U.S. DEPARTMENT OF EDUCATION

PRESIDENT CLINTON'S FY 2001 EDUCATION BUDGET PROPOSAL COMPARED TO SENATE COMMITTEE ALLOWANCES

"During this period of economic prosperity and budget surplus, we should seize the opportunity to improve our nation's schools. Regrettably, misguided priorities and insufficient resources in the bills adopted today have led the Congress in a different direction. Unfortunately, these actions today invest too little in our schools and demand too little from them. The bill does not guarantee funding for critical education priorities such as school renovation and reducing class size. If a bill that fails to address these concerns were to come to me in its current form, I would have to veto it." President Clinton, May 10, 2000

May 10, 2000

(IN THOUSANDS OF DOLLARS)

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	Senate Comm	Difference from the President's Request	Impact Statements
ACCELERATING CHANGE					
21st Century Community Learning Centers. Funds after-school activities with community partners as part of a community school.	$453,377	$1,000,000	$600,000	-$400,000	Would mean that some 900 fewer communities would be able to establish 3,100 centers that would deny as many as 1.6 million children extended learning opportunities in safe, drug-free environments.
Reducing Class Size. Third installment in reducing class sizes in the early grades to a nationwide average of 18 to give children more personal attention and get them on the right track. (Senate instead funds block grant. See page six.)	$1,300,000	$1,750,000	-0-	-$1,750,000	Would repeal the bipartisan agreement to hire 100,000 new teachers, jeopardizing the federal commitment to hire as many as 20,000 new teachers next year and to continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
Comprehensive School Reform Demonstrations: Helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices. (Includes FIE funds.)	$220,000	$240,000	-0-	-$240,000	Would deny new grants to approximately 2,250 schools and cut off continuation grants for 1,025 schools already using funds to carry out research-based school reforms that have demonstrated higher student achievement.
Research, Development and Dissemination. Helps build a knowledge base for improving educational practice.	$168,567	$198,567	$168,567	-$30,000	Would cut support for critical research activities, including interagency initiatives, designed to produce high-quality research-based information to improve student learning in reading, math, and science and to identify critical factors that influence the development of English-language literacy for students whose first language is Spanish.
Small, Safe, and Successful High Schools. Supports the restructuring of high schools to create smaller learning environments.	$45,000	$120,000	-0-	-$120,000	Would deny as many as 700 high schools support to establish or expand smaller learning communities of no more than 600 students. Research has shown that, when students are a part of a smaller, more intimate learning community of no more than 600 students, they are more successful academically and socially.
Charter Schools. Stimulates comprehensive education reform and public school choice by supporting the planning and development, and initial implementation of public charter schools.	$145,000	$175,000	$210,000	+$35,000	Would expand grants to support planning and implementation of as many as 1,700 new charter schools towards the Administration's goal of creating 3,000 charter schools by 2002.
OPTIONS – Opportunities to Improve Our Nation's Schools. Stimulates public school reform and public school choice by supporting the planning, development, and implementation of innovative public school choice programs.	NEW	$20,000	-0-	-$20,000	Would deny grants to 40 SEAs and LEAs to develop, design, and implement high-quality public school choice programs that help promote school reform efforts.

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	Senate Comm	Difference from the President's Request	Impact Statements
Recognition and Reward. Supports grants to States that demonstrate significant statewide achievement gains and narrow the achievement gap between high- and low-performing students.	NEW	$50,000	-0-	-$50,000	Would deny financial rewards to States that make significant statewide achievement gains and narrow the achievement gap between high- and low-performing students in mathematics between 1996 and 2000, as measured by NAEP. The amount requested would support approximately 10 awards.
CLOSING ACHIEVEMENT GAPS					
Title I Accountability Grants: Helps States and districts turn-around low-performing schools.	$134,000	$250,000	-0-	-$250,000	Would dramatically curtail State and local efforts, begun with a $134 million appropriation in FY 2000, to improve the lowest performing schools and ensure that no student is trapped in a failing school. Would deny extra assistance to at least 80 percent of the more than 7,000 schools currently identified for improvement or corrective action under Title I.
Extra Help in the Basics (Title I LEA Grants). Helps disadvantaged students learn the basics and achieve to high standards. (Excludes funds for Title I Accountability Grants. See above).	$7,807,397	$8,107,500	$8,335,800	+$228,300	*Would serve 360,000 more educationally disadvantaged students.*
Reading Excellence Act. Helps children learn to read well and independently by the end of the third grade.	$260,000	$286,000	$286,000	--	Would provide funding for services to help 1.1 million children become successful readers.
Special Education Grants to States. Helps schools & States provide special education services.	$4,989,685	$5,279,685	$6,279,685	+$1,000,000	Would provide about 15 percent of APPE for 6.4 million children with disabilities.
Indian Education. Supplements the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children.	$67,000	$100,500	$100,500	--	Would increase the per-pupil average from $134 to $200 to give local districts increased funds to expand existing programs, initiate new programs, or provide other services to address the needs of their Indian students.
Indian Education – American Indian Teacher Corps. Supports the training of Indian teachers to take positions in schools that serve concentrations of Indian children.	$10,000	$10,000	$10,000	--	Would train 1,000 Indian teachers over a five-year period to take positions in schools in areas that serve high concentrations of Indian children.
Indian Education – American Indian Administrator Corps. Helps train and recruit school principals and administrators for areas with high concentrations of American Indian and Alaska Native students.	NEW	$5,000	$5,000	--	Would recruit and train 200 Indian principals and school administrators to work in Native American communities by funding program costs at tribal colleges and other postsecondary institutions and supporting in-service training for principals and administrators already employed in Indian schools.
Safe and Drug-Free Schools. Helps schools become safe, drug-free learning environments.	$600,000	$650,000	$642,000	-$8,000	Would provide a small increase for State grants, but would fund several fewer new Safe Schools/Healthy Students projects to develop comprehensive, community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development; and would exclude funding for Project SERV to provide emergency assistance to schools affected by serious violence or other traumatic crises.
IMPROVING TEACHER QUALITY					
Bilingual Education. Helps meet the critical shortage of trained bilingual and English as a second language teachers.	$248,000	$296,000	$279,000	-$17,000	Would eliminate 75 grants to institutions of higher education to prepare teachers to teach limited English proficient students.
Teacher Quality Enhancement (HEA Title II). Helps recruit and prepare excellent and diverse teachers for America's	$98,000	$98,000	$98,000	--	Would support 28 grants to help recruit new teachers for high-poverty urban and rural areas, strengthen 30 partnerships between schools and

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	Senate Comm	Difference from the President's Request	Impact Statements
classrooms.					universities to give the teachers the best preparation possible, and help 30 States improve the quality of their teaching force through reform activities such as teacher licensing and certification.
INITIATIVES TO IMPROVE TEACHER QUALITY: $1 BILLION*					
Teaching to High Standards – Helps States and school districts implement the next generation of standards-based reform, including standards-based assessments, curricula, and professional development.	NEW	$690,000	-0-**	-$690,000	Would deny funding for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
Hometown Teachers. Provides funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and their first years in the classroom. Also supports efforts to retain and meet the needs of current teachers.	NEW	$75,000	-0-	-$75,000	Would deny approximately 100 high-poverty school districts support for developing a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.
Higher Standards, Higher Pay for Teachers. Provides funds to high-poverty school districts to establish teacher peer review programs.	NEW	$50,000	-0-	-$50,000	Would deny grants to approximately 10 to 12 high-poverty school districts (with an average of about 800 teachers per school district) to help them attract and retain high-quality teachers and principals through better pay.
Teacher Quality Rewards. Provides reward funds to school districts that have significantly increased the percentage of fully certified and licensed teachers and that have significantly reduced the percentage of secondary teachers teaching out-of-field.	NEW	$50,000	-0-	-$50,000	Would deny approximately 200 high-poverty school districts reward money for demonstrating significant progress in improving teacher quality against two criteria – increasing the percentage of certified teachers and decreasing the percentage of secondary teachers who are teaching out-of-field.
Transition to Teaching. Supports the Troops to Teachers program and additional efforts to recruit, prepare, and support career-changing professionals as teachers.	NEW	$25,000	-0-	-$25,000	Would deny high-poverty school districts the opportunity to hire mid-career professionals who have received support through this program for teaching professions. This program would provide grants to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals who promise to teach in high-poverty school districts.
Early Childhood Educator Professional Development. Provides professional development opportunities for early childhood educators and caregivers who work with young children in high-poverty communities.	NEW	$30,000	-0-	-$30,000	Would deny professional development to help improve children's language and literacy skills for approximately 15,000 early childhood educators and caregivers working in high-poverty communities.
School Leadership Initiative. Helps school districts, particularly high-poverty and low-performing districts, to recruit and train superintendents, principals, and other school administrators.	NEW	$40,000	-0-	-$40,000	Would deny the creation of some 20 State or regional centers, training an estimated 10,000 current or prospective school administrators.
MODERNIZING OUR SCHOOLS					
School Renovation Loan and Grant Program. Leverages support for short-term emergency projects through loans and grants. (Complements tax-credit bond proposal under the	NEW	$1,300,000	-0-	-$1,300,000	Does not include funding for a new program that would provide funds to leverage about $6.7 billion in grants and loans to fund approximately 8,300 renovation projects in 5,000 schools in high-need school districts with little

* The President proposed $1 billion for Teaching to High Standards replaces Goals 2000 ($458,000) and Eisenhower Professional Development State Grants ($335,000)

** The Senate bill only funds $435 million for teacher quality within the Eisenhower Professional Development State Grants compared to the President's $1 billion proposal for teacher quality.

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	Senate Comm	Difference from the President's Request	Impact Statements
Department of Treasury) (Senate instead funds block grant. See page six.)					or no capacity to fund urgent repairs.
Technology Literacy Challenge Fund. Helps provide students and teachers with computers, educational software, telecommunications, and technology training	$425,000	$450,000	$425,000	-$25,000	Would deny an additional 196 high-poverty districts grants to improve the capacity of teachers in low-performing schools to use technology effectively in their classrooms to improve student achievement.
Preparing Tomorrow's Teachers to Use Technology. Helps train new teachers to use technology in the classroom.	$75,000	$150,000	$125,000	-$25,000	Would deny over 45,000 teachers training to become proficient in the use of modern learning technologies.
Community Technology Centers. Funds technology learning centers in low-income communities.	$32,500	$100,000	$65,000	-$35,000	Would deny grants to 343 new centers in 137 communities, denying access to computers and technology, particularly educational technology, for thousands of adults and children residing in economically distressed, high poverty areas.
REACHING AND COMPLETING COLLEGE					
GEAR UP. Gives disadvantaged students and their families pathways to college through partnerships of middle and high schools, colleges and universities and through state-administered programs.	$200,000	$325,000	$225,000	-$100,000	Would deny approximately 407,000 low-income middle and high school students early college preparation and awareness activities including mentoring, tutoring, academic and career counseling, exposure to college campuses, and financial aid information.
TRIO Programs. Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	$645,000	$725,000	$736,500	+$11,500	Would help approximately 12,000 more disadvantaged students prepare for and persist in postsecondary education. It would provide academic and career counseling, admissions and financial aid information, and tutoring services to middle and high school students; provide support services for and encourage postsecondary students to complete college and pursue graduate studies; and encourage adults to go back to school and pursue postsecondary education.
College Completion Challenge Grants. Funds scholarships and intensive summer programs for college students in their first and second years.	NEW	($35,000) NON-ADD	-0-	(-$35,000) NON-ADD	Would deny help to postsecondary institutions to increase the persistence rate of an additional 17,500 disadvantaged students who are at-risk of dropping out by augmenting student aid awards, financing intensive summer programs, and strengthening student support services.
Dual Degree Programs for Minority-Serving Institutions. Helps students at minority-serving institutions earn dual degrees in five years. Typically, participants would spend 3 years as undergraduates at the minority-serving institution(s) and 2 years at a partner institution, such as a major research university.	NEW	$40,000	-0-	-$40,000	Would deny funding for a new program that would serve over 3,000 students. Funds would have helped participating institutions develop dual degree programs and provided scholarships to students when they attend the partner institution.
Advanced Placement Incentives: Provides grants to States to enable them to expand the pool of students to enroll in advanced placement (AP) courses, to cover part or all of the AP test fees of low-income students, and to prepare teachers to teach AP to interested students in the 9th and 10th grades.	$15,000	$20,000	$20,000	--	Would fund an estimated 13 additional discretionary grants to States to support activities designed to increase the availability of advanced placement classes in high-poverty schools.
Vocational Education State Grants. Provides formula grants that States, local education agencies, and postsecondary institutions can use to improve vocational education programs and to ensure that individuals with special needs have full access to those programs.	$1,055,650	$855,650	$1,071,000	+$215,350	Would increase formula grants to States, local school systems, and postsecondary institutions to help redesign vocational education to develop students' academic and vocational skills, but denies funds for the administration's proposed increase for Tech-Prep.

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	Senate Comm	Difference from the President's Request	Impact Statements
Tech Prep Education. Provides grants to States, which provide subgrants to consortia of local educational agencies and postsecondary institutions, to develop links between secondary and postsecondary institutions, integrate academic and vocational education, and better prepare students to make the transition from high school to college and from college to careers.	$106,000	$306,000	$106,000	-$200,000	Would deny States additional funds to expand the number of Tech-Prep consortia to improve connections to 4-year postsecondary institutions and courses of study, make effective use of educational technology and distance learning, and integrate work-based learning opportunities into local Tech-Prep programs.
Strengthening Tribally Controlled Institutions (HEA Title III). Supports higher education institutions that serve Native Americans.	$6,000	$9,000	$10,000	+$1,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by providing funds for strengthening three more Tribally Controlled Institutions through academic program development and improved administrative management.
Strengthening Historically Black Colleges and Universities (HBCUs) and Graduate Institutions (HBGIs) (HEA Title III) Helps provide equal opportunity and strong academic programs.	$179,750	$209,000	$209,000	--	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by increasing funds to each eligible HBCU and HBGIs for strengthening academic program development and improved administrative management.
Developing Hispanic-Serving Institutions. Helps strengthen colleges with large Hispanic populations.	$42,250	$62,500	$62,500	--	Would support the Administration's strong commitment to improving postsecondary opportunities for Hispanic students by helping expand and enhance the academic offerings, program development, and institutional stability of institutions that award a large percentage of undergraduate degrees to Hispanics.
Learning Anytime Anywhere Partnerships. Supports access to quality postsecondary education for underserved populations through the use of technology.	$23,269	$30,000	$30,000	--	Would provide funding for 86 partnership awards, including 45 new partnership awards that improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.

MAKING COLLEGE MORE AFFORDABLE

Pell Grants. Provides grant assistance to low-income undergraduate students.	$7,639,717 Max Grant $3,300	$8,356,000 Max Grant $3,500	$8,692,000 Max Grant $3,650	+$336,000 Max Grant +$150	Would help over 3.9 million financially needy students attend college and increase the maximum grant award by $350 from $3,300 to $3,650 as compared to FY2000. The Senate Committee assumes the use of an additional $130 million in surplus above the Department's current estimate; this would result in a funding shortfall.
Supplemental Educational Opportunity Grants (SEOGs). Provides grant assistance to low-income undergraduate students.	$631,000[1]	$691,000	$691,000	--	Would provide need-based grant aid to an estimated 1.2 million undergraduate students, especially enabling low-income undergraduates to pursue a baccalaureate degree.
Work-Study. Helps undergraduate and graduate students pay for college through part-time work assistance.	$934,000	$1,011,000	$1,011,000	--	Would provide over $1.2 billion in aid available, an increase of $93 million over FY2000, to maintain the opportunity for a total of 1 million students to work their way through college.
Leveraging Educational Assistance Partnership (LEAP). Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	$40,000	$40,000	$70,000	+$30,000	Would provide approximately $180 million in available grant and work-study assistance to an estimated 240,000 needy postsecondary students.

1 Includes $10 million for victims of Hurricane Floyd.

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Javits Fellowships. Provides merit-based fellowships to doctoral students in the arts, humanities, and social sciences.	$20,000	$10,000	$11,000	+$1,000	Would provide funding for 420 fellows for the 2002-2003 academic year, including 133 new fellows. The FY2000 appropriation provided $10 million for Javits Fellowships for academic year 2000-2001 and $10 million for academic year 2001-2002.
Perkins Loan Cancellations. Provides Federal funds to reimburse institutions for loan cancellations granted to borrowers in exchange for certain public services activities.	$30,000	$60,000	$60,000	--	Would support the Administration's efforts to keep pace with institutional reimbursement obligations for loan cancellations granted to eligible borrowers.
Graduate Assistance in Areas of National Need. Provides merit-based fellowships to financially needy graduate students studying in areas of national need.	$31,000	$31,000	$33,000	+$2,000	Would support 642 new fellows for a total of 1,278 fellows.
Adult Education and Literacy State Grants. Provides adult and family literacy, English as a second language, and other educational programs.	$450,000	$460,000	$470,000	+$10,000	Would help an additional 708,000 adults become literate, strengthen their basic skills, and obtain good jobs.
SENATE BLOCK GRANT					
Innovative Education Program Strategies State Grant (Title VI)	$365,750	-0-	$3,100,000	+$3,100,000	Creates a block grant under Title VI by taking proposed class size reduction monies and proposed school construction monies and adding them to the existing Title VI program. Up to $2.7 billion may be used for class size reduction and school construction activities, however, they are not guaranteed funding. The Senate's proposed block grant would be $316 million less than the amount required to fully fund the President's requests for class size reduction ($1.750 billion) and school construction ($1.3 billion), and to maintain Title VI at its FY 2000 level.

The Senate and the House Have Not Adopted the President's Major Tax Cut Proposals

Major Education Tax Proposals	FY2001 Request	House and Senate	
School Modernization Bonds. Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding.	$2.4 billion over five years	--	Would deny nearly $25 billion in additional subsidized bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
College Opportunity Tax Cut. Would cover up to $5,000 of education expenses in 2001 and 2002 and up to $10,000 in 2003 and beyond to help make college more affordable for millions of American families.	$30 billion over ten years	--	Would deny funding for this credit which would augment the existing Lifetime Learning Tax Credit, extending the credit percentage from 20 percent to 28 percent, giving families the choice of taking a credit or a deduction, and increasing the income phase-out ranges to make the benefit available to a wider range of families. The tax cut would phase out at incomes between $50,000 and $60,000 for individuals and between $100,000 and $120,000 for joint filers.

These proposals are under the jurisdiction of the Finance Committee.

U.S. DEPARTMENT OF EDUCATION

HOUSE APPROPRIATION FALLS $2.9 BILLION BELOW PRESIDENT'S REQUEST FOR EDUCATION
PRESIDENT CLINTON'S FY 2001 EDUCATION BUDGET PROPOSAL COMPARED TO HOUSE ALLOWANCES

"During this period of economic prosperity and budget surplus, we should seize the opportunity to improve our nation's schools. Regrettably, misguided priorities and insufficient resources in the bills adopted today have led the Congress in a different direction. Unfortunately, these actions today invest too little in our schools and demand too little from them. The House bill shortchanges essential initiatives and fails to support our nation's children and schools. It fails to provide sufficient funding to strengthen accountability and help turn around low performing schools, reduce class size, increase after school opportunities, renovate aging and neglected schools, close the digital divide, improve teacher quality, and provide mentoring to help children go to and succeed in college. If a bill that fails to address these concerns were to come to me in its current form, I would have to veto it." President Clinton, May 10, 2000

June 15, 2000
(IN THOUSANDS OF DOLLARS)

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	House Allowance	Difference from the President's Request	Impact Statements
ACCELERATING CHANGE					
21st Century Community Learning Centers. Funds after-school activities with community partners as part of a community school.	$453,377	$1,000,000	$600,000	-$400,000	Would mean that some 900 fewer communities would be able to establish 3,100 centers and would deny as many as 1.6 million children extended learning opportunities in safe, drug-free environments.
Reducing Class Size. Third installment in reducing class sizes in the early grades to a nationwide average of 18 to give children more personal attention and get them on the right track. (House instead funds block grant. See page 2)	$1,300,000	$1,750,000	-0-	-$1,750,000	Would repeal the bipartisan agreement to hire 100,000 new teachers, jeopardizing the federal commitment to hire as many as 20,000 new teachers next year and to continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
Small, Safe, and Successful High Schools. Supports the restructuring of high schools to create smaller learning environments.	$45,000	$120,000	$45,000	-$75,000	Would deny as many as 400 high schools support to establish smaller learning communities of no more than 600 students. Research has shown that, when students are a part of a smaller, more intimate learning community of no more than 600 students, they are more successful academically and socially.
IMPROVING TEACHER QUALITY					
INITIATIVES TO IMPROVE TEACHER QUALITY: $1 BILLION					
Teaching to High Standards – Helps States and school districts implement the next generation of standards-based reform, including standards-based assessments, curricula, and professional development.	NEW	$690,000	-0-**	-$690,000	Would deny funding for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
Hometown Teachers. Provides funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and their first years in the classroom. Also supports efforts to retain and meet the needs of current teachers.	NEW	$75,000	-0-	-$75,000	Would deny approximately 100 high-poverty school districts support for developing a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.
Higher Standards, Higher Pay for Teachers. Provides funds to high-poverty school districts to establish teacher peer review programs.	NEW	$50,000	-0-	-$50,000	Would deny grants to approximately 10 to 12 high-poverty school districts (with an average of about 800 teachers per school district) to help them attract and retain high-quality teachers and principals through better pay.
Teacher Quality Rewards. Provides reward funds to school districts that have significantly increased the percentage of fully certified and licensed teachers and that have significantly	NEW	$50,000	-0-	-$50,000	Would deny approximately 200 high-poverty school districts reward money for demonstrating significant progress in improving teacher quality against two criteria – increasing the percentage of certified

Selected Discretionary Education Programs	FY 2000 Appropriation	FY2001 Request	House Allowance	Difference from the President's Request	Impact Statements
reduced the percentage of secondary teachers teaching out-of-field.					teachers and decreasing the percentage of secondary teachers who are *teaching out-of-field.*
Transition to Teaching. Supports the Troops to Teachers program and additional efforts to recruit, prepare, and support career-changing professionals as teachers.	NEW	$25,000	-0-	-$25,000	Would deny high-poverty school districts the opportunity to hire mid-career professionals who have received support through this program for teaching professions. This program would provide grants to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals who promise to teach in high-poverty school districts.
Early Childhood Educator Professional Development. Provides professional development opportunities for early childhood educators and caregivers who work with young children in high-poverty communities.	NEW	$30,000	-0-	-$30,000	Would deny professional development to help improve children's language and literacy skills for approximately 15,000 early childhood educators and caregivers working in high-poverty communities. .
School Leadership Initiative. Helps school districts, particularly high-poverty and low-performing districts, to recruit and train superintendents, principals, and other school administrators.	NEW	$40,000	-0-	-$40,000	Would deny the creation of some 20 State or regional centers, training an estimated 10,000 current or prospective school administrators.
MODERNIZING OUR SCHOOLS					
School Renovation Loan and Grant Program. Leverages support for short-term emergency projects through loans and grants. *(Complements tax-credit bond proposal under the* Department of Treasury)	NEW	$1,300,000	-0-	-$1,300,000	Would deny funding for a new program that would provide funds to leverage about $6.7 billion in grants and loans to fund approximately 8,300 *renovation projects in 5,000 schools in high-need school districts* with little or no capacity to fund urgent repairs.
REACHING AND COMPLETING COLLEGE					
GEAR UP. Gives disadvantaged students and their families pathways to college through partnerships of middle and high schools with colleges and universities and through state-administered programs.	$200,000	$325,000	$200,000	-$125,000	Would deny more than 644,000 low-income middle and high school students early college preparation and awareness activities including mentoring, tutoring, academic and career counseling, exposure to college campuses, and financial aid information.
HOUSE BLOCK GRANT					
Teacher Empowerment Act. (contingent appropriation subject to authorization)	NEW	-0-	$1,750,000	+$1,750,000	Would combine teacher quality and class size into a block grant effectively cutting the President's proposal by $1 billion for these two programs.

The Senate and the House Have Not Adopted the President's Major Tax Cut Proposals

Major Education Tax Proposals	FY2001 Request	House and Senate	
School Modernization Bonds. Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding.	$2.4 billion over five years	--	Would deny nearly $25 billion in additional subsidized bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
College Opportunity Tax Cut. Would cover up to $5,000 of education expenses in 2001 and 2002 and up to $10,000 in 2003 and beyond to help make college more affordable for millions of American families.	$30 billion over ten years	--	Would deny funding for this credit which would augment the existing Lifetime Learning Tax Credit, extending the credit percentage from 20 percent to 28 percent, giving families the choice of taking a credit or a deduction, and increasing the income phase-out ranges to make the benefit available to a wider range of families. The tax cut would phase out at incomes between $50,000 and $60,000 for individuals and between $100,000 and $120,000 for joint filers.

These proposals are under the jurisdiction of the Ways and Means Committee.

Provided further, That not withstanding any other provision of law, the Secretary shall first reserve not more than 5 percent of the amount available for part I of Title X of that Act for technical assistance, evaluation, dissemination of information, and other national activities to support the operations of programs under that part, and shall reserve an amount necessary to make continuation grants to existing grantees under that part; *Provided further,* That the Secretary shall award the remaining funds under that part to States applying for them by formula in proportion to the amount each State received under part A of Title I of that Act for the previous fiscal year; *Provided further,* That States shall award such funds competitively to local educational agencies on behalf of schools in communities that lack resources to establish or expand after-school centers that provide extended learning opportunities; *Provided further,* That in making such awards, States shall give priority to applicants that intend to serve schools identified for corrective action under section 1116(c)(5) of such Act and to applicants that intend to serve schools identified as in need of improvement under section 1116(c)(1) of such act; *Provided further,* That applications on behalf of schools that are eligible to receive a priority shall have plans for their extended learning programs that include the operation of those programs by entities with expertise in providing extended learning opportunities; *Provided further,* That each State may use up to 10 percent of its allocation for subgrants to community-based organizations that provide evidence that the affected local educational agencies concur with the project, to carry out projects consistent with this part; *Provided further,* That all programs under this part shall be conducted primarily in a public elementary or secondary education building.

Cost to Set-out.

planned # Cntrs?

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Mary I. Cassell 01/18/2000 01:25:42 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Draft appropriations language on 21st Century Schools

Below is ED's draft language that reflects the decisions made today on after-school programs for your review. As you know, we need to finalize appropriations language today (including clearing it through OMB attorneys). Specifically, it includes:

1) *an equal priority on schools in corrective action and in school improvement* (as opposed to a stronger priority for corrective action schools and a weaker priority for school improvement schools); and

2) a formula grant to States for all the money not needed for continuations and national activities

A couple of comments:

1) I think the national activities money is too high -- it's at 5% in the proposed language, which equals $50 million. Considering that over $400 million of the funds are for continuation awards, and therefore shouldn't need a great deal of technical assistance, something like 2.5% should be sufficient. Also, in the first proviso, the lead should be the continuation awards, followed by language on national activities.
[illegible]

2) there isn't a limitation on how much money can be kept at the state level and I believe there should be.
[illegible]

3) the fourth proviso gives priority to "applicants that intend to serve schools" in either corrective action or school improvement. Should this say "serve **students in** schools..."?
[illegible]

4) the fifth proviso requires that applicants in corrective action or school improvement show that their after-school or summer school programs are operated by "entities with expertise in providing extended learning opportunities" which does not include the schools themselves. The idea is that since those school are failing, they will need to find someone else to provide the extended learning time services. This seems like a good idea, but we've never discussed it. What do you think? Should leave it open

--------------------- Forwarded by Mary I. Cassell/OMB/EOP on 01/18/2000 12:54 PM ---------------------------

"Butler, James" <James_Butler@ed.gov>
01/18/2000 12:06:08 PM

Record Type: Record

To: Mary I. Cassell/OMB/EOP

cc:

Subject: Provided further, That not withstanding any other provision of la w, any funds available to carry out part I of title X of the ESEA in exce ss of the amount necessary to make continuation grants to existing grante es under part I shall be awarded to States

- 21st language 1 stage.doc

Message Sent To:

Ann O'Leary/OPD/EOP@EOP
John B. Buxton/OPD/EOP@EOP
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6-2538

TO: Barbara Chow, Bruce Reed, Frank Holleman, and Mike Cohen

FROM: OMB, DPC, and Education Staff

SUBJECT: Decisions on selected Department of Education programs and initiatives

DATE: January 18, 2000

This memo outlines decisions that need to be made on selected Department of Education programs before policy documents related to the FY 2001 Budget can be completed. In addition, it includes the status of the development of other programs for which decisions are not as crucial over the next few days, but which may require additional discussions over the coming two weeks.

We provide a brief description of the programs for which there are outstanding issues, followed by the issues and options for resolving them. Where possible, we indicate in parentheses who supports which options, although some of these are only marginal preferences. Behind the cover memo is a set of background papers on the programs addressed in this memo.

21st Century Community Learning Centers

Description: The President's FY 2001 Budget will include an initiative to provide high quality, universal after- or summer-school programs for every student in a failing school. The initiative will expand the existing 21st Century Community Learning Centers program to $1 billion, more than doubling the $453 million in the program this year. The requested level is sufficient to provide either after-school or summer-schools programs for 80% (the assumed participation rate) of the students in the 8,000 schools currently identified under Title I as being in need of improvement, and provide continuation awards to current grantees. As in our ESEA proposal, there is a 50% matching requirement on the new funds.

Outstanding Issues:

- **Which schools should be prioritized to receive grants?** Do we consider failing schools to be those in corrective action (the worst schools) or all those in school improvement? The ED and WH positions have come much closer together over the last few days. Both options below provide a competitive priority for targeted schools, meaning eligible schools get extra points in the competition, as opposed to an absolute priority, which requires certain conditions **must** be met to receive funds. This means that failing schools will have a leg up in the competition for funds, but will not be guaranteed money for an after-school program unless they submit a high quality application. This however, can be a strength as some funds will then be available for non-failing schools – which will help preserve the broad support for the program.

Option 1: Provide a strong competitive priority on the new money ($547 million) for any school in school improvement. (DPC, OMB)

Option 2: Provide a strong competitive priority on the new money ($547 million) for any corrective action schools, and a less strong competitive priority for the other schools in school improvement (ED)

- **Should the funds be administered competitively or on a formula basis from the Federal level?** If competitive from the Federal level, ED retains more control over the quality of the awards and we sidestep the issue that some States have only a few schools identified for improvement. Also, moving to a formula is something that could easily be negotiated with Congress and therefore may not be necessary to do now. However, ED has never administered a $1 billion competitive grant program. And, if Congress will likely adopt a formula model at this high of an appropriation, then the Budget proposal should provide the Administration's view of how such a formula should look. If changed to a formula grant, we would need to include appropriations language in the Budget.

Option 1: Retain the program as a competitive grant from the Federal level. (DPC, OMB marginal preference)

Option 2: Any funds not needed for continuation awards or national activities would be allocated to the States by formula. Each State would receive funds based on their share of Title I Grants to LEAs funds. States would structure their competitions to reflect priorities as decided in the question above. (ED)

Title I Accountability

Description: In the FY 2001 Budget, the Administration will pursue an appropriations language strategy, similar to last year's strategy, to ensure there is authorizing language for the Accountability Fund if the ESEA reauthorization does not pass, and to make modifications in the Fund's provisions. There is agreement that in FY 2001 the Fund should equal $250 million, that most of the money should be used to turn around failing schools, and that the language should include the strongest choice provision possible.

Outstanding Issues

- **Should the language include an earmark for "$250 million", or for "$250 million or 3%, whichever is greater"?** The argument for $250 million is that is the exact amount agreed to. The $250 million or 3% approach allows us to retain the idea of our reauthorization proposal.

Option 1: earmark $250 million (OMB)

Option 2: earmark $250 million, or 3%, whichever is greater (ED)

- **What percentage of funds should go to LEAs?** The ESEA reauthorization proposal allows States to keep up to 30% of the funds to implement accountability systems and to provide technical assistance and requires that at least 70% go to school districts with low-perfomring schools. At $250 million, at least $175 million would go directly to LEAs, $41 million more than last year). The FY 2000 appropriations bill requires all 100% to go to LEAs.

  Option 1: retain 30%/70% split between States and LEAs. (OMB, ED)

  Option 2: require that 100% of funds go directly to LEAs

- **Which schools should be required to implement a choice option?** The ESEA proposal allows LEAs to use a choice option for schools in corrective action, in conjunction with other corrective action activities. Option 1 strengthens that approach by requiring choice for all corrective action schools, the worst of the failing schools, but a small enough number of schools so that the requirement should not create a capacity problem. The Republican proposal requires all schools in school improvement to offer choice to all of their students, to be implemented within18 months of being placed in school improvement. The 2000 appropriations language requires all schools in school improvement to offer a choice option, unless the district shows the State that it does not have the capacity to do so, then choice must be offered on an equitable basis. In all cases, the choice requirement would apply only those schools that receive resources from the Accountability Fund.

  Option 1: all schools in corrective action (ED; OMB unless the number of schools in corrective action is very small)

  Option 2: all schools in school improvement

  Option 3: all schools in school improvement unless the LEA shows that it does not have the capacity to carry out that policy

- **Should transportation costs be limited to 10% of the Accountability Fund?** A concern with last year's choice provision was the lack of limit on transportation costs, which would possibly draw funds away from school improvement activities. However, a specified limit may have the unintended effect of raising the amount spent on transportation by giving a green light to spend on an activity that ED has tried to discourage.

  Option 1: yes (ED; OMB: include the 10% limitation on transportation if the choice provisions is expanded beyond corrective action schools)

  Option 2: no

- **Which schools should be prioritized for services?** The ESEA proposal places a first priority on schools in corrective action, and a second priority on other schools in school improvement. However, some States have identified few schools for school improvement and even fewer for corrective action. In that case it may make sense to allow funds to be used on other low-performing schools

Option 1: first priority on corrective action schools, second priority on school improvement schools, unless the State has identified very few, then the lowest-performing schools (should we define these?).

Option 2: all school improvement schools on an equal basis, unless the State has identified very few, then the lowest-performing schools (should we define these?).

Recognition and Rewards

Description: This initiative creates a $50 million rewards fund for states that make exemplary progress in student performance and close the achievement gap on the National Assessment of Educational Progress exams in 4th and 8th grade reading and mathematics. In FY2001, rewards would be given to states based on achievement gains on the 4th and 8th grade math exams between the 1996 and 2000 administrations. Fifteen states would not be eligible for rewards based on non-participation in either 1996 or 2000; the number is much smaller if earlier NAEP scores are allowed as the baseline. Based on state eligibility of 7-15 states for rewards, awards could range from $3.5 - $7 million. Currently NAEP subjects like math and reading are administered only every four years. Each administration of NAEP for math or reading in two grades costs $12 million. We may want to consider administer math and reading biennially, on alternating years.

- **Should NAEP scores be the only allowable basis for rewards, given that not all States participate in NAEP?** If any NAEP scores from 1994 on are allowed as the baseline, then six States would not be eligible for reading awards for at least four years, assuming additional administrations of NAEP (AK, ID, NV, OH, SD, VT), and two States would not be eligible for math awards for at least five years (PA, SD). However, NAEP tests are widely believed to be the most rigorous measure available of student achievement and the vast majority of States participate in it.

  Option 1: use NAEP only as the basis for the rewards, administer math and reading NAEP biennially, and encourage all States to participate.

  Option 2: use NAEP as the basis for the rewards, administer math and reading NAEP biennially, and in the first few years of the program, allow non-NAEP States to provide an independent assessment of the quality of their standards and assessments, and if they are determined to be rigorous, allow those States to use state assessments as the basis for the rewards. By 2004, NAEP would be the only basis for the rewards. States that have not participated in NAEP would provide an independent assessment of their standards and assessments that attests to their rigor, and then could qualify for an award if they show substantial improvements in achievement and closing the learning gap as measured by their State assessments

- **Should having a high school exit exam be a requirement for receiving a reward?** Given that the rewards are based on 4th and 8th grade performance, this would include an accountability mechanism at the graduation level. It would place an incentive on having an accountability system in place that includes graduation. However, it is a departure for the "reward for performance" construct and it would reward states for having exams in place for graduation that include 8th grade standards. At present, there are reported to be only 8 states that have graduation exams that use a 10th grade standard. The emphasis would be on inputs rather than outcomes, which would be contradictory to the rewards message and incentives.

  Option 1: States must have a high school exit exam with at least 10th grade standards in order to receive a reward, even if they show the required gains in student achievement. (DPC)

  Option 2: Do not require a high school exit exam as a condition for receiving an award.

- **How much does a State need to improve in order to get a reward?** These issues may not need to be decided now in great detail right now. The current proposal suggests that a State that increases its mean by 3 points on NAEP and decreases the learning gap by 3 points, without a drop in scores for higher performing students would receive a reward. (Ten points is approximately equal to a grade level). Is this a sufficient increase? Also, should the rewards system be designed to reward improvements or high scores, or both?

(Do we need to spell out options for this, or just assume that we will need to discuss it further?)

School Renovation Program

Description: The Administration has proposed a $1.3 billion school repair grant and loan program. This program will support small (under $1 million) urgent need repairs for school districts with little or no capacity to fund renovation.

Outstanding issues:

- **Should our appropriations language amend the existing Title XII, or should it be freestanding?** Amending the existing Title XII of ESEA would be more attractive to some members of Congress, however, Title XII would need to be changed considerably in order to allow for loans and to change the allocation of funds based on school districts. Using appropriations language that does not tie to any existing authorization may allow for more flexibility in creating the program.

Option 1: Use existing Title XII authorization.

Option 2: Do <u>not use</u> existing Title XII authorization, and instead include a freestanding provision in the Budget.

Status of Other Programs with Outstanding Issues

The following programs have either been developed to the point that there are no outstanding controversies, or need further development, but not immediately. Background papers on all of these are attached.

Hometown Teachers: In general, there is policy agreement on this issue. OMB, DPC and ED are still addressing a few details of the program including a possible name change. (see page... in attachment)

Teacher Quality Incentive Award: In general, OMB, DPC and ED have reached consensus on policy issues. Details of this program, including the exact targets a district must reach to receive an award and the measuring tools to be used, still must be determined. (see page... in attachment)

Higher Standards, Higher Pay: Significant policy work remains to be done on this program. ED and OMB have expressed many concerns regarding the most recent proposal. Among these concerns are (1) Under the current proposal, all teachers will receive a $5,000 salary increase, regardless of quality, until a peer review is in place (2) Under the current proposal, the federal government would pay for teachers' salary increases indefinitely, and (3) The current proposal does not necessarily insure that districts will use rigorous peer reviews -- a district could provide all teachers an additional $5,000 (above the first $5,000). Additional concerns are listed in the attached document. (see page... in attachment)

After School Part I: Making After-School Universal for Students in Failing Schools

Summary

This proposal calls for the President to pledge that all children in failing school will have access to after-school and summer school. This can be accomplished by targeting the 21st Century Community Learning Centers grants to all Title I schools that have been identified as "in need of improvement." This recognizes the critical need of failing schools to provide children with more time to reach challenging academic standards and to do so through innovative and extended curricular activities. This initiative would be part of our Turning Around Failing Schools package and would undermine criticism that we aren't doing enough for students in these schools. While Republicans will likely criticize it as a "Washington knows best" initiative, it fits well in our education budget themes of "accountability and investment" and "strategic investments." Together with current commitments to the 21st century grantees, the estimate for the cost of such a pledge in FY2001 is $1.27 billion ($913 million for only after-school).

Background

At present, 7,000 Title I schools have been identified for "school improvement." These schools and their students need support to reach high academic standards and performance goals. Research shows that over the summer disadvantaged students often lose the gains they have made during the school year in academic skills and knowledge. In addition, numerous studies have found that after-school programs help increase achievement in areas such as math and reading.

The 21st Century Community Learning Centers grant program provides grants to public schools for after school, summer school and other extended learning programs. In FY2001, the program will provide $453 million in grants. Under the ESEA reauthorization proposal, the program intends to provide a competitive priority in the 2000-01 grant cycle for Title I schools identified as in need of corrective action.

DPC Proposal and Cost Estimates

The redesigned 21st Century Community Learning Centers grant program would provide grants to all Title I schools identified as in need of improvement for both after-school and summer school programs. It would also continue to fund its current commitments to after school and other extended learning programs at other schools.

At present, about 7% of all Title I students are served by after-school programs. If we assume those numbers apply to Title I schools in need of improvement, then roughly 1.6 million kids are not served by after-school programs. Assuming that, at most, 80% of those students will participate and that programs receive $700 per student, the additional outlay in FY2001 to cover students in failing schools is $460 million (with a 50% match). Together with current commitments of $453 million, the total outlay for universal after-school in FY2001 would be $913 million.

To extend the investment to "universal summer school" would increase the cost per student by $350 - $700, according to the Department of Education. Assuming that 80% of kids in high-poverty schools participate in summer school at an additional cost to the government (given a 50% match) of $250 per student, the additional outlay for summer school is $352 million.

Together with current commitments ($453) and after-school ($460), the total package would run $1.27 billion dollars.

mobile - NJ?

Wayne/Peter

Home Grown Teachers Proposal

100 m

This program would provide competitive grants to high-poverty school districts to develop programs to "grow their own" teachers as a means of addressing their shortage of qualified teachers. Programs supported by this grant would begin to cultivate and recruit students as early as middle school and would intensify the recruitment and cultivation efforts as participants move through high school. Upon high school graduation, participants would attend universities to gain expertise and teacher certification in a high-need field. After college, the students would return to high-poverty districts to guaranteed teaching positions. Throughout the program, students would receive exposure and training experiences at summer camps and as teaching assistants. " Home grown" teachers would also receive salaries for work during high school and college, scholarships for tuition, recruitment signing bonuses, and high quality professional development. Finally, even before the first cohort of "home grown" teachers enters the classroom, a program will have been established that helps high-poverty school districts address general community needs, offer summer activities for students, and helps steer students from high-poverty districts toward college and a career.

Program Structure: Competitive grants for the "home grown" teacher program would be made to high-poverty school districts with shortages of qualified teachers. During the first year of the program, $100 million would fund summer training camps, community service activities, and participant salaries for prospective teachers in 100 school districts. When the first cohort of teachers reaches college, in year three, $200 million of federal funding plus a 25% local match will fund college scholarships for a select group of 100 participants per school district, and summer salaries, at the entry level, for 500 participants per school district. When the first cohort graduates from college, six years after the start of the program, $400 million of federal money along with a 25% local match will fund signing bonuses and national certification for an average of 250 new teachers per school district.

The program would have four stages.

Middle School: This stage entails exposing middle school students to the teaching profession. In middle school, "home grown" teachers would serve as teachers' aides or help tutor elementary school students. Middle school students might also participate in activities such as a special student advisory board to the principal, or a school improvement committee. Participants would be offered special opportunities such as field trips to elementary schools to offer them more opportunities to learn the skills needed for teaching.

In order to retain student's interest over the summer and build students' connection to their community, districts would sponsor summer camps during which middle school students, under the guidance of older students and teachers, could participate in activities that identify and solve a particular challenge to their community. These camps would not only help build skills needed to be a successful teacher, such as teamwork and problem solving, they would also help to build a bond between the "home grown" teachers and their community.

Throughout this phase, districts would be responsible for creating programs that help them identify promising "home grown" teachers through activities that also serve the current needs of the district. Students would be held accountable for their performance in these activities, with the most promising students progressively receiving additional responsibilities.

High School: As students progress to high school, the program will provide increased incentives and opportunities as well as an intensification of the cultivation and selection process of "home grown" teachers. High school students would compete for positions as teacher assistants and as tutors, earning them course credit and pay. Students would also be offered summer employment to work at the same summer camps that they attended as middle school students.

While students continue to gain experience as teachers, school districts would help them select an appropriate college and study emphasis. This would allow schools to guide students toward high-need subject areas and provide students guidance in selecting a college. At the end of high school, the most promising students would receive college scholarships. At this point, districts will also make arrangements with students to offer summer employment while the student is in college and to offer a position on the faculty once the student completes college.

College: During this stage, "home grown" teachers would be accountable for majoring in a specified subject area, maintaining a minimum grade point average, and earning a teaching certificate. Districts would offer participants guaranteed summer employment, and if possible, part-time jobs in after school programs during the school year. During the summers students would earn entry level salaries as teaching assistants to summer school teachers or as counselors for the district's summer camps. During the summer before graduation participants would work as summer school teachers.

Post-College: After participants successfully complete college they would be guaranteed a job in their own or another high-poverty school district. Districts would be required to develop employment packages that would be used to encourage the "home grown" teachers to accept teaching positions. These packages would include signing bonuses in exchange for a service commitment , pay-for-performance, and increased salaries for increased responsibilities. These increased responsibilities might include gaining national certification or serving as the school's professional development coordinator or lead teacher.

In addition, "home grown" teachers would serve as role models for their students in high-poverty districts. They would coordinate activities such as the summer camp for the next generation of " home grown" teachers.

PREPARER/EXT: Pete Weber/5-4687.

[illegible] → the 500-700 [illegible] 7 phase possible criteria
[illegible] - can get to

Dual
Any, [illegible]
[illegible]

[illegible]
[illegible]

Universal Access to 21st Century After-School Programs

Option A: Provide universal access to after-school *[AND/OR?]* summer school for any student that attends a low-performing school.

Background:

Failing schools: Under Title I, approximately 7,000 schools have been identified for "school improvement." (Note: There are approximately 45,000 Title I schools overall, 16% have been identified under the Title I accountability system.) Of these 7,000 schools, 900 schools have been in school improvement for more than two years and 560 for more than three years for a total of 1,460 schools that the new Option for "comprehensive"

While we do not have an exact number of schools that have been identified under other accountability systems (state or local), we do know that most schools being identified are Title I schools and that States widely vary in how they identify schools in need of improvement. In Texas, for example, less than 1% of their schools have been identified as "low-performing" or "in need of improvement" while in both New Mexico and Washington, DC more than 80% of their schools have been identified as "low performing."

Of these schools, we know that based on a sample of schools that in school improvement, approximately 80% already run some type of extended learning program (before, after, or summer school). And, for schools that have been in school improvement for more than 2 years, 62% reported having some type of extended learning program. We do not have information on the quality of these programs, however.

21st C grantees: Of the current 21st Century grantees, we know that 75% of the grantees are in schools with 50% or more students in poverty. We do not, however, have an indication of the number of these grantees that have been identified under Title I as "in need of improvement."

→ summer school study

Assumptions and Cost Estimates:

Scenario 1: Target 21st C to all schools in Title I School improvement that do not currently have an after-school program

Assumptions:

Targeting those schools identified under Title I as "school improvement" schools: 7,000 schools.

law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under this part. Such requirements shall include:

(1) The prevention and control of infectious diseases (including immunizations). With respect to immunizations, the following provisions apply:

(i) As part of their health and safety provisions in this area, States and Territories shall assure that children receiving services under the CCDF are age-appropriately immunized. Those health and safety provisions shall incorporate (by reference or otherwise) the latest recommendation for

[[Page 39988]]

childhood immunizations of the respective State or territorial public health agency.

(ii) Notwithstanding paragraph (a)(1)(i) of this section, Lead Agencies may exempt:

(A) Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts, and uncles);

(B) Children who receive care in their own homes;

(C) Children whose parents object to immunization on religious grounds; and

(D) Children whose medical condition contraindicates immunization;

(iii) Lead Agencies shall establish a grace period in which children can receive services while families are taking the necessary actions to comply with the immunization requirements;

(2) Building and physical premises safety; and

(3) Minimum health and safety training appropriate to the provider setting.

(b) Lead Agencies may not set health and safety standards and requirements under paragraph (a) of this section that are inconsistent

60% already have extended learning programs, 40% in need of quality extended learning program: 2800 schools.

Program will serve between 150-500 students per year and will cost $700/student making the range between $105,000 and $350,000 per grant.

Total Cost/year: $294 - 980 million per year

Assume 50% match by local

Cost with Match: $147-490 million

FY 01 budget request: $453 million for continuation grants, $490 million for "universal access" to students in low performing schools = $943 million

Scenario 2: Provide 21st C. grants to all schools in corrective action

Assumptions:

Targeting those schools identified under Title I as "school improvement" schools: 7,000 schools.

80% already have extended learning programs, 20% in need of quality extended learning program: 1400 schools.

Program will serve between 150-500 students per year and will cost $700/student making the range between $105,000 and $350,000 per grant.

Total Cost/year: $147-490 million per year

Assume 50% match by local

Cost with Match: $74-245 million

FY 01 budget request: $453 million for continuation grants, $245 million for "universal access" to students in low performing schools = $698 million

Scenario 3: Provide 21st grants to any school [illegible] Fed. State or local acct system as low performing

Assume that of the 45,000 Title I schools, 25 percent of the schools have been identified under either Title I, State, or local accountability systems as "low-performing" or "in need of improvement." Total schools: 11,250

Assume 60% already have extended learning and 40% are in need: 4,500 schools

Same cost assumptions as above with match: $236-790 million with the parental choice safeguards in Sec. 98.30(f).

(c) The requirements in paragraph (a) of this section shall apply to all providers of child care services for which assistance is provided under this part, within the area served by the Lead Agency, except the relatives specified in paragraph (e) of this section.

(d) Each Lead Agency shall certify that procedures are in effect to ensure that child care providers of services for which assistance is provided under this part, within the area served by the Lead Agency, comply with all applicable State, local, or tribal health and safety requirements described in paragraph (a) of this section.

(e) For the purposes of this section, the term ''child care providers'' does not include grandparents, great grandparents, siblings (if such providers live in a separate residence), aunts, or uncles, pursuant to Sec. 98.2.

Sec. 98.42 Sliding fee scales.

(a) Lead Agencies shall establish, and periodically revise, by rule, a sliding fee scale(s) that provides for cost sharing by families that receive CCDF child care services.

(b) A sliding fee scale(s) shall be based on income and the size of the family and may be based on other factors as appropriate.

(c) Lead Agencies may waive contributions from families whose incomes are at or below the poverty level for a family of the same size.

Sec. 98.43 Equal access.

(a) The Lead Agency shall certify that the payment rates for the provision of child care services under this part are sufficient to ensure equal access, for eligible families in the area served by the Lead Agency, to child care services comparable to those provided to families not eligible to receive CCDF assistance or child care assistance under any other Federal, State, or tribal programs.

(b) The Lead Agency shall provide a summary of the facts relied on

FY 01 Budget Request: $453 for continuation + $790 = $1.25 Billion

Scenario 4:

Assume that of the 45,000 Title I schools, 25 percent of the schools have been identified under either Title I, State, or local accountability systems as "low-performing" or "in need of improvement." Total schools: 11,250

Assume 80% already have extended learning and 20% are in need: 2,250 schools

Same cost assumptions as above with match: $118-395 million
FY 01 Budget Request: $453 for continuation + $395 = $848 million

Option B: Provide universal access to quality after-school programs for all students in need.

Background: According to the 1993 National Study of Before and After-School Programs, 15 million children are "latch-key" kids in need of after-school services

The goal of this option is to keep the after-school program as a program that serves both the needs of educationally and economically disadvantaged students, as well as a program that helps fill a gap in child-care and can provide enrichment and extracurricular activities for all children.

In FY 00, the 21st Century program expects to support 3,960 21st Century Community Learning Centers and serve 861,000 children.

FY 01 Request: Assuming 50% match and $1 billion – how many children served?

10,458 centers, 2.8 million children

453 → 860

Five/Ten year projections:

What is the breakdown of elementary and secondary students served?

12 million

35% elementary school programs	(560 – 3660)
50% middle school	(801 – 5229)
5% high school	(80 – 523)
10% multi-age?	

Note – 95% of grantees in FY99 report that they are serving "at-risk" students to determine that its payment rates ensure equal access. At a minimum, the summary shall include facts showing:

(1) How a choice of the full range of providers, e.g., center, group, family, and in-home care, is made available;

(2) How payment rates are adequate based on a local market rate survey conducted no earlier than two years prior to the effective date of the currently approved Plan;

(3) How copayments based on a sliding fee scale are affordable, as stipulated at Sec. 98.42.

(c) A Lead Agency may not establish different payment rates based on a family's eligibility status or circumstances.

(d) Payment rates under paragraph (a) of this section shall be consistent with the parental choice requirements in Sec. 98.30.

(e) Nothing in this section shall be construed to create a private right of action.

Sec. 98.44 Priority for child care services.

Lead Agencies shall give priority for services provided under Sec. 98.50(a) to:

(a) Children of families with very low family income (considering family size); and

(b) Children with special needs.

Sec. 98.45 List of Providers.

If a Lead Agency does not have a registration process for child care providers who are unlicensed or unregulated under State, local, or tribal law, it is required to maintain a list of the names and addresses of unlicensed or unregulated providers of child care services for which assistance is provided under this part.

Sec. 98.46 Nondiscrimination in admissions on the basis of religion.

(a) Child care providers (other than family child care providers, Do we know the percentage of current grantees in school improvement?

School improvement – 7,000 in Title I, states/locals -- # of kids affected

Budget justification says only 2.6% of kids in need receive after-school help. How defined? Not by poverty.

[CRITICISM: WHY NOT GIVE THE CHILD THE OPPORTUNITY TO TRANSFER OUT AND ALSO ATTEND AFTERSCHOOL AND SUMMER SCHOOL TO CATCH UP??]

as defined in Sec. 98.2) that receive assistance through grants and contracts under the CCDF shall not discriminate in admissions against any child on the basis of religion.

(b) Paragraph (a) of this section does not prohibit a child care provider from selecting children for child care slots that are not funded directly (i.e., through grants or contracts to providers) with assistance provided under the CCDF because such children or their family members participate on a regular basis in other activities of the organization that owns or operates such provider.

(c) Notwithstanding paragraph (b) of this section, if 80 percent or more of the operating budget of a child care provider comes from Federal or State funds, including direct or indirect assistance under the CCDF, the Lead Agency shall assure that before any further CCDF assistance is given to the provider,

(1) The grant or contract relating to the assistance, or

(2) The admission policies of the provider specifically provide that no person with responsibilities in the operation of the child care program, project, or activity will discriminate, on the basis of religion, in the admission of any child.

Sec. 98.47 Nondiscrimination in employment on the basis of religion.

(a) In general, except as provided in paragraph (b) of this section, nothing in this part modifies or affects the provision of any other applicable Federal law and regulation relating to discrimination in employment on the basis of religion.

(1) Child care providers that receive assistance through grants or contracts under the CCDF shall not discriminate, on the basis of religion, in the employment of caregivers as defined in Sec. 98.2.

(2) If two or more prospective employees are qualified for any position with a child care provider, this section shall not prohibit the provider from employing a prospective employee who is already participating on a regular basis in other activities of the organization that owns or operates the provider.

21st Century community learning centers

21st Century community learning centers
(Elementary and Secondary Education Act of 1965, Title X, part I)

FY 2001 Authorization ($000s): To be determined.[1]

Budget Authority ($000s):

2000 Predicted Appropriation	2001 Request	Change
$600,000	$1,000,000	+$400,000

[1] The GEPA extension expires September 30, 2000. New authorizing legislation is proposed.

PROGRAM DESCRIPTION

The 21st Century Community Learning Centers program supports grants to local educational agencies, on behalf of public elementary or secondary schools, and community-based organizations. Centers are located in inner-cities, small cities, and rural areas, and serve communities that have a high proportion of low-achieving students, lack resources to establish beneficial after-school programs, or have other significant needs that are germane to this program. The grants made under this program enable communities to establish or expand community learning centers that provide activities offering significant expanded learning opportunities, such as before and after school, for children and youth in the community. These centers may also offer a variety of other services that benefit the educational, health, social service, cultural, and recreational needs of their communities.

Assistance must be equitably distributed among the States, and among urban and rural areas of the United States. Grants must be made for at least $35,000 and priority must be given to projects that offer: 1) a broad selection of services that address the needs of the community; and 2) significant, expanded learning opportunities for children and youth in the community.

Aside from expanded learning opportunities, centers may also provide any of the following services: literacy education programs; children's day care services; summer and weekend school programs in conjunction with recreation programs; expanded library service hours to serve community needs; telecommunications and technology education programs for individuals of all ages; parenting skills education programs; employment counseling, training, and placement; services for individuals who leave school before graduating from secondary school, regardless of the age of such individual; and services for individuals with disabilities.

Under current law, grants are made for 3 years, but under the proposed legislation, grants would be made for up to 5 years. Another proposed legislative change is the requirement for grantees under this program provide at least 50 percent of the cost of the project from other sources, which may include other Federal funds, and may be provided in cash or in-kind. The

THE CURRENT 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM IN COMPARISON TO THE HELP COMMITTEE'S DRAFT PROPOSAL

October 26, 1999

The 21st Century Community Learning Centers Program. The 21st Century Community Learning Centers program, a discretionary grant program from the U.S. Department of Education to local school districts in collaboration with their community partners, is a key component of the Administration's effort to keep children safe and help them learn after school. Congress has supported this initiative by appropriating $200 million for after-school programs in fiscal year 1999, up from $40 million in FY1998 and $1 million in FY1997). Direct administrative costs for the program have amounted to just above 1 percent of the total program authorization for running the discretionary grant competition and providing for evaluation funds.

Through these grants, 468 communities have established or expanded school-based after-school programs for our nation's children in a community schools environment. These grants are enabling 1,601 rural and inner-city schools – 75 percent of which have 50 percent or more of their students in poverty-- to provide programs that will serve 400,000 students and 200,000 community members after school, weekends and summers, in safe, drug-free, and supervised environments. They are located in 49 states, the District of Columbia, and the Virgin Islands. These Centers provide academic enrichment and support; recreational, artistic, sports, and cultural activities; opportunities for children to participate in community service projects; nutritional and health services; access to technology and telecommunications; and they promote parent involvement and lifelong learning that can directly and indirectly benefit their children. Specifically,

21st

- 97% of 1999 Grantees proposed to partner with CBOs
- 74% will partner with colleges or universities
- 97% propose recreation activities
- 91% propose tutoring or homework assistance
- 86% propose helping students meet state academic standards
- 81% propose safety and substance abuse prevention
- 28% propose ESL courses
- 80% propose to serve adults
- 20% serve preschoolers

The Charles Stewart Mott Foundation provides $83 million in support of training and technical assistance to grantees, research and evaluation support, outreach, and efforts to promote access and equity. Data from local grantees indicate that children in jeopardy of academic failure have succeeded because of the program.

The Administration's Reauthorization Proposal for the 21st Century Program. The Department of Education through The Educational Excellence Act for All Children of 1999 is proposing the following revisions to the current law:

- **Require school districts to match grant funds while extending the grant period up to five years.** Experience with other programs shows that providing core funding for five years while requiring local communities to commit their own resources, including with other federal resources, through a matching requirement can help ensure that programs remain in place after the grant expires. A matching requirement also will enable more children and adults to be served nationwide.

- **Strengthen the requirement that schools and community organizations should collaborate by involving both parties in planning and implementing the project.**

- **Allow up to 10 percent of the funds in a given year to be awarded to community-based organizations.** In some neighborhoods, community organizations may have facilities that are superior to or more centrally located than the local public schools. In other areas, community organizations may wish to provide services within the schools, and the school district may prefer that such an organization serve as the grantee. To provide flexibility to communities in these situations, we propose to extend eligibility to receive 21st Century Community Center grants to community organizations with the concurrence of the local school district, while maintaining the current community schools focus of the program.

- **Clarify the targeting to inner cities, rural areas, and small cities with a substantial need for expanded learning opportunities** because of, for example, a high proportion of low-achieving students and lack of resources to establish or expand community learning centers.

- **Emphasize the establishment or expansion of after-school, weekend, and summer programs that offer expanded learning opportunities in a safe, drug-free environment.** The current statute requires grantees to provide a broad array of services that benefit the entire community. The Department believes that 21st Century programs should continue to serve the broad needs of their community, but we also believe that, first and foremost, programs must provide expanded learning opportunities to children.

The HELP Committee Draft Proposal. The draft committee proposal bifurcates the current activities of the 21st Century Community Learning Centers program as administered by the department of Education into a separate and discrete community schools program for life-long learners and a discrete school-aged day care program for children and youth that discourages an academic focus. Both are formula grant programs from the federal level to the states. The community schools program, continuing under the name of the 21st Century Community Learning Centers program, would be administered by the Department of Education. The newly proposed Non-School Hours Care program would be administered by the Department of Health and Human Services.

Major Issues with the Draft Proposal. Several immediate and costly differences in the current law and the proposal are immediately evident:

- **Weakens the 21st Century Program's Ability to Leverage Local Resources.** By bifurcating the 21st Century into two separate programs and not adopting the proposed match for the 21st

Century program, the ability to leverage school and community resources around a learning community will be more than cut in half. Unlike previous community schools and afterschool legislation, 21st Century has gained the fiscal support of Congress and the public using existing school facilities and resources to provide extended learning opportunities to children and a range of services to adults. According to data from the annual Mott Foundation survey, this year conducted in conjunction with JCPenney by Lake, Snell, and Perry/The Tarrance Group, the voting public believes that school districts and parent groups are responsible for setting up afterschool programs. Interest in school districts increased from fourth place last year to first place this year. According to Republican pollster David Sackett with the Tarrance Group, this is because the schools are seen as a trusted place by communities and a familiar institution for families.

- **Leaves Out Learning Which is Critical to a Quality Afterschool Program.** Research on the effectiveness of afterschool programs show that critical elements of a successful program include: coordinating learning with the regular school day, linkages between school-day teachers and afterschool staff, and providing diverse educational enrichment opportunities. The Non-School Hours Care proposal prevents an academic focus, thus countering program effectiveness research, in favor of care. However, both parent and public polling data indicate that parents don't want babysitting in an afterschool program but want activities like computer literacy, the arts, community service, and reinforcement of basic skills. Annual performance reports on individual 21st Century projects also document the effects of afterschool programs on student achievement. Finally, major states like California and cities like Boston, Chicago, and Los Angeles are moving toward a model of legislating programs linked with the academic program of the school.

- **Reverses the Trend of Collaboration Between Schools and CBOs.** A requirement of the 21st Century program is collaboration with a local partner in the design and implementation of the program. Ninety percent of our funded programs have established partnerships between the schools and their local CBOs. All training of grantees includes their local partners and the Mott Foundation has established a Collaboration Taskforce. The Administration's reauthorization proposal seeks to strengthen this collaboration requirement. Establishing separate programs administered by separate agencies under one authority moves in the opposite direction of collaboration.

- **May Not Target Program as Effectively on Poor Children.** The Non-School Hours Program requires local grantees to target 30 percent of their grant money to subsidize care for low-income children. In contrast, through the current discretionary grant competition, funds are targeted to needy communities while serving a broad array of communities. For example, 75 percent of the current 1,601 21st Century Community Learning Centers (schools) have 50 percent or more of their students in poverty, and half of the grantees are in rural communities. Under proposed state formula grant, fewer poor children may receive services.

- **Dilutes Direct Program Services Through Administrative Costs – Up to $120 Million Diverted to Administrative Overhead**. Administrative costs for the two state formula programs could be dramatically higher in comparison to the current program. Under Subpart

1, states could use up to 15 percent of their funds for administrative costs ($60 million). Subpart 2, the Non-School Hours Care program, would siphon off 7% of the funds now used for direct services to children for administrative costs (monitoring, evaluating, training and technical assistance, and grant administration). In the current draft paper, that represents $28 million. States would then be allowed to take 8% off the top of their funds for training and technical assistance and administration. This represents another $30 million being pulled away from direct services for kids. In total, therefore, almost $120 million dollars would be diverted for administrative overhead.

- **Includes Training and Technical Assistance Costs Not Currently Borne By Taxpayers.** All training and technical assistance activities for the 21st Century program administered by the Department of Education are currently paid for by the Charles Stewart Mott Foundation in a unique public-private partnership that has reinvented the way government works. Under the draft proposal, training and technical assistance would be funded with federal tax dollars.

- **May Curtail Access to the USDA Snack Program.** Currently, children and youth served by 21st Century Centers are eligible for snacks under the USDA feeding program because the school-based 21st Century Centers provide educational activities in the afterschool hours. Community-based organizations and other private entities funded under Subpart 2 are not likely to be eligible for these funds due to Subpart 2's discouragement of academic activities and the education requirements for the Snack Program.

EDUCATION REFORM

21st Century community learning centers

Department also proposed both of these changes in appropriations language for fiscal year 2000. Further, a grantee would need to expend, from non-Federal sources, at least as much for services under the program as it expended for the preceding year.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$750
1997	1,000
1998	40,000
1999	200,000
2000	600,000

FY 2001 BUDGET REQUEST

The Department requests $1 billion for this program in fiscal year 2001. This is an increase of $400 million, or 67 percent. This entire increase will be used for a new competition. Also, the 3-year awards granted under the first major competition in 1998 will expire at the end of fiscal year 2000, thus making available an additional $40 million for the new competition. The remainder of the request, $560 million, will be used to continue the grants awarded in fiscal years 1999 and 2000. Given estimates based on previous competitions, the Department would expect to make over 1,000 new awards in 2001. These awards would lead to approximately 4,800 new centers, bringing the total number of centers to just over 10,000.

As many as 15 million school-aged children go home alone after school each day. By the end of 1999, the 21st Century Community Learning Centers program will be providing after-school services for about 400,000 of those students – in other words, only about 2.6 percent of all students in need. The Department estimates that, with the predicted ~~2000 appropriation~~ and the local matching funds, this program will serve roughly 1.5 million children, still just 10 percent of those children in need of services. Fiscal year 2001 funds would provide extended-hour school services to an estimated 2.2 million children.

Demand for school-based programs outstrips supply at a rate of about 2 to 1. According to an August 1998 national survey of voters funded by the Charles Stewart Mott Foundation, voters overwhelmingly favor providing school-based enrichment programs during after-school hours – not only in their own community (92 percent of voters) but for all children (93 percent of voters). Furthermore, 80 percent of voters are willing to pay increased taxes of $10 per year to pay for school-based programs in their community.

2-15 million

The expansion of this program in fiscal year 1998 received widespread support, and public schools responded to the 1998 competition in overwhelming numbers. The Department received 1,965 applications, requesting over $540 million in funding and proposing $331 million in matching funds, making this program the most competitive in the Department's history. The significant increase in 1999 again garnered overwhelming support and interest from schools, with over 2,000 applications received.

EDUCATION REFORM

21st Century community learning centers

According to *Safe and Smart*, a publication of the Departments of Education and Justice, children who come home to an empty house are at a higher risk for drug, alcohol, and tobacco use; delinquent behavior; violent victimization; and injury than their peers who are supervised after school. These children are also less likely than their peers to receive educational enrichment and assistance with their homework. The 21st Century Community Learning Centers program provides a means by which the Department can address a number of these problems that are so critical for the well-being of our Nation's youth and our Nation's communities:

- **Expanding academic services that help end social promotion**

  One of the goals of the 21st Century Community Learning Centers program is to assist school districts in their efforts to end social promotion. There is a growing call for schools to end the practice of promoting students to higher grades who have not mastered the material. Research, and common sense, indicate that such students typically fall even further behind their classmates and are likely to either drop out or graduate without the skills necessary for employment or higher education. Social promotion sends a message to students that little is expected of them. In fiscal year 2001, the program will continue to support the elimination of social promotion by expanding academic services such as summer school for at-risk students. The 21st Century program can play a major role in supporting positive interventions for low-achieving students by enabling schools to provide services such as tutoring, mentoring, and summer school.

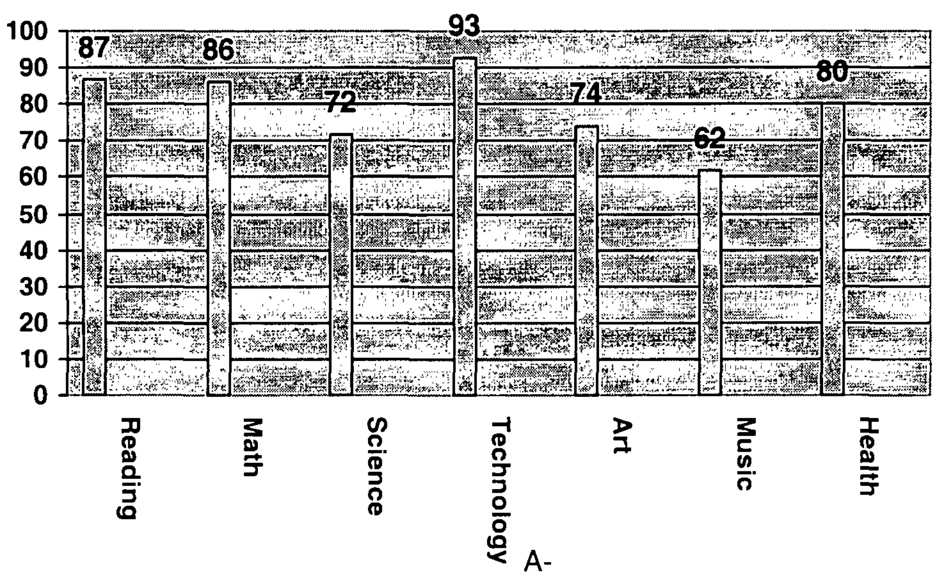
  The costs of social promotion extend to society as a whole. The value of a high school degree is diminished because employers cannot rely on graduates to have the requisite skills. Colleges and businesses are spending time and valuable resources on remedial training in reading and basic mathematics. A recent study by the Brookings Institution estimates that the total cost of providing remedial instruction to incoming freshmen nationwide is about $1 billion. And low self-esteem and academic failure are highly associated with poverty, crime, and violence among youth and young adults.

- **Providing expanded learning opportunities that facilitate academic and social development**

  Through the end of fiscal year 1999, a total of 1,601 centers will have received funding. The Department estimates that nearly three times that many more will be funded in fiscal year 2000. Because these centers are located within schools, they can provide educational services directly linked to students' classroom needs. High-quality learning environments that build on the regular school day can improve children's social development and school performance. Research has shown that students who participate in after-school programs exhibit higher levels of achievement in reading, math, and other subjects.

21st Century community learning centers

Centers Providing Academic Services
(percentage based on 1998 grantee applications)



EDUCATION REFORM

21st Century community learning centers

Community Learning Centers provide a wide range of academic services for students, particularly in the core subject areas. (See chart below.) Over three-quarters of the currently funded centers offer, or plan to offer, tutoring and homework assistance. Most offer a combination of after-school, before-school, summer, and weekend activities. For example, the Tucson Unified School District has created Project Sano y Salvo (Safe and Sound), which provides approximately 1,000 students in grades 6-8 with academic tutoring, enrichment in math, science, reading, writing, and technology, summer school, homework assistance, and expanded library and computer lab access. This project will provide services in three middle schools during afternoons, evenings, and weekends.

Student motivation and interest in learning can be improved through enrichment activities in subjects outside of the curriculum, such as music, art, and technology. Often, students are unable to take these subjects as electives and cannot afford activities outside the school. In a 1997 survey of parents who indicated that they have used or would like to use after-school programs, 95 percent felt that their child would benefit from a program that included technology classes and 91 percent felt that their child would benefit from arts, music, and cultural activities. Among parents of middle school students, 90 percent favored after-school community service or volunteer opportunities for their children.

- **Promoting healthier attitudes towards school and the community**

Another important objective of the program is the improvement of student behavior and attitudes towards learning. Community learning centers can provide a wide range of mentoring and counseling services to achieve this goal, including services relating to violence prevention, conflict resolution, and improving self-esteem. Research clearly shows that positive and sustained interactions with adults contribute to the overall development of young people and their achievement in school.

An important benefit of this program is increasing student safety and reducing juvenile crime rates. According to the American Academy of Pediatrics, recent studies show that adolescents who are unsupervised after school are more likely to use alcohol and other drugs. Studies by the FBI and youth-advocacy groups have found that the peak hours for juvenile crime and victimization are from 2 to 6 p.m. on school days -- hours when youth are most often without supervision. Community learning centers provide a safe haven for youth, supervised activities, and services focusing on crime, violence, and substance abuse prevention. For example, the Lighted Middle Schools program in Salem, Oregon, is providing students with field trips, club and recreational activities, and after-school math, ESL, and computer classes. This summer, seventh-grade students participated in "BLAST (Bringing Law Enforcement and Students Together) Camp," a week-long program with activities such as gang resistance training and education in refusal skills.

- **Enhancing community involvement and support**

  In addition to academic programs, centers are providing students and members of the community with comprehensive services such as recreational activities, technology training, parenting skills, and family literacy programs. Enhancing collaboration with community-based organizations (CBOs) is an important objective of this program. The majority of current centers are already teaming up with community-based partners to deliver services. Partners include local libraries, museums, businesses, and special interest clubs. For example, the St. Louis Public Schools have teamed up with a large number of higher education institutions, government agencies, and community organizations such as the YMCA, YWCA, Boys and Girls Club, and Americorps. The program will provide after-school and Saturday programs for 650 students in seven schools to increase the academic performance of inner-city adolescents and develop responsible decision-making skills regarding drug use and violence.

  Under the Department's legislative proposal, beginning in fiscal year 2001, the Department could use up to 10 percent of available funds to make awards directly to CBOs, as long as their applications demonstrate the concurrence of the affected local school districts. This legislative change acknowledges the vital role that these organizations play in developing and maintaining healthy and safe communities. It also recognizes that, in some communities, CBOs may be better situated and equipped than schools to serve the interests of the community and the purposes of this program. Thus, in the fiscal year 2001 competition, applications will be accepted from both school districts and CBOs, with awards going to the most meritorious of those proposals.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired interim and end targets are identified for each performance indicator where a baseline has been determined. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years.

Other performance indicators and strategies for this program are included in the Department's Annual Program Performance Plan.

Performance Goal: To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of their communities.

Objective: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

EDUCATION REFORM

21^{st} Century community learning centers

Indicator	1999	2000	2001	2002
Beginning in 2000, centers will report that more than 75 percent of students participating in the program for at least 2 years show improvements on measures such as grades, attendance, taking of advanced or challenging courses and enriched learning activities, and decreased disciplinary actions. *Baseline will be available in 2000.*		>75%	>75%	

Because this program is still in its early stages, the Department will not have data on this indicator before 2000. However, studies of similar programs reveal positive impacts on student behavior. For example, a study of New York City housing projects found that those with Boys and Girls Clubs on-site experienced a juvenile arrest rate that was 13 percent lower than housing projects without such programs. Annual grantee reports and an external evaluation to be conducted in 2000 will provide data for this indicator.

Objective: 21^{st} Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Indicator	1999	2000	2001	2002
More than 85 percent of centers will offer services in core academic areas, such as reading and literacy, mathematics, and science. *Baseline data will be available in fall 1999.*		85%	85%	

This indicator will be measured by individual project reports, beginning in 1999. In the 1998 and 1999 competitions, the Department established a competitive priority for projects providing services in core subject areas. As a result, virtually all grantees will offer services in reading and literacy, mathematics, and/or science. Based on a review of grantee applications in 1998, 87 percent of grantees proposed a reading component; 86 percent proposed a mathematics component; and 72 percent proposed a science component.

Preliminary research on after-school programs indicates an increase in student achievement when compared to past performance and to control groups made up of similar students not participating in the programs. Studies of individual programs have found positive impacts on grades, reading ability, attendance, homework completion, reduced grade retention and placement in special education, and increased graduation and enrollment in postsecondary education.

EDUCATION REFORM

21st Century community learning centers

Program evaluation and performance reporting

In the program's first reporting year, for the projects that received funding in fiscal year 1998, the Department employed a generic annual performance reporting form. This instrument did not lend itself well to the collection of data that are needed to respond directly to the indicators in the Department's performance plan. Therefore, the Department is in the process of clearing a program-specific data collection instrument to be used annually by grantees in order to report on the status of their projects. The new form will yield both quantitative data and illustrative narratives.

In addition to the annual reporting requirements, the Department is also undertaking a national evaluation of the program. While the need for intervention is clear, and there is strong evidence that after-school programs have a positive impact on student outcomes, there is a dearth of rigorous research and evaluation efforts in this area. For this reason, the Department is funding a multi-year national evaluation – using rigorous methodologies – to answer questions relating to program implementation, student access and participation, and student outcomes and impacts. The study will look at both in-school and out-of-school outcomes such as achievement, high school completion, crime, and drug use. A final report from this evaluation should be available in the fall of 2001.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding			
New awards	$153,127	$407,545	$437,267
1999 earmarked awards	4,600	0	0
Continuation awards	40,190	188,455	558,733
Evaluation	1,000	1,000	1,000
Peer review of new award applications	1,083	3,000	3,000
Total funding	200,000	600,000	1,000,000
Funds leveraged (approximate)	$66,000	$466,000	$954,717
Program awards and impact			
Number of continuation awards	99	458	1,289
Number of new awards	359	930	1,023
Total number of awards to districts	458	1,388	2,312
Total number of centers	1601	5,973	10,458

The estimated number of centers for FY 2000 and FY 2001 assumes a one-to-one matching requirement (proposed) for all new grant recipients. This will allow each award to yield a greater number of centers.

EDUCATION REFORM

21st Century community learning centers

Number of students served (approximate)	400,000	1,522,000	2,792,000

35% 15-el
50% mid
5% high
10% →
2 screening
findings

202 746-
0288

FY2000
# of Centers → 3,960
→ 861,000 children

dates - current
560 elementary schools
809 middle
88 high schools

2000
3660 elem
5229 middle
1723 high sch

OMB asking a lot

10,458 schools
2.8 million

1 Billion
match at 50%

Call Alman re: 2.6 9.6

Est. of improper
26,190 schools - 50% or more eligible for free
in lunch

31% of all students
41% of all poor kids
in ...
73% of all schools

→ tighten up targeting to get all 10,000

85% grades '98
95% ... '99
> ... ... Edu ...
...

→

'97-'98 >

Run for Kids Marathon Challenge

Big Brothers/Big Sisters®
of the National Capital Area

YES!! Count Me In To Support Big Brothers/Big Sisters of the National Capital Area. I want to change the lives of children in my community. My contribution is indicated below.

☐	$1,000	Champion
☐	$500	Honorary Runner
☐	$250	Marathoner
☐	$100	Challenger
☐	$50	For the Kids
☐	$________	Other

Please make your check payable to Big Brothers/Big Sisters of the National Capital Area and return it in the enclosed envelope.

VISA and MasterCard are welcome. Please be sure to fill in your name, credit card number, expiration date and signature, to complete the transaction.

☐ VISA ☐ MasterCard

Card Number: ____________________

Expiration Date: ____________________

Signature: ____________________

Contributor's Name: ____

Address: ____

____

Telephone: (   ) ____

Runner's Name: ____________________

Contributions are Tax Deductible. Note: Many companies have Matching Gift Programs. If your company has such a program, please complete, sign and return your company's Matching Gift Program form with your donation.

Thanks for supporting Big Brothers/Big Sisters!

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FOLLOW-UP PUBLIC SCHOOL SURVEY ON EDUCATION REFORM

Special Request
(4/29/99)

Percentage of principals at schools in need of improvement who reported operating extended time instructional programs, by years identified

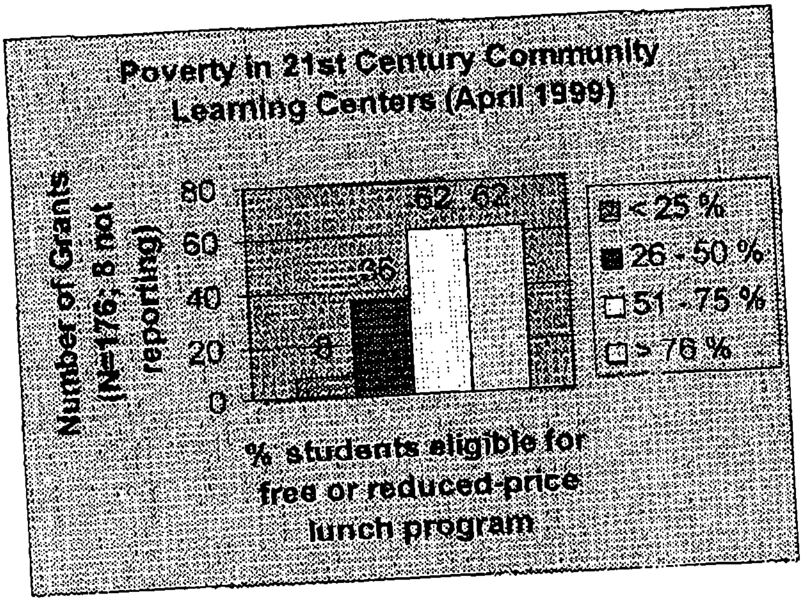
	All Title I schools (N=773)	All schools identified as in need of improvement (N=109)	Schools identified for one or two years (N=77)	Schools identified for more than two years (N=32)
	%	%	%	%
Before school program	16	14	11	28
After school program	44	67	71	52
Summer program	37	32	32	34
At least one type of extended time program	65	83	88	62

Standard errors of the percentage of principals at schools in need of improvement who reported operating extended time instructional programs, by years identified

	All Title I schools (N=773)	All schools identified as in need of improvement (N=109)	Schools identified for one or two years (N=77)	Schools identified for more than two years (N=32)
Before school program	1.8	3.9	4.6	11.1
After school program	1.8	6.6	7.7	13.6
Summer program	2.2	6.8	7.5	11.6
At least one type of extended time program	2.2	4.5	5.0	13.5

Abernathy, Pauline

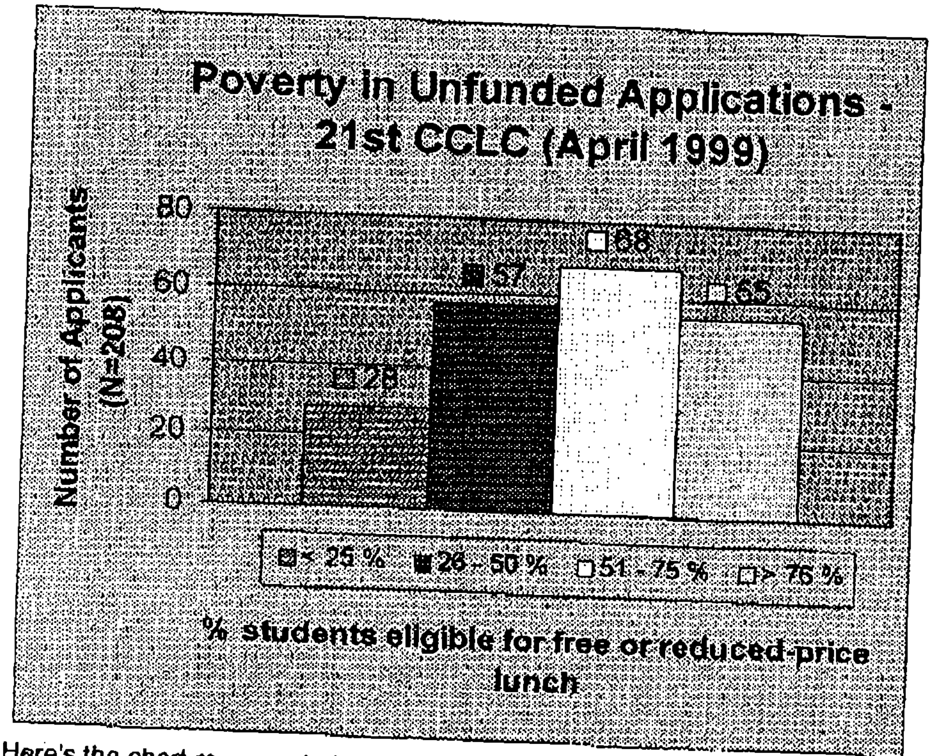
From: Stonehill, Robert
Sent: Friday, April 30, 1999 12:43 PM
To: Abernathy, Pauline; De Kanter, Adriana; Harwarth, Irene; Bogart, Joanne
Subject: Revised Poverty Chart for 21st CCLC Grantees



Abernathy, Pauline

From: Stonehill, Robert
Sent: Friday, April 30, 1999 4:41 PM
To: Abemathy, Pauline; De Kanter, Adriana; Harwarth, Irene; Napierala, Sara; Bogart, Joanne
Subject: Poverty in Unfunded Applications

Message Flag: Follow up
Flag Status: Flagged



Here's the chart re: poverty levels in unfunded applications. The percentage of applicants in the four categories is: 13%, 27%, 33% and 26%.

ESTIMATES FOR SECONDARY REFORM INITIATIVE

18,097 Total schools with a 12th grade
714 Average cohort for 7 years if 5,000 schools are supported

	2001	2002	2003	2004	2005	2006	2007	2008	2009	Total for Grants
Cohort 1	50,000,000	50,000,000	50,000,000							
Cohort 1 Incentive				21,000,000	21,000,000	21,000,000				
Cohort 2		50,000,000	50,000,000	50,000,000						
Cohort 2 Incentive					21,000,000	21,000,000	21,000,000			
Cohort 3			50,000,000	50,000,000	50,000,000					
Cohort 4				50,000,000	50,000,000	50,000,000				
Cohort 5					50,000,000	50,000,000	50,000,000			
Cohort 6						50,000,000	50,000,000	50,000,000		
Cohort 7							50,000,000	50,000,000	50,000,000	
Grant Total	50,000,000	100,000,000	150,000,000	150,000,000	150,000,000	150,000,000	150,000,000	100,000,000	50,000,000	1,050,000,000
Incentive Total	0	0	0	21,000,000	42,000,000	42,000,000	21,000,000	0	0	126,000,000
Federal Activities	505,051	1,010,101	1,515,152	1,727,273	1,939,394	1,939,394	1,727,273	1,010,101	505,051	11,878,788
TOTAL	50,505,051	101,010,101	151,515,152	172,727,273	193,939,394	193,939,394	172,727,273	101,010,101	50,505,051	1,187,878,788

Grant estimates assume an average grant of $70,000 per school.

Incentive estimates assume that the random sample will include 200 schools and that half of those schools will receive the incentive money. The estimates also assume an incentive of $3,000 per person and an average of 67 teachers and 3 administrators per school.

A one-percent set aside is included for peer review and national activities.