

1-28-00

Bellamy -

Here is the new poll,
the old poll published in
a new isonebrief format
that will be sent to
decisionmakers all over the
country, and the Action
Kit. Let me know if you
have any questions.

Adrian
401-0272

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

AFTERSCHOOL ALERT POLL REPORT

January 2000



A Report of Findings from the 1999 Mott Foundation/JCPenney Nationwide Survey on Afterschool Programs

Why are afterschool programs so important?

Because children's minds don't close down at 3:00 p.m., and neither should their schools.

— Richard W. Riley, U.S. Secretary of Education

The Case for Afterschool

Background

Over 28 million school-age children have either their only parent or both their parents working outside the home.

— U.S. Bureau of Labor Statistics, 1997

Once the three o'clock bell rings, millions of America's children have nowhere to go. These latchkey children are at significant risk of getting poor grades, being victims of crime, or participating in anti-social behaviors that have grave consequences and costs for society. Millions of working parents watch that same clock, worrying whether their children are safe, wondering whether their children are gaining ground, or losing it, during the hours after school.

Key Findings Show Universal Support

Increasingly, studies show that afterschool programs can make a difference. A nationwide poll conducted in 1999 by the Charles Stewart Mott Foundation and JCPenney shows that record numbers of American voters believe that afterschool programs are a fundamental part of youth development. More than nine out of ten Americans consistently voiced their support for quality, accessible afterschool programs that would keep kids safe, help working families and improve academic performance. And the intensity with which Americans voice this support is notably high:

◆ An overwhelming majority of voters (92%) say that there should be some type of organized activity or place for children and teens to go after school every day. Seventy-one percent (71%) of that majority **strongly** agree.

◆ Not only do voters think there is a need for an organized activity, they believe afterschool programs are a necessity (86%). Fifty-nine percent (59%) of that majority **strongly** believe this.

◆ Voters also say it is important to them personally to ensure access to afterschool programs for **all** children (91%). Fifty-five percent (55%) of that majority say it is **very important**.

◆ Voters overwhelmingly (90%) favor providing a program which takes place during after school hours five days a week from 3:00 p.m. to 6:00 p.m., that provides children with fun, enriching learning opportunities that extend beyond schools' traditional academic style, that challenges them, and that gives them more individualized attention. Fifty-five percent (55%) of that majority **strongly** favor providing such a program to **all** children.

And yet demand for afterschool programs far outpaces supply. This Poll Report summarizes key findings from the Mott/JCPenney nationwide survey and provides key messages useful in closing the gap between the voting public's will and everyday reality.

The findings discussed in this publication are based on a nationwide poll among 1,100 adults, 18 years of age or older, who are registered to vote, including an oversample of 100 parents of school-age children. The survey was conducted between July 27–29, 1999 by the polling firms of Lake Snell Perry & Associates and The Tarrance Group. The margin of error for this survey is +/-3.1 percent.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

AFTERSCHOOL ALERT POLL REPORT

January 2000



A Report of Findings from the 1999 Mott Foundation/JCPenney Nationwide Survey on Afterschool Programs

Why are afterschool programs so important?

Because children's minds don't close down at 3:00 p.m., and neither should their schools.

— Richard W. Riley, U.S. Secretary of Education

The Case for Afterschool

Background

Over 28 million school-age children have either their only parent or both their parents working outside the home.

— U.S. Bureau of Labor Statistics, 1997

Once the three o'clock bell rings, millions of America's children have nowhere to go. These latchkey children are at significant risk of getting poor grades, being victims of crime, or participating in anti-social behaviors that have grave consequences and costs for society. Millions of working parents watch that same clock, worrying whether their children are safe, wondering whether their children are gaining ground, or losing it, during the hours after school.

Key Findings Show Universal Support

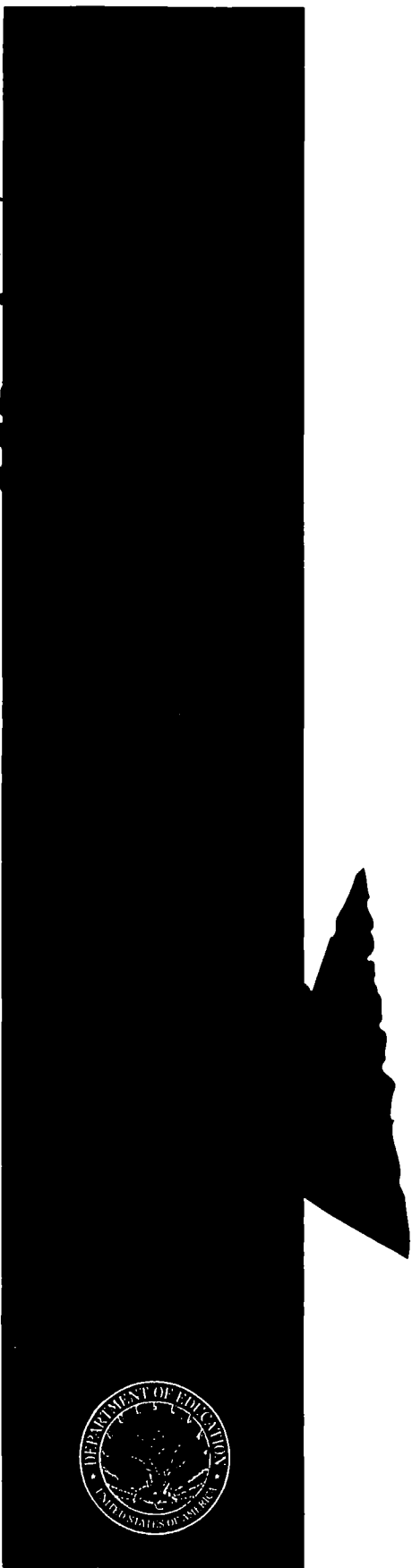
Increasingly, studies show that afterschool programs can make a difference. A nationwide poll conducted in 1999 by the Charles Stewart Mott Foundation and JCPenney shows that record numbers of American voters believe that afterschool programs are a fundamental part of youth development. More than nine out of ten Americans consistently voiced their support for quality, accessible afterschool programs that would keep kids safe, help working families and improve academic performance. And the intensity with which Americans voice this support is notably high:

- ◆ An overwhelming majority of voters (92%) say that there should be some type of organized activity or place for children and teens to go after school every day. Seventy-one percent (71%) of that majority **strongly** agree.
- ◆ Not only do voters think there is a need for an organized activity, they believe afterschool programs are a necessity (86%). Fifty-nine percent (59%) of that majority **strongly** believe this.
- ◆ Voters also say it is important to them personally to ensure access to afterschool programs for **all** children (91%). Fifty-five percent (55%) of that majority say it is **very important**.
- ◆ Voters overwhelmingly (90%) favor providing a program which takes place during after school hours five days a week from 3:00 p.m. to 6:00 p.m., that provides children with fun, enriching learning opportunities that extend beyond schools' traditional academic style, that challenges them, and that gives them more individualized attention. Fifty-five percent (55%) of that majority **strongly** favor providing such a program to **all** children.

And yet demand for afterschool programs far outpaces supply. This Poll Report summarizes key findings from the Mott/JCPenney nationwide survey and provides key messages useful in closing the gap between the voting public's will and everyday reality.

The findings discussed in this publication are based on a nationwide poll among 1,100 adults, 18 years of age or older, who are registered to vote, including an oversample of 100 parents of school-age children. The survey was conducted between July 27–29, 1999 by the polling firms of Lake Snell Perry & Associates and The Tarrance Group. The margin of error for this survey is +/-3.1 percent.

Bethany



Local Success Stories

REDUCING CLASS SIZE



U.S. Department of Education

Local Success Stories: REDUCING CLASS SIZE

U.S. Department of Education
November 1999

Local Success Stories

REDUCING CLASS SIZE

LESSONS FROM EARLY IMPLEMENTATION

When a record 53.2 million students returned to school this fall, students and their teachers in the early grades began to benefit from a growing national effort to lower class size. This year, five States — Iowa, Maryland, Minnesota, New York, and Wisconsin — enacted new initiatives or significantly expanded existing initiatives to lower class size. As a result, some 20 States now have class size reduction initiatives in place. And in July, every State received its share of \$1.2 billion provided by the U.S. Department of Education's new Class Size Reduction Program, an initiative to help communities hire 100,000 qualified teachers over seven years in order to reduce class size in grades one through three to a national average of 18 students.

These funds are already being put to good use. Based on preliminary data from nearly 46 percent of the nation's school districts, the Department of Education estimates that:

- More than 29,000 teachers have been hired with FY 1999 Class Size Reduction Program funds.
- Approximately 1.7 million children are expected to benefit directly in the 1999-2000 school year by being educated in smaller classes.
- School districts are concentrating this first installment of funds so that it makes a big difference for some students immediately. Average class size in the early grades has been reduced by more than five students, from approximately 23 to 18, in the schools where the vast majority of teachers hired with these funds teach.
 - 42% of the teachers are teaching in first grade. In their schools, average class size fell from approximately 23 students to approximately 17 students.
 - 23% of the teachers are teaching in second grade. In their schools, average class size fell from 23 students to less than 18 students.
 - 24% of the teachers are teaching in third grade. In their schools, average class size fell from more than 23 students to just over 18 students.
- In order to strengthen teacher quality, school districts are using approximately 8% of the funds they received to support professional development for teachers.

NEW STATE CLASS SIZE REDUCTION INITIATIVES

Some 20 States have their own initiatives to lower class size. This year, at least five States joined California, Indiana, Washington and other States to invest their own resources in bringing the benefits of smaller classes to their students. These new State initiatives are:

- *Iowa* created the Class Size/Early Intervention Program to reduce class size in kindergarten through third grade to 17 students for basic skills instruction. The State will phase in the program over four years, allocating \$10 million in the first year, \$20 million in the second, \$30 million in the third, and at least \$30 million in the fourth.
- *Maryland* established the Maryland Learning Success Program, an initiative to reduce class size in grades one and two, particularly for reading, to 20 students. The program, which will be phased in over four years, requires school systems to set specific performance targets and establishes a goal of hiring approximately 1,000 teachers, while reserving additional funds for professional development, supplies, and other implementation costs.
- *Minnesota* significantly expanded its class size reduction program in 1999, adding more than \$100 million over two years to current funding levels of \$90 million annually. The State's program, which began in 1995, strives to reduce class size to 17 students in kindergarten through sixth grade, but requires districts to first target kindergarten and first grade.
- The State of *New York* began implementing its class size reduction program, which targets funds for reducing average class size in kindergarten through third grade to 20 students. Funded at \$75 million this year, the program will be phased in over three years, with second-year funding expected at \$150 million and third-year funding at \$225 million. Funds may be used for teacher salaries and benefits, as well as for one-time start-up costs for each new classroom; however, funds may not be used for new buildings or professional development. The State targets funds to school districts according to enrollment.
- *Wisconsin* significantly expanded SAGE, its class size reduction program, from the current 78 schools to an additional 400 to 500 schools. These schools, which typically have high numbers of low-income students, participate in SAGE on a voluntary basis, signing contracts to reduce class size in kindergarten through third grade to 15 students. To support this expansion, SAGE funding rose from \$18 million for 1999 to \$58 million for 2000.

THE CLASS SIZE REDUCTION PROGRAM: HOW IT WORKS

The Department of Education's Class Size Reduction Program was enacted a year ago as part of the 1999 Department of Education Appropriations Act. In that bipartisan legislation, Congress made a \$1.2 billion down payment on President Clinton's proposal to help local communities hire 100,000 qualified teachers over seven years, in order to reduce class size in grades one through three to a national average of 18 students. This year, the President sent legislation to Congress to authorize the full seven-year effort, and his budget proposal asks Congress to provide an additional \$200 million in funding, raising the total to \$1.4 billion for the 2000-01 school year to help local communities hire an additional 8,000 teachers, for a total of 37,000 teachers.

Program funds are distributed to States by formula. All 50 States, the District of Columbia, and Puerto Rico participate in the program. Because needs are greatest in the poorest communities, and because research shows that smaller classes provide the greatest benefits to the most disadvantaged students, the program targets funds to high-poverty communities. Each State distributes 80% of the funds to school districts based on the number of poor children in each district. The remaining 20% is distributed on the basis of total enrollment.

Class Size Reduction funds go directly to our nation's classrooms. Every dollar appropriated by Congress is allocated to local school districts. No funds may be used for Federal or State administrative costs, and within school districts, no more than 3% of the funds may be used for administrative costs. Because small classes make the greatest difference when teachers are well-trained, school districts may use up to 15% of the funds for providing professional development to both newly hired and experienced teachers in the early grades. The remainder of the funds are for recruiting, hiring, and training certified regular and special education teachers and teachers of children with special needs, including teachers certified through State and local alternative routes.

Average class size varies considerably from district to district. Although the Department of Education estimates that average class size nationwide in grades one through three is just above 22 students — and often considerably higher in large districts and high-poverty schools — there are districts where class size is already at or below 18 students. The Class Size Reduction Program provides flexibility to accommodate these school districts, as well as the growing number of school districts that will reach a class size target of 18 students as a result of the program. Districts that have reduced class size in the early grades to 18 students may use program funds to make further reductions in class size in those grades, to reduce class size in other grades, or to take other steps to improve the quality of teaching.

Currently, the program requires small, typically rural school districts that do not receive enough funds under the formula to hire an additional teacher and that have not reduced class size in the early grades to 18 students to form consortia with other school districts in order to receive funds. While a consortium is often an effective and efficient way for small districts to share resources and achieve common objectives (for example, providing professional development), sharing a teacher among school districts is almost never a workable strategy for lowering class size. Consequently, the Department of Education has waived the consortium requirement for each of the 40 States that sought a waiver. School districts in these States may hire additional teachers by combining program funds with local, State or other Federal funds, or may use program funds to provide professional development for their existing teachers.

RESEARCH UPDATE: GROWING EVIDENCE THAT SMALLER CLASSES MAKE A DIFFERENCE

In March 1999, the Department of Education released *Reducing Class Size: What Do We Know?* (available on the Internet at <http://ed.gov/pubs/ReducingClass>). The report summarized substantial research showing that class size reduction in the early grades leads to higher student achievement in reading and math when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Additional studies, reported recently, have confirmed and expanded on these findings:

Smaller Classes Lead to Lasting Academic Improvements. Several new analyses of the Tennessee Class Size Reduction program show that reducing class size has both immediate and long-term benefits. The benefits of participating in small classes increase from year to year, both in the early grades when classes were small, and in subsequent years when students were placed in larger classes. At the end of fifth grade, students who were in small classes in grades one through three were about half a school year (5 months) ahead of students from larger classes, in all subjects – reading, language arts, math and science. Further, follow-up studies of the same students show that high school students who were in small classes in grades one through three beginning in 1985 were less likely to be held back a year or be suspended compared with their peers from larger classes. Students from small classes were found to be making better grades in high school and taking more advanced courses.^{1, 2, 3}

Teachers Benefit Too. Research on Wisconsin's class size reduction effort (SAGE) show that both teachers and students benefit from smaller classes. Teachers spend more time on instruction and less time on discipline problems. Teachers say they know their students better, know where each child is in the learning process and can provide more individualized instruction. All of these improvements in teaching are matched by increased student achievement, making teaching more rewarding.⁴

Beyond Academics. The benefits of reduced class size in the early grades go beyond the well-documented improvements in reading, mathematics and science. Smaller classes also lead to better identification of students who need special help, increased student participation and engagement, improved behavior, and reduced retention in grade. In a recent book, Professor Charles Achilles concluded that the outcomes associated with small classes are the foundation of safe schools: improved student behavior and human relations skills; increased participation in schooling and school-sanctioned events; increased sense of community in small classes; and generally improved school climate where students, teachers and parents feel more comfortable.¹

- 1 Achilles, Charles (1999). *Let's Put Kids First, Finally: Getting Class Size Right*. Thousand Oaks, CA: Corwin Press, Inc.
- 2 Finn, Jeremy D. and Charles M. Achilles "Tennessee's Class Size Study: Findings, Implications, Misconceptions pp 97-109 in *Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings*, volume 21, No. 2 (Summer 1999). Washington, D.C.: American Educational Research Association.
- 3 Pate-Bain, Helen; B. De Wayne Fulton, Jayne Boyd-Zaharias. *Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance*. Nashville: HEROS, Inc. 1999
- 4 Molnar, Alex et. Al. "Evaluating the SAGE Program: A Pilot Program in Targeted Pupil-Teacher reduction in Wisconsin." Pp. 165-177 in *Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings*, volume 21, No.2 (Summer 1999). Washington, D.C.: American Educational Research Association.

IMPLEMENTATION CHALLENGES AND OPPORTUNITIES

The benefits of smaller classes with qualified teachers are clear. Available research, including the Tennessee STAR study, the Wisconsin SAGE program, and an evaluation of California's class size reduction initiative, show that small classes with qualified teachers lead to higher student achievement, more individualized attention for students, and fewer classroom disruptions. Small classes in the early grades give students a strong foundation in basic math and reading skills. They also provide long term payoffs, including fewer students retained in their grade, higher student achievement each year even after students are placed in larger classes, and better student preparation for college.

Although it is important to lower class size, it is not easy. Many schools lack extra classrooms for smaller classes. As the nation struggles to recruit and hire nearly two million teachers over the next decade, many communities — especially high-poverty urban and rural school districts — are already experiencing difficulties in recruiting and retaining qualified teachers. And State and local policymakers face the task of ensuring that lowering class size is an integral part of comprehensive reforms aimed at helping all children learn to high academic standards.

Fortunately, the Class Size Reduction Program provides school districts with the resources and flexibility they need to address these challenges. It also allows districts to use program funds to help meet local education priorities, such as improving early reading achievement, turning around low performing schools, ending social promotion the right way, or targeting help to the neediest students and schools. Indeed, although schools are only in the first months of program implementation, school districts across the country are already demonstrating how class size reduction can be an integral part of their efforts to boost student achievement and promote quality teaching.

Recruiting qualified teachers

While disadvantaged students are most likely to benefit from small classes, high-poverty urban and rural school districts face the most severe challenges in recruiting and retaining qualified teachers. For example, the National Commission on Teaching and America's Future found that students in schools with the highest concentrations of poverty — those who often need the most help from the best teachers — are most likely to be taught by teachers who are not fully qualified.

The Class Size Reduction Program enables school districts to address their need for fully qualified teachers. According to a recent report by the Council of Great City Schools, which examined how 40 big city school districts are implementing the program, almost 90% of the 3,558 new teachers hired under the program have full certification. Only three school districts reported employing instructors with emergency credentials.

Philadelphia is using Federal class size reduction funds to address the related challenges of teacher recruitment, support for new teachers, and class size reduction. In addition to hiring 34 fully certified teachers, the city has hired 254 “Literacy Interns,” college graduates who lack teacher certification. Many are mid-career adults making the transition to teaching. After intensive summer training in balanced approaches to literacy instruction, these interns now work in self-contained, reduced-size classrooms under the supervision of fully certified teachers, delivering research-based literacy instruction in kindergarten and first grade. They are also enrolled in alternative teacher education programs that lead to full certification. Once certified, the former Literacy Interns will teach in small classes on their own. Throughout their initial years in the classroom, the Literacy Interns receive an extraordinary amount of mentoring and support, and their students experience the benefits of smaller classes immediately. In sum, Philadelphia’s unique strategy recruits capable people into teaching and ensures that they become fully qualified.

Using Class Size Reduction Program funds, the *Jackson Public Schools* in Mississippi hired 20 additional teachers and placed them in 20 low-performing elementary schools. Many of these teachers had previously retired or had left the district, but were recruited to return because of the opportunity to teach in smaller classes and to work closely with other teachers. These experienced teachers are also serving as mentors for less experienced teachers, and they often team up with beginning teachers to provide regular support and supervision.

Philadelphia and Jackson show how lowering class size can work hand in hand with efforts to recruit and prepare qualified teachers. However, in some circumstances, class size reduction can have unintended consequences. For example, *California* launched a major statewide class size reduction program in 1996, investing approximately \$1.5 billion annually over the last three years. The first evaluation report showed that class size reduction led to increased student achievement. But the initiative has also led many experienced teachers to leave jobs in urban school districts for teaching jobs in more attractive suburban systems. Further, it has caused the widespread use of teachers with emergency credentials, particularly in high-poverty urban and rural districts.

The Clinton Administration monitored California’s experiences carefully from the outset and designed the Class Size Reduction Program to avoid such unintended consequences. For example, while California provides equal funding to all school districts regardless of need, the Federal program targets funds to high-poverty school districts, drawing teachers into these districts instead of creating opportunities for teachers in these districts to leave. Moreover, while California school districts receive class size reduction funding only if they immediately meet a strict limit of 20 students *per class*, the Federal program supports a more gradual approach, allowing school districts over time to reach the more flexible goal of reducing class size to 18 students *on average*. Furthermore, this gradual approach gives school districts more time to recruit and hire qualified teachers. Finally, unlike California’s program, the Federal program invests in teacher quality by providing funds for teacher recruitment, preparation, and professional development.

The Department of Education has worked closely with California education officials to ensure that Federal class size reduction funds alleviate rather than exacerbate the difficulties faced by many school districts. The Department provided California school districts with a waiver allowing them to use funds under this program to improve teacher quality or reduce class size in other grade levels, once they have met the State class size target of 20 in the early grades. Further, the Department required school districts with uncertified teachers in the early grades to use a portion of these funds to help teachers complete certification requirements.

The *Long Beach Unified School District* is using its Federal class size reduction funds to hire 15 new teachers to reduce class size in ninth grade and to strengthen the quality of teachers they have already hired to reduce class size in the early grades. Federal funds support five internship programs to prepare and certify teachers currently holding emergency credentials. These programs provide participants with support from experienced teachers, who meet regularly with uncertified teachers and give feedback after observing them at work. Participants in the internship also take courses and provide 30 hours of instruction in support of the State's early reading initiative while under the observation of a mentor teacher.

Improving early reading achievement

Students who are proficient readers by the end of third grade are more likely to succeed academically and graduate from high school. Reducing class size in grades one through three, especially when coupled with research-based approaches to reading instruction, is an effective way to improve reading achievement. A number of school districts throughout the country are using funds from the Class Size Reduction Program to support this strategy.

In Maryland, for example, *Montgomery County* is combining Federal class size reduction funds with State and local funds to support its Early Reading Initiative in every first and second grade class in the county. This initiative cuts class size to 15 students for a 90-minute period each day devoted to intensive reading and writing instruction. During this time, teachers use a variety of techniques and activities that create a comprehensive literacy program to help students become proficient in all aspects of reading and writing. Teachers receive two weeks of intensive instruction during the summer and participate in ongoing professional development throughout the school year.

In the State of Washington, *Tacoma* has targeted its \$1 million in Federal class size reduction funds to support its "Great Start" program, aimed at improving reading instruction and achievement in the early grades. Combining Federal funds with State and local funds, Tacoma has reduced first grade class size to 15 or 16 students in one-third of its elementary schools. As a result, 850 students in 57 first-grade classrooms are being taught in smaller classes. Their teachers receive training on how to teach reading, and they continue to improve their effectiveness by meeting regularly to discuss which teaching practices work best for their students.

Strengthening accountability and turning around low-performing schools

A growing number of States and school districts have strengthened accountability by demanding educational progress from their schools. Title I requires every State and school district to identify low-performing Title I schools and to help them develop and implement improvement plans. Several school districts, including Atlanta, Birmingham, and New Orleans, are incorporating class size reduction into their approaches to turning around low performing schools. In Ohio, the *Columbus Public Schools* have hired 58 fully certified teachers with its Federal class size reduction funds, placing them in 13 high-poverty, low-performing schools. In these schools, the program has reduced class size in grades one through three from 25 students to approximately 15 students. These schools, as well as others in Columbus, are implementing proven models of reading instruction, such as Success for All, and they receive the professional development and support needed for effective implementation of these models.

Addressing space limitations

In many schools and school districts, space for additional teachers and smaller classes is already available. In others, space is being “created” by using libraries, computer labs, or other facilities. Ultimately, school districts will need additional classrooms for the teachers hired to reduce class size. To help address this long-term need, President Clinton has proposed a \$25 billion initiative to help State and local governments repair or replace 6,000 overcrowded and unsafe schools by providing tax credits to subsidize the cost of school construction bonds.

Until schools can expand their facilities, the Class Size Reduction Program allows school districts lacking space to explore other ways of effectively providing the benefits of small classes to students. Schools have tried a number of approaches, including:

- having two certified teachers team teach in a single classroom either for part of the school day or for the entire school day,
- hiring an additional certified teacher for a grade level (e.g., providing three teachers for two third grade classes) and dividing the students among the larger number of teachers for sustained instruction each day in priority subjects such as reading or math,
- hiring an additional certified teacher who works with half the students in a class for reading and math instruction, while the other half remains with the regular classroom teacher, or
- converting to a year-round schedule.

Each of these approaches enables schools to take advantage of space that may be unused for part of the school day or school year. Each can provide smaller groups of students with instruction from a highly qualified teacher for a significant block of time on a daily or regular basis. Each can ensure that students stay with the same teacher on a sustained basis. And none requires students to be tracked by ability on a permanent or long-term basis.

CONCLUSION

A growing body of research involving large-scale, carefully controlled experiments shows that lowering class size in the early grades will produce significant and lasting benefits for students. The early implementation experience shows that the Class Size Reduction Program is well on the way to helping schools throughout the country realize these benefits. The more than 29,000 teachers already hired under this program have helped bring about significant reduction in class size in the early grades. Early experience also demonstrates that the program contains both the flexibility and the funds needed to help school districts tailor implementation to local needs and priorities, and to recruit, train, and hire qualified teachers.

The Education Department's Class Size Reduction Program is part of the Administration's comprehensive approach to improving student achievement by raising standards, increasing accountability, improving teacher quality, and targeting help to schools and students with the greatest need. Smaller classes will make the greatest difference if they are staffed with well-prepared, qualified teachers, if their schools are held accountable for helping students reach challenging academic standards, and if students receive extra help outside the classroom, through reading tutors, mentors, and after-school programs.

To ensure that each of these approaches receive adequate support, the President's FY 2000 budget pays particular attention to improving the quality of teaching in our classrooms. In addition to the funds set aside for teacher professional development in the Class Size Reduction Program, the President's budget requests significant increases for programs that help recruit and prepare qualified new teachers, and equip them to use technology in the classroom. The budget also proposes significant investments in programs that train current teachers in effective approaches to teaching reading in the early grades and meeting the needs of students with limited English proficiency and other special needs. Taken together, these investments will help ensure that as we continue to reduce class size, there is a talented teacher in every classroom.



OFFICE OF THE VICE PRESIDENT
WASHINGTON

January 28, 2000

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


Dear Mr. Reed:

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

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

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

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

Sincerely,



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

cc: Bethany Little



Federal Support to Communities, Afterschool Initiative

BACKGROUND

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

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

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

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

DISCUSSION

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

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

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

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

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

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

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

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

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

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

Federal Executive Board Members and Other Field Representatives

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

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

Summary

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

Accomplishments

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

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

Developed and launched Website, www.afterschool.gov

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

Sponsored "Back to Afterschool" resource fairs

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

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

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

Lessons Learned

Federal resources

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

Federal/Community Interactions

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

Paperwork

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

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

Federal Use of the Internet

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

Staffing and support

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

Recommendations

Promote Integrated Financial and Non-financial Support for Afterschool Programs

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

Strengthen Federal Support for Communities

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

Appendix C

THE WHITE HOUSE Office of the Vice President

For Immediate Release September 13, 1999

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

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

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

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

At least 5 million children -- and as many as 15 million -- are left at home afterschool unsupervised each week. Experts agree that school-age children who are unsupervised afterschool are far more likely to use alcohol, drugs and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive afterschool activities. Studies by the FBI and youth-advocacy groups have found that most juvenile crime and victimization occur from 2 to 8 p.m. after traditional education programs end for the day.

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

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