

Provided further, That notwithstanding 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.



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.
- 2) there isn't a limitation on how much money can be kept at the state level and I believe there should be.
- 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..."?
- 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 schools 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?

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



"Butler, James" <James_Butler@ed.gov>

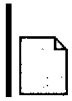
01/18/2000 12:06:08 PM

Record Type: Record

To: Mary I. Cassell/OMB/EOP

cc:

Subject: Provided further, That notwithstanding any other provision of law, any funds available to carry out part I of title X of the ESEA in excess of the amount necessary to make continuation grants to existing grantees under part I shall be awarded to States



- 21st language 1 stage.doc

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BUDGET MESSAGE: ***WE ARE SIGNIFICANTLY EXPANDING THE 21ST CENTURY COMMUNITY LEARNING CENTERS TO PROVIDE MORE HIGH-QUALITY AFTER-SCHOOL OPPORTUNITIES FOR ALL CHILDREN AND TARGETING THOSE CHILDREN MOST IN NEED.***

SOTU MESSAGE: ***EVERY CHILD WHO IS ATTENDING A FAILING SCHOOL WILL HAVE THE OPPORTUNITY TO PARTICIPATE IN QUALITY AFTER-SCHOOL OR SUMMER SCHOOL PROGRAMS.***

21st CENTURY COMMUNITY LEARNING CENTERS:

All children in failing schools, defined as schools identified under Title I as in need of improvement, will have access to after school and/or summer school.

With the \$1 billion allocated to 21st Century Community Learning Centers in FY 01:

- **Continuation Grants:** \$453 million would be reserved for continuation grants to support the ongoing work of grantees awarded in the first years of the programs. These grantees represent a wide-range of schools, but are currently serving a high proportion of high-poverty schools – 75% of the grants are in schools with 50% or more students on free or reduced-price lunch and 45% of the grants are in Title I schools. The Department of Education would continue to award and monitor these grants from the Federal level.
- **After-School focused on Turning Around Failing Schools:** \$547 million, all new money, would be first targeted through a competitive priority to failing schools (the approximately 8,000 schools identified under Title I school improvement including those schools that are in or are expected to be identified for corrective action). A competitive priority would not guarantee that all 8,000 schools receive after-school funding, but it would help to drive quality whereas an absolute priority would be an assurance for funding with no guarantee that there would be a quality standard. Funds would be allocated to states based on the Title I formula and would be competed from the state level to local districts applying on behalf of schools. States would be required to implement the competitive priority for Title I school improvement schools in the state grant competition. [NOTE: Another option is for states to demonstrate in their application how they will target schools in corrective action, Title I school improvement, state's accountability system, or furthest from state standards rather than specifying a competitive priority for schools in school improvement.]
- **A Continuing Focus on Providing After-School Opportunities for Children in All Schools:** A competitive priority would first be given to the approximately 8,000 schools in Title I school improvement. If every school came in with a quality application, the \$547 million (with a 50% match) would allow us to fund quality programs in every Title I school in school improvement, but it is very unlikely that all schools will have quality applications. Therefore, the program will continue to serve all schools (including other high poverty

schools) once the funding has first been awarded to the quality applicants of those schools most in need.

NOTE: A requirement of a 50% match would be added to the new money to help extend the program to more students in failing schools.

CBOs: The issue of CBOs would be addressed in the context of ESEA reauthorization – a proposal of 10% of the funds for CBOs as fiscal agents. If the authorization language were opened up in appropriations, we would relitigate the CBO set-aside with a focus on quality and accountability to help best serve the children in the worst schools.

Outstanding questions:

- Set-aside for National activities?

TITLE I

Given that a competitive priority does not guarantee funding, all schools in school improvement will not receive grants and thus all children in failing schools will not have the opportunity to participate in quality after-school programming without another lever of assurance.

In order to ensure that all children attending failing schools have the opportunity to participate in after-school, we could require Title I school improvement schools to demonstrate in their “school plan” how they will provide quality after-school opportunities to their children (whether through 21st Century, Title I, or state/local funds).

NOTE: This requires that Title I school improvement schools demonstrate that they are implementing high-quality after-school programs, but it does not mandate that they spend their Title I funds on after-school.

Initiative Development

Title II

Done: Transition to Teaching
Early Childhood
National Activities
Clearinghouse

Needs Work: Homegrown
Leadership
Peer Review
Rewards

Title I Failing Schools

Need to nail down accountability language

After-School

close

Rewards-Recognition

Needs a lot of work

AP-Online

Close to done

SAT-ACT Test Prep

Needs work



Option For Competitive Priority For Low-Performing Schools

This proposal would promote high-quality extended learning programs and provide a competitive priority to low-performing schools, such as schools identified for corrective action or as in need of improvement under Title I.

Under this proposal:

- ! The Department would reserve funds for the continuation awards and would continue to administer those grants.
- ! Any funds not needed for continuation awards or national activities would be allocated to States by formula. Each State would receive the same share of 21st Century Community Learning Centers funds as they received under Part A of Title I in the previous fiscal year.
- ! States would award funds competitively to LEAs, giving a priority to schools identified for corrective action. States would provide a smaller priority for schools identified as in need of improvement. In making awards, States would use a rigorous peer review process.
- ! Each State would have to provide the Department with a plan for its awards process. States would have to describe: (1) its process for making awards, including which schools would receive a priority and how the priority would be provided; and (2) the steps it would take to ensure that programs supported with program funds provide students with high-quality extended learning opportunities. To help ensure quality, the Department would subject State plans to a peer-review process.
- ! LEAs would apply on behalf of schools. Applications would have to demonstrate that the LEA and school had developed a plan for providing high-quality extended learning programs. Applications on behalf of schools receiving a priority would have to identify an entity with expertise in extended learning programs to serve as a partner in providing services. This entity would be responsible for operating the extended learning program at the center. Possible partners would include community-based organizations, IHEs, or high-performing districts.
- ! The Department's proposal would allow States to use up to 10 percent of their allocations for subgrants to CBOs. To receive an award, a CBO would have to show that the affected LEAs concurred with the project and agree to conduct the program in public elementary or secondary school buildings.

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Universal After-School

SOTU MESSAGE: EVERY CHILD WHO IS ATTENDING A FAILING SCHOOL WILL HAVE THE OPPORTUNITY TO PARTICIPATE IN QUALITY AFTERSCHOOL OR SUMMER SCHOOL PROGRAMS.

Question I: The Universal After-School initiative pledges to make after-school or summer school available to every child in a failing school. What is the definition of failing schools that we want to use: all schools in school improvement (approximately 8,000 schools) or all schools in corrective action (560-4800 schools)?

Option A:

All children in failing schools, defined as schools identified under Title I as in need of improvement, will have access to after school and/or summer school.

\$1 billion in FY 01--\$453 million in continuation grants, \$547 new money of \$547 million would be targeted to schools in Title I school improvement. A requirement of a 50% match would be added to the new money to help extend the program to more students in failing schools. *can
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Competitive priority would be first given to the approximately 8,000 schools in Title I school improvement. A competitive priority would not guarantee that all 8,000 schools received after-school funding, but it would help to drive quality whereas an absolute priority would be an assurance for funding with no guarantee that there would be a quality standard.

If every school came in with a quality application and 80% of students from each school were to participate, then the \$547 million would allow us to fund quality programs in every Title I school in school improvement. If not, which is more likely, there would be additional money available. In any event, funding would also be available to non-Title I failing schools, they just would not have the benefit of a competitive priority. This would allow us to continue to make the claim that the program is not targeted only to failing schools.

The issue of CBOs would be addressed in the context of ESEA reauthorization – a proposal of 10% of the funds for CBOs as fiscal agents. If the authorization language were opened up in appropriations, we would relitigate the CBO issue by seeking to increase the percentage set-aside with a focus on quality and accountability to help best serve the children in the worst schools.

Option B: To be provided by the ED (focus on schools in corrective action)

Question II: Should the 21st Century CLC program be run as a competitive or formula program?

Option A: *Competitive*

The program could continue to be run as a competitive grant program from the

feds to the LEAs. This makes some sense from a quality control and targeting perspective in the first year of sending money to failing schools. It also leaves us with a bargaining chip for negotiations—i.e., Republicans would like to make this a formula program anyway and it would constitute a “concession” with which we could live.

Option B: *Formula*

Make the 21st Century program a formula grant program to the states with the states running a competitive grants process to the districts. States could then create a priority for targeting failing schools (either school improvement or corrective action schools). The Department believes that given that we know Congress wants to turn this into a formula program, we would be in a better bargaining position to go to the Hill with this as part of the plan.

Question III: What should our “out-years” policy be on the continuation grant money (\$453 in FY2000)?

Option A: *Focused on failing schools*

This option would roll over current continuation money into the “failing schools pot” as that money became available. The 21st Century program would have a competitive priority for schools in school improvement or corrective action. The total amount available would be straightlined at \$1 billion. Under a formula grant to states, the program would require states to create a competitive priority for schools in school improvement or corrective action.

Option B: *Continue dual focus on failing schools and all schools*

This option would continue to focus the existing FY2000 money on “all schools” and the new money for FY2001 on “failing schools.” The failing schools pot would have a competitive priority for school improvement or corrective action schools. Under a formula program, states would receive two pots of money—failing schools and all schools.

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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. To accomplish this goal, the President's FY2001 budget will invest \$1 billion in the 21st Century Community Learning Centers program—more than double the amount secured in the FY2000 budget. While the program will maintain its commitment to serve all students, the increase in funding will be targeted to provide after or summer school programming for all children in Title I schools identified as “in need of improvement.” This initiative 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. The initiative will also increase (from none at present) to 30%, the amount of funding that can be granted to community-based organizations running after-school programs at public school sites.

Background

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 President's 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. At present, 8,000 Title I schools have been identified for “school improvement,” with somewhere between 100 and 1,000 in corrective action. These schools and their students need support and extended time to reach high academic standards and performance goals.

“Universal After-School” Proposal

For FY2001, the 21st Century Community Learning Centers grant program would provide new grants to Title I schools identified as in need of improvement for after-school or summer school programs. Grants would be available to each of the 8,000 schools currently identified. In addition, the program would continue to fund its current commitments to after school and other extended learning programs at other schools. The program would be operated as a competitive grant program from the federal level for both the existing grants and new grants for failing schools.

Under the new grant competition, the 21st Century program would have the flexibility to provide up to 30% of funding to community-based organizations operating extended learning programs in partnership with public schools at the school sites. This change would recognize the effective role that CBOs can play in delivering services to school, spurring innovative practices, and creating greater community involvement in the local school throughout the school year.

Cost Estimates

At present, about 7% of all Title I students are served by after-school programs. If we assume those numbers apply to the 8,000 Title I schools in need of improvement, then roughly 1.86 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 \$521 million (with a 50% match). Together with current commitments of \$453 million, the total outlay for universal after-school in FY2001 would be \$974 million.

Outstanding Issues

1. **Competitive v. Formula Grants from the Federal Level.** The administration of this program can either continue handing out grants to LEAs on a competitive basis from the federal level or could transition to providing formula grants to the states to be handed out competitively to LEAs.
2. **Absolute v. Competitive Priority for Failing Schools.** The competition for new grants could include an absolute priority for schools in need of improvement or could provide a heavy competitive priority for schools so designated. The former would ensure that programs are targeted to failing schools. The latter approach would allow others to compete. A third approach could ensure that all applying failing schools receive funds, but that remaining funds available could be granted to other, non-failing schools.
3. **Community-Based Organizations.** While the current ESEA reauthorization proposal suggests allowing 10% of grant funds to be provided to CBOs, DPC advocates moving that number to 30%, provided that programs were run at the school site in partnership with the public school. Such an increase recognizes the high quality programs being run by CBOs and the need for failing schools to involve new approaches to raising student performance.

- ~~Define Failing Schools~~