child care. It will help local communities and it will promote early learning and healthy child development opportunities. It will ensure higher standards for child care by stepping up enforcement.

But we all know that high quality child care needs don't disappear when children start school. It's estimated that up to 5 million school age children spend time as latch-key kids, without adult supervision. That's why, as part of this initiative, the President is making a significant investment in after-school care.

This is so important for so many working families. We want more of America's children to say no to drugs and alcohol and crime, and yes to reading and soccer and computers. And with this expanded investment in after-school care, combined with public, private partnerships and communities, we will be able to give our children those opportunities.

This morning, the President will announce how one such partner, the C.S. Mott Foundation, is providing critical support to strengthen and improve after-school programs. This afternoon I will be visiting a model program in Harlem, at the Harriet Tubman School, to underscore once again how important these programs are for all of our children.

Now it is my great privilege to introduce someone who has been so committed to our children, and that is the Secretary of Education, Dick Riley. (Applause.)

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THE VICE PRESIDENT: Thank you very much, ladies and gentlemen. On behalf of the President and First Lady, I want to acknowledge the presence of Senator Dianne Feinstein of California. Thank you, Dianne, for your hard work in this area. (Applause.) And also Senator Chris Dodd of Connecticut -- we appreciate your presence here, Chris. (Applause.) And I know that -- Senator Barbara Boxer I think is in back there.

And there are members of a lot of education groups and child care groups, community groups, parent-teacher groups, school boards association. I'm not going to try to acknowledge everyone who should, by rights, be singled out here, but thank you for your participation and presence and hard work over the years on these issues.

I want to thank Rand and Debra Bass for introducing me and for giving that wonderful statement. I know of Barcroft Elementary, and Tipper and I lived in Arlington for quite a long time.

I also want to express my deep appreciation to Bill White, President and CEO of the Mott Foundation. And I want to thank the Board of Directors and other representatives of the Mott Foundation, who are also present with us here today. Bill, it's a wonderful commitment that you're making, and it's going to make a huge difference in the lives of so many children and families across this country.

And, of course, Secretary Riley has offered such tremendous leadership and vision and steadfastness on all these topics. We're really grateful to you, Mr. Secretary.

We're here today, of course, to hear the President announce important new details of his commitment to education and his plan to give all of the children in this country the tools needed to succeed in the 21st century. But, first of all, I'd like to say something that everybody knows, these landmark investments would not have been possible without the dedication and hard work and achievement of our First Lady, Hillary Rodham Clinton. I want to acknowledge her leadership and her great advocacy for all of these programs. (Applause.)

For 25 years, she has worked to put children and family at the top of our national agenda. She deserves the admiration and gratitude of every parent in America, and she certainly has mine. And, in fact, the White House Conference on Early Childhood Development, and then the one on child care, both helped to set the stage for the national dialogue that we're now having.

And I thanked Bill White and his board of directors for this generous commitment, but the President will describe that in just a moment and you will see what an historic commitment it is. And the President will speak more broadly about his overall education agenda, because this morning's announcement should be seen in the context of how we prepare the people of our country, and especially children and families, for the challenges of the 21st century.

Before presenting the President, I want to say just a few words about an area that's of special importance to me -- it's been mentioned already -- after-school care. As Rand and Debra Bass know very well, when children start school it becomes especially hard for parents to balance the needs of home and work and raise strong families. That is why the President's and First Lady's commitment to child care is so significant. And that is why our commitment to after-school care is such a critical part of our child care plan.

The need for quality after-school care has often been raised at the annual family conferences that Tipper and I have in

Nashville every year. We've had them for the last six years. And especially at last year's conference, which was on families and education, and parents involvement in their children's education, we learned how serious the challenge is and how needed these after-school programs are. There are 5 million children, as the First Lady said, who leave school before their parents get home.

This period of time between the school bell and the factory whistle is a most vulnerable time for children. These are the hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities. That puts some parents in a gut-wrenching dilemma: Do they stay at home and forego the family income that they need, or do they stay on the job and worry that their children will be in danger while they're away?

Parents need help balancing those competing priorities. That is why the President announced that he will increase by an unprecedented 400 percent the 21st Century Community Learning Center grants that can be used to start, expand, and improve local after-school care. And I want to formally acknowledge Senator Barbara Boxer, who has worked her way through the media, through the crowd here. (Applause.)

Of course, this whole child care program and the education agenda and after-school care represent just some of the ways that President Clinton is investing in the future of our children and giving parents more of the tools they need to raise strong families. So now I am very pleased to introduce America's true education President and the greatest champion of working parents and working families that the United States of America has ever known -- President Bill Clinton. (Applause.)

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10:37 A.M. EST