

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                                         | DATE       | RESTRICTION |
|--------------------------|---------------------------------------------------------------------------------------|------------|-------------|
| 001. note                | Notes re: phone numbers (partial) (1 page)                                            | 5/19       | P6/b(6)     |
| 002. email               | Andy Rotherham to Karin Kullman re: 21st cenutry grants (partial) (1 page)            | 05/15/2000 | P6/b(6)     |
| 003a. profile            | Profile of 21st Century Community Learning Centers in Philadelphia (partial) (1 page) | n.d.       | P6/b(6)     |
| 003b. list               | List of 21st Century Community Learning Centers (partial) (1 page)                    | n.d.       | P6/b(6)     |

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Andrew Rotherham (Subject Files)  
OA/Box Number: 17352

### FOLDER TITLE:

Philadelphia After-School

2011-0103-S

rc167

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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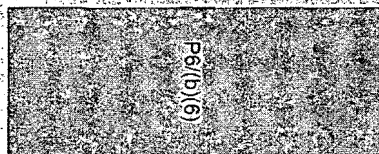
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1001 Area Section

Furn - 5/19

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Karin Kullman

05/18/2000 01:29:29 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP  
cc: Anna Richter/OPD/EOP@EOP  
Subject: articles from philadelphia inquirer

For Ridge and city, big risks from  
school-funds stalemate.

Pledges of help for Phila. schools \_As the district faces its biggest deficit, Gov. Ridge and bankers say they will work to avert a shutdown.

By Thomas Fitzgerald  
and Cynthia Burton

#### INQUIRER STAFF WRITERS

Here's a potential political nightmare:

The Republican National Convention is gathering in Philadelphia as Gov. Ridge is considered for the vice presidential nomination. So are flocks of reporters from all over the country. Television cameras are everywhere.

But the mood of the city is sullen. Mayor Street and school officials are angry. So are parents and children. The school district is broke and now it's part of the national news, tarnishing not just the city's image, but also the governor's.

This scenario illustrates the political risks as Mayor Street and school officials play the latest game of brinksmanship with Harrisburg over the city's school-funding crisis, political leaders and analysts on both sides said yesterday.

"The Ridge staff has worked hard to make sure that there are no unresolved issues that would generate negative news coverage before the convention," said G. Terry Madonna, the director of the Center of Politics and Public Affairs at Millersville University. "They don't want controversy."

And for Street, a showdown over schools close to or during the convention would prove counterproductive as well, Madonna said.

"The Ridgies would view it as foul play. It would be war. . ." he said.

Whatever happens, it was apparent yesterday that the Street administration and Harrisburg officials are inhabiting different worlds when it comes to perceptions as they assessed the city's failure to get \$65 million in an eleventh-hour request for the district.

Political analysts in Philadelphia say Street is banking on Ridge's strong desire to be a vice presidential candidate and to come off as a compassionate Republican during the GOP convention.

They also argue that if the schools do not get enough money to open in September, then Republicans can expect a higher voter turnout among Democrats in Philadelphia, angered by the refusal of a Republican-controlled state government to help the state's largest school district.

"The only way he [Street] can get more money now is by pushing the hot button at a time when Ridge doesn't want it pushed," said Ken Smukler, a Democratic political strategist. "What else is he going to use? . . . When you have no clout and the only thing you've got is to embarrass a potential vice presidential candidate, you do it, and I think that's the only way to go."

Republicans in Harrisburg strongly disagree and note that when the GOP site selection committee was here in 1998 scouting Philadelphia as a convention location, it ignored pickets from the striking Transportation Workers Union Local 234.

Tim Reeves, the governor's press secretary, said that the GOP convention "has nothing to do with" how the schools issue will be handled. He also said that Ridge was not worried how the crisis might be portrayed. "We're very comfortable with the facts, and we always hope that facts are the bottom line," Reeves said.

"It is difficult to overstate the challenges the district and the mayor face in getting more money," Reeves said. "We had to fight like crazy to get what the city already is getting. The line of people with absolutely credible proposals to send more money to Philadelphia is exactly one: Gov. Ridge. He put his political capital on the line."

The Street administration believes it also put political capital on the line. At Ridge's request, the mayor asked Philadelphia legislators to change their votes on Ridge's recently approved school takeover bill, according to George Burrell, the mayor's secretary of external affairs. The idea was to show Ridge's "good faith," Burrell said, gaining leverage with the governor and legislators to get the added \$65 million in state aid for the public schools.

But Harrisburg runs on personal relationships, and both Democratic and Republican officials said the Street administration has not cultivated ties to key players in the legislature and the administration. They were baffled by the mayor's last-minute request Monday for an additional \$65 million for Philadelphia schools as the budget was being finished.

"The mayor never asked me, a little farm boy from Lancaster County," said Rep. John Barley, the Republican chairman of the powerful House Appropriations Committee. "He never conveyed to me the need for additional money. You can't say 'no' if you aren't asked."

The Street administration yesterday said it had given Harrisburg ample warning of what it needed. Burrell said the administration on April 12 delivered a letter to Harrisburg's legislative leaders and the Philadelphia delegation, as well as Ridge, on the problem.

"We identified schools as our number-one issue and we needed a significant amount of help to get it through the legislature," Burrell said.

"We believe that everybody who was a member of leadership in the House and Senate - both Democrats and Republicans - was aware of the specifics of our request before they went into deliberations on the budget."

The political calculus for the legislators from outside of Philadelphia is simple: Voters at home will whack them if they are seen as too generous to city schools. After all, the Philadelphia district already gets more state money on a per-student basis than any other, and 83 percent of the state's 501 school districts have had to raise local property taxes since 1995. As Smukler said, the issue is "the third rail in Harrisburg."

Moreover, there is widespread skepticism among lawmakers that Philadelphia's problems are as dire as Street says. Superintendent David Hornbeck said schools would close early in 1997, for instance, and it never happened.

"Everybody up here just laughs when they cry wolf," said State Sen. Vincent Fumo (D., Phila.), the ranking Democrat on the Appropriations Committee. Even if his party had more clout in the Capitol, it is unlikely Street would have gotten his money, Fumo said.

"If Democrats were in control of the House or the Senate or the governor's office, they would do better," Fumo said. "But even under the best of circumstances, they're not getting \$65 million, because that is a lot of money. The only way they get those kinds of numbers is if the courts ordered it. There is no legislative solution here."

That's the nub of the problem, all sides agree.

Unlike those in other states, Pennsylvania courts have not gotten involved in the issue of equalized funding for rich and poor school districts. And there is little incentive for the legislature or any governor to tackle it, officials say. Most lawmakers represent suburban or rural areas whose schools would lose out if the state shifted money to urban districts. And if the legislature wanted to keep funding for the wealthier districts stable while pumping more money into the cities, taxes would have to be raised dramatically, a vote no lawmaker would like to make.

For Street, the political downside of the standoff is that he may be perceived by his core constituents who send their children to the public

schools as someone who did too little, too late, to avert the school-funding crisis.

He was, in part, elected on a promise to solve the schools' fiscal crisis by getting Harrisburg to ante up.

#### Pledges of help for Phila. schools

As the district faces its biggest deficit, Gov. Ridge and bankers say they will work to avert a shutdown.

For Ridge and city, big risks from school-funds stalemate

By Dale Mezzacappa  
and Susan Snyder

#### INQUIRER STAFF WRITERS

Gov. Ridge and local bank officials said yesterday that they are willing to do what they can to help the Philadelphia School District avert a July shutdown.

Banks are considering once again extending letters of credit so the district can borrow money against future tax revenues and meet its payroll this summer. A spokesman for Ridge said the governor is discussing the possibility of advancing some of next year's basic subsidy to the district as early as July 1.

"That's the kind of thing we're happy to talk about. It's certainly possible," said Tim Reeves, spokesman for Ridge.

On Tuesday, Mayor Street said the district may not be able to operate past July 1 without more money from the state. A late effort to get \$64 million added to the state budget failed.

While Ridge and legislators have in the past accused the district of "crying wolf" to get more state funds, Ridge officials say they believe the financial situation is dire.

So do the bank officials, who said yesterday they are still poised to help out, if they can, so the district can borrow money at reasonable interest rates.

"We're going to do everything possible to help a good customer here," said Larry Delp, an executive vice president at First Union. "But we are a financial institution and we have to act prudently."

The district is projecting a larger cumulative deficit next year than ever before - about \$200 million - in its \$1.6 billion budget, a little more than half of which is paid for by the state. And for the first time, it expects to finish this fiscal year about \$40 million in the red, rather than with some

carryover funds.

The district must pass its budget by May 31.

The district's fiscal troubles have been building. In past years, a crisis has been forestalled by one-shot revenue boosters that are no longer available, school district officials said, as city and state payments to the district have not kept pace with enrollment growth and inflation.

"We've papered it over, bought time, deferred the reckoning through one-time budget balancers," said Michael Masch, head of the Board of Education's finance committee and a former city budget official.

These boosters included the sale of tax liens, which raised \$24 million; bond refinancing, which saved over \$100 million in interest costs; and the stock market surge, which resulted in \$40 million in investment income. In addition, \$150 million in private money obtained through the Annenberg Challenge is now running out.

At the same time, officials say, expenditures have risen because of charter schools, higher costs for teaching children who do not speak English, security, and full-day kindergarten for all students. While ordinary district operating costs have increased a modest 3 percent since 1995, Masch said, costs for these items have gone up much faster.

For instance, security costs have increased 12 percent a year since 1995 and payments to private schools to educate severely disabled children ballooned by 14 percent a year after state and federal special-education laws were changed in 1997.

Charters are a new expenditure since 1998 and are forecast to cost \$78 million next year. Extending full-day kindergarten to all students since 1996 increased kindergarten costs by 53 percent a year.

"There is a consensus that these are good things to spend money on," Masch said. "The state and city have to decide the appropriate level of expenditures for the school district and then decide how to pay for it, in that order. If we're spending too much, we should cut. If we're not spending too much, then the only issue is, how much should the city put in and how much should the state put in?"

The solutions being considered by the banks and the governor do not solve the district's long-term problems, he said.

School officials have been saying for years that expenditures were outpacing revenues. They say this is because neither state nor local aid has kept up with inflation or with higher enrollment levels since about 1991, when the state formula for giving aid to school districts was largely abandoned.

In the absence of a regular formula, state aid has gone up less than 3 percent a year, while the major source of local funding for the district, the real estate tax, has gone up by less than 1 percent a year. At the

same time, the district's enrollment has shot up by more than 10 percent in the last decade.

Virtually every summer, the district borrows money to maintain its cash flow until tax revenue arrives in February and March. It does so by selling tax-revenue anticipation notes to the public in July.

Two years ago and again this year, projected budget shortfalls meant that the district could not guarantee repayment of the notes. In 1998, First Union Corp. and PNC Bank stepped forward to guarantee them, collectively worth \$235 million. Last year, both banks and Mellon PSFS provided letters of credit worth \$240 million.

The district estimates it will need about \$275 million in tax-revenue anticipation notes this year.

Delp, of First Union, said his bank would consider a similar arrangement whether the state came forward with more money or not. But additional state funding would strengthen the chance, as would a lower projected deficit for 2000-01, he said.

"Whenever you're looking at a deficit from a customer, you look at the following years on how the deficit will be remedied," he said.

Richard L. Smoot, president and chief executive officer of PNC Financial Services Group in Philadelphia and Southern New Jersey, also said he is interested in helping the district again this year.

"One of the options we'd expect to consider is a letter of credit," Smoot said in a prepared statement.

Masch said the district is still looking for ways to reduce administrative expenses by \$15 million. And Mayor Street said that he would press City Council to give the district \$20 million more.

City negotiators told Ridge and legislators that with those moves and \$64 million from the state - on top of a \$52 million increase in the state subsidy already approved - the district could stem the crisis.

But the legislature wasn't buying, and the negotiations failed. House Majority Leader John Perzel, a Republican from Northeast Philadelphia, blasted Street for his spending priorities.

Two years ago, then-Mayor Edward G. Rendell and School Superintendent David Hornbeck threatened to cut short the school year, citing a lack of sufficient revenue from the state. Harrisburg responded by passing legislation authorizing a state takeover if the threat was made good.

At that time, the district said it faced a deficit of \$85 million in the 1999 budget, and Hornbeck refused to cut education programs. But neither a shutdown nor a takeover occurred because the district was able to use the one-shot bailouts.

Reeves said the governor is not considering earlier subsidy payments as a way to delay a crisis on the eve of the Republican National Convention this summer.

"We want to be helpful every month of the year," Reeves said.

The state has advanced subsidy payments to school districts in the past due to unusual circumstances, Reeves said. Philadelphia schools are to receive \$660.1 million in basic-education subsidies and \$97.3 million in special-education subsidies under the 2001 budget.

## INVESTING IN EDUCATION

**Made the Largest Investment in Education in 30 Years.** Maintaining his longtime commitment to education, the President enacted the largest investment in education in 30 years -- and the largest investment in higher education since the G.I. Bill.

**Modernizing Our Schools.** This year, the President and Vice President have proposed federal tax credits to pay the interest on nearly \$25 billion in state and local bonds to modernize and rebuild up to 6,000 public schools that are overcrowded, out-of-date, and unsafe. In addition, the budget includes a new \$13 billion school urgent/emergency renovation loan and grant proposal.

**More High-Quality Teachers with Smaller Class Sizes.** The Clinton-Gore Administration won a second installment of \$1.3 billion for the President's plan to hire an additional 100,000 well-prepared teachers to reduce class size in the early grades, when children learn to read and master the basic skills. Already, 29,000 teachers have been hired through this initiative. This year's budget provides \$1.75 billion, a \$450 million increase -- enough to fund nearly 49,000 teachers. Research shows that minorities, and low-income students in particular, benefit academically from smaller classes.

**Providing Early Education to Nearly 900,000 Children with Head Start.** The President and Vice President have expanded Head Start funding by 90 percent since 1993. Head Start will reach approximately 880,000 low-income children in FY 2000 and, with the President's proposed increase for the program, will be on the way to reaching the President's goal of serving 1 million children and their families by the year 2002. The Administration also created Early Head Start, bringing Head Start's successful comprehensive services to families with children ages zero to three, and set high quality standards for both programs.

**Teaching Every Child to Read by the 3rd Grade.** The President challenged Americans to unite to be sure that every child can read well and independently by the third grade. In response to his America Reads challenge, more than 1,100 colleges have committed Work Study students to tutor children in reading, and more than 2 million children have been taught, tutored or mentored by national service programs like AmeriCorps, VISTA, and Foster Grandparents. In addition, colleges and universities that participate in the Federal work-study program must include at least one tutoring or family literacy project as part of its community service activities, giving priority to the employment of work-study students as reading tutors in schools participating in reading reform efforts. Grants are awarded through the Reading Excellence Act to high-poverty schools to improve the teaching and learning of reading.

**Providing Safe After-School Opportunities for 850,000 Students Each Year.** The 21st Century Community Learning Centers program will provide enriching after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY 2000. Extended learning time has not only been shown to increase achievement in reading and math, but to decrease youth violence and drug use. Funding for this program more than doubled from FY 1999 to FY 2000. For FY 2001, the President's budget calls on Congress to invest \$1 billion in the 21st Century Program and to ensure that all children in failing schools have access to quality after-school and summer school opportunities. This proposal will double funding and nearly triple the number of students served to 2.5 million.

**Expanding Access to Education Technology.** With the Vice President's leadership, the Clinton-Gore Administration has made increasing access to technology a top priority. The President and Vice President created the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. They increased overall investments in educational technology from \$23 million in 1993 to \$769 million in FY 2000, and tripled funding for Community Technology Centers to reach at least 120 low-income communities. Through the E-rate program, they secured low-cost connections to the Internet for schools, libraries, rural health clinics and hospitals, benefiting more than 80 percent of America's public schools. They also increased investment in education research to ensure all children benefit from educational technology. In 1999, 95 percent of public schools were connected to the Internet -- up from just 35 percent in 1994.

**Getting High-Quality Teachers to Underserved Areas.** President Clinton and Vice President Gore won \$98 million in the FY 2000 budget to enhance teacher quality and attract teachers to high need, high poverty school districts. This year, the President and Vice President have proposed a new \$1 billion teacher quality plan to recruit, train and reward good teachers. The Teaching to High Standards Initiative includes a Hometown Teacher Recruitment program to empower high-poverty school districts to develop programs to recruit homegrown teachers to address the shortage of qualified teachers.

**Turning Around Failing Schools.** 13 million low-income students now benefit from higher expectations and a challenging curriculum geared to higher standards through Title I-Aid to Disadvantaged Students. The FY 2000 budget provides a \$134 million accountability fund to help turn around the worst performing schools and hold them accountable for results through such measures as overhauling curriculum, improving staffing, or even closing schools and reopening them as charter schools. This year, the President is proposing to double funding for this fund to turn around the nation's failing schools to ensure all children receive a quality education.

**Extra Help for Limited-English Proficient Children.** In 1994, President Clinton reformed the Title I program, eliminating barriers that had prevented limited-English proficient children from getting help. In the 1996-97 school year, 30% of the children served by Title I were Hispanic.

**Strengthening Bilingual and Immigrant Education.** The President is committed to ensuring that students with limited English skills get the extra help they need in order to learn English and meet the same high standards expected for all students. The Clinton-Gore Administration fought for and won a 35% increase in bilingual and immigrant education in the 1997 budget deal, and won another \$26 million increase in the FY 2000 budget. For FY 1999, the Administration fought for and won a doubling of the investments in bilingual teacher training as part of its Hispanic Education Action Plan. Bilingual education funding helps school districts teach English to more than a million limited English proficient (LEP) children and helps LEP students to achieve to the same high standards as all other students. It also provides teachers with the training they need to teach limited English proficient students. The Immigrant Education program helps more than a thousand school districts provide supplemental instructional services to more than 800,000 recent immigrant students. In his proposal to reauthorize the Elementary and Secondary Education Act, the President has proposed additional help to ensure that all teachers are well-trained to meet the needs of students with Limited English Proficiency. His proposal would also make schools and districts more accountable for helping children with Limited English Proficiency master their academic subjects and learn English. The President's FY

2001 budget increases funding for these programs by an additional \$832 million.

**More Assistance for Migrant Children and Families.** Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton improved the Migrant Education Program in the 1994 reauthorization, won a 16 percent increase in FY 1999, and won another increase in FY 2000 -- bringing the total to \$22 million. As part of his Hispanic Education Action Plan, he also won increases for the High School Equivalency Program, the College Assistance Migrant Program, as well as funding for a Migrant Youth Job Training Demonstration.

**English Literacy/Civics Initiative.** The Clinton-Gore budget requests \$75 million for the English Language/Civics Initiative -- a nearly \$50 million increase to help an additional estimated 250,000 LEP individuals. This program helps states and communities provide limited English proficient individuals with expanded access to quality English-language instruction linked to civics and life skills instruction, including understanding the U.S. government system, the public education system, the workplace, and other key institutions of American life.

**Reducing the Drop-Out Rate Through Right Track Partnerships.** The President's FY 2000 budget provides \$100 million for "Right Track Partnerships" to promote partnerships between schools, employers, and community-based organizations that devise innovative community-wide approaches to increase the rate at which economically disadvantaged and limited-English proficient youth complete and excel in high school and subsequently increase the rate at which these youth go on to post-secondary education, training, and higher paying careers. This new proposal builds on last year's Hispanic Education Action Plan, which received nearly \$500 million for FY1999.

**Enacted a Hispanic Education Action Plan.** The Hispanic dropout rate is unacceptably high, and is substantially higher for Hispanics than African-Americans and White non-Hispanics. The Clinton-Gore Administration is reaching out to Hispanic youth, encouraging them to stay in school, do well academically and graduate from high school, and go on to college so that they can compete successfully for good jobs and take advantage of promising career opportunities. The Administration proposed and won funding increases for a Hispanic Education Action Plan in the FY 1999 budget. As part of this plan, the President and Vice President proposed significant increases in a number of programs that enhance educational opportunity for Hispanic Americans. The final FY 2000 budget agreement included \$436 million in increases for programs that help to improve the educational outcomes of Latinos and limited English proficient students, including Title I grants to LEAs, Adult Education, Bilingual Education, and TRIO.

**Opening the Doors of College to All Americans.** In 1997, President Clinton proposed and passed the HOPE Scholarships and Lifetime Learning tax credits to provide tax relief to nearly 13 million Americans each year who are struggling to pay for college. The Hope Scholarship helps make the first two years of college universally available to about 5.6 million students annually by providing a tax credit of up to \$1,500 for the first two years of college. The Lifetime Learning tax credit provides a 20 percent tax credit on the first \$5,000 of tuition and fees for students beyond the first two years of college, or taking classes part-time (in 2003, this increases to \$10,000). In his FY 2001 budget, the President has proposed to expand the Lifetime Learning tax credit with the College Opportunity tax cut, which will give families the option of taking a tax deduction or claiming a 28 percent credit for the first \$5,000 of college tuition and fees until 2002, and \$10,000 thereafter.

**Expanding Work Study and Pell Grants.** One million students will be able to work their way through college because of the President's expansion of the Work Study Program, and nearly four million students will receive a Pell Grant of up to \$3,300, the largest maximum award ever. The maximum award has increased 43 percent under the Clinton-Gore Administration. This year President Clinton proposed a \$77 million increase in Work Study to continue to support one million awards, and a \$200 increase in the Pell Grant maximum award, to raise it to \$3,500. In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant.

**Dual Degree Programs for Minority-Serving Institutions.** The Clinton-Gore Administration has proposed a new program to increase opportunities for students at minority-serving institutions. Students would receive two degrees within five years: one from a minority-serving institution, and one from a partner institution in a field in which minorities are underrepresented. This new \$40 million program will serve an estimated 3,000 students.

**Established a Hispanic Advisory Commission.** In 1994, the President issued an Executive Order on Educational Excellence for Hispanics which established an advisory commission to oversee the improvement in education for Hispanics and would work to ensure that Hispanic-Serving Institutions will have more input regarding educational goals and issues of concern to Hispanics. The Commission's report identified contributing factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding.

**Helping Students Finish College.** This year the President has proposed new College Completion Challenge Grants to help reduce the college drop-out rate, with pre-freshman summer programs, support services and increased grant aid to students. This \$35 million initiative will improve the chances of success for nearly 18,000 students. Currently, 31 percent of Hispanics drop out of college after less than one year, compared to 18 percent of whites.

**Implemented the Student Diversity Partnership Program.** Partnered with Hispanic Association of Colleges and Universities, National Association for Equal Opportunity in Higher Education, an Indian Science and Engineering Society and the Center for the Advancement of Hispanics in Science and Engineering Education to implement the Student Diversity Partnership Program. This program will ensure an adequate supply of diverse and qualified scientists and engineers for the 21st century. In addition, the White House awarded Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring Grants to both individual mentors and institutions that foster mentoring, helping to ensure that America's future scientists and engineers come from all of the nation's racial and cultural segments of the population.

**AmeriCorps College Support.** Since 1993, more than 150,000 people have had the opportunity to serve their communities through AmeriCorps, with Hispanics comprising 11 percent of all participants. In 1999, nearly 50,000 young people had the opportunity to serve and earn an award of up to \$4,725 to pay for college or repay student loans.

**Establishing the GEAR-UP Mentoring Program for Middle School Children.** President Clinton and Vice President Gore created and expanded GEAR-UP, a nationwide mentoring initiative, to help over 750,000 low-income middle school children finish school and prepare for college. GEAR-UP will expand mentoring efforts by states and provide new grants to partnerships of middle schools,

institutions of higher education, and community organizations, to provide intensive early intervention services to help prepare over 750,000 students at high-poverty middle schools for college. The President's FY 2001 budget would expand services to 1.4 million students with a 63 percent increase.

**Expanding Investments in Youth Education and Training.** While House Republicans attempted to eliminate the successful Summer Jobs program in FY 1999, President Clinton prevailed with his request for \$871 million in funding, which provided about 483,000 summer jobs for disadvantaged youth. That same year the President signed into law the Workforce Investment Act, consolidating the funding streams of the summer jobs and year-round training programs and increasing local flexibility to design youth job training programs. The Youth Opportunity Grants program provides high school dropouts between the ages of 16 and 24 with academic and job-skills training, as well as apprenticeships building and rehabilitating affordable housing. The President proposed and won \$250 million for the second year of funding for this innovative program in FY 2000, allowing the program to serve up to 58,000 of the most disadvantaged young people in high poverty areas.

**Teaching Job Skills and Building Homes Through "Youthbuild."** Through the Youthbuild program, nearly 2,300 high school dropouts have developed valuable job skills while building or renovating homes for hundreds of low-income families. This program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide. More than \$170 million in grants have been made under Youthbuild since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by Youthbuild, an estimated 1,170 are Hispanic youth. The FY 2001 budget increases the investment in Youthbuild by 76 percent to \$75 million, enough to serve about 3,330 trainees.

The United States Department of Education announced today 310 new afterschool awards to school districts with community partners, totaling \$185.7 million. This funding will now support programs in over 900 new inner-city and rural public schools.

The Department received 2,252 applications totaling approximately \$1.3 billion in requested funding for the 21<sup>st</sup> Century Community Learning Centers program. This means that grantees had an approximately 1 out of 7 chance of being awarded a 21<sup>st</sup> Century grant. Over 1,000 high-quality applications – which would have required an additional \$600 million in funding – could not be funded this year (see chart).

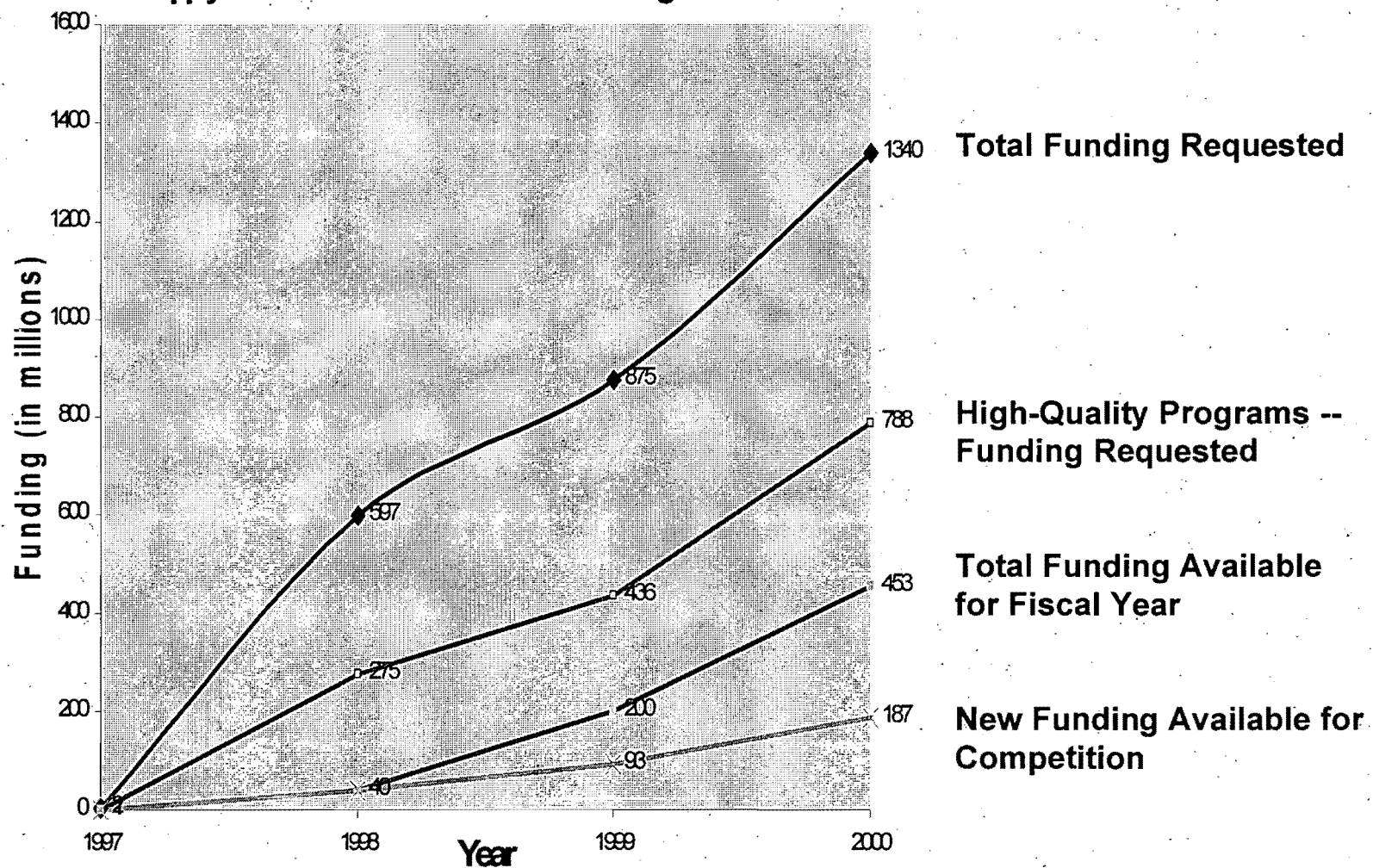
The 21st Century Community Learning Centers program, a discretionary grant program from the U.S. Department of Education to local school districts in collaboration with their community partners, is a key component of the Administration's effort to keep children safe and help them learn after school. Providing afterschool programming in a community schools setting, Congress has supported this initiative by appropriating \$454 million in FY 2000, (up from \$200 million in FY 1999, \$40 million in FY 1998 and \$1 million in FY 1997).

The new grantees represent 48 States as well as Kosrae, in the Federated States of Micronesia. Idaho will receive its first grants (though Wyoming, Hawaii and DC will not receive any new awards). This brings the total number of 21<sup>st</sup> Century grants to 903, spanning every State, the District of Columbia, Puerto Rico, the Virgin Islands, and the Federated States of Micronesia. In total, these 903 grants will support over 3,000 Community Learning Centers and will serve approximately 650,000 children and 250,000 adults.

In this year's competition, the application package was made available to the public on December 20, 1999, with a closing date of March 20, 2000. In January and February, 64 state and regional training sessions were provided to potential applicants by the National Community Education Association and the National Association for Bilingual Education, with funding from the Charles Stewart Mott Foundation.

The President has proposed more than doubling the appropriation for the 21<sup>st</sup> Century Community Learning Centers program to \$1 billion in FY 2001.

## Supply and Demand for Afterschool Funding

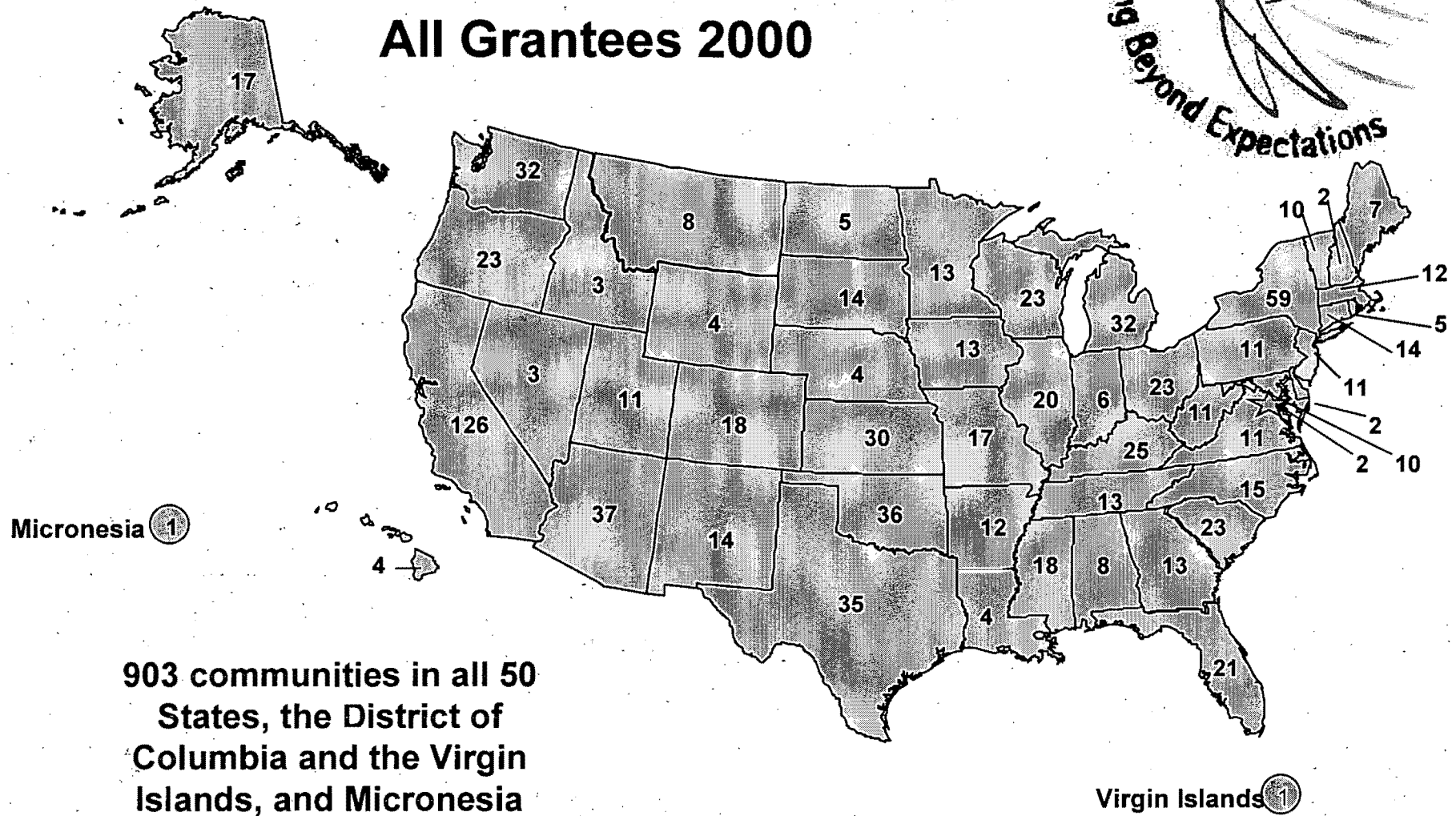


# 21st Century Community Learning Centers

## All Grantees 2000

21st Century Community  
Learning Centers

Soaring  
Beyond Expectations



903 communities in all 50  
States, the District of  
Columbia and the Virgin  
Islands, and Micronesia

| Applicant Name                              | City          | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|---------------------------------------------|---------------|-------|---------|------------------------------------|
| Anchorage School District                   | Anchorage     | AK    | 99519   | \$ 1,617,378                       |
| North Slope Borough School District         | Barrow        | AK    | 99723   | \$ 873,099                         |
| Craig City School District                  | Craig         | AK    | 99921   | \$ 392,039                         |
| Yukon Komukuk School District               | Fairbanks     | AK    | 99709   | \$ 438,116                         |
| Northwest Arctic Borough School District    | Kotzebue      | AK    | 99752   | \$ 848,173                         |
| Sitka School District                       | Sitka         | AK    | 99835   | \$ 384,455                         |
| Auburn City Schools                         | Auburn        | AL    | 36831   | \$ 1,376,585                       |
| Jefferson County Board of Education         | Birmingham    | AL    | 35209   | \$ 681,558                         |
| Board of Education of the City of Demopolis | Demopolis     | AL    | 36732   | \$ 345,168                         |
| Sumter County School District               | Livingston    | AL    | 35470   | \$ 996,100                         |
| Dumas School District                       | Dumas         | AR    | 71639   | \$ 677,623                         |
| Earle School District                       | Earle         | AR    | 72331   | \$ 248,982                         |
| Helena - West Helena School District        | Helena        | AR    | 72342   | \$ 452,850                         |
| Hot Springs School District                 | Hot Springs   | AR    | 71901   | \$ 791,946                         |
| Pulaski County Special School District      | Little Rock   | AR    | 72216   | \$ 319,914                         |
| Mt. Judea Public School District            | Mt. Judea     | AR    | 72655   | \$ 310,076                         |
| Benson Elementary School                    | Benson        | AZ    | 85602   | \$ 510,539                         |
| Colorado River Union High School District   | Bullhead City | AZ    | 86439   | \$ 318,068                         |
| Casa Grande Elementary School District #4   | Casa Grande   | AZ    | 85222   | \$ 649,068                         |
| Rough Rock Community School                 | Chinle        | AZ    | 86503   | \$ 240,681                         |
| Douglas Unified School District #27         | Douglas       | AZ    | 85607   | \$ 574,702                         |
| Flagstaff Unified School District #1        | Flagstaff     | AZ    | 86004   | \$ 338,314                         |
| Frank Elementary School (TD #3)             | Guadalupe     | AZ    | 85283   | \$ 141,448                         |
| Many Farms High School                      | Many Farms    | AZ    | 86538   | \$ 186,338                         |
| Patagonia Elementary School District        | Patagonia     | AZ    | 85624   | \$ 271,425                         |
| Osborn School District #8                   | Phoenix       | AZ    | 85013   | \$ 399,684                         |
| Tolleson Union High School District         | Tolleson      | AZ    | 85353   | \$ 468,643                         |
| Luz Academy of Tucson                       | Tucson        | AZ    | 85701   | \$ 537,776                         |
| Yuma Elementary School District #1          | Yuma          | AZ    | 85364   | \$ 733,968                         |
| Anaheim City School District                | Anaheim       | CA    | 92805   | \$ 1,188,606                       |

| Applicant Name                                | City          | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|-----------------------------------------------|---------------|-------|---------|------------------------------------|
| Bakersfield City School District              | Bakersfield   | CA    | 93305   | \$ 136,728                         |
| Anderson Valley Unified School District       | Boonville     | CA    | 95415   | \$ 307,880                         |
| De Anza Junior High School                    | Calexico      | CA    | 92231   | \$ 890,319                         |
| Los Angeles County Office of Education        | Downey        | CA    | 90242   | \$ 1,890,487                       |
| West Park School District                     | Fresno        | CA    | 93706   | \$ 163,537                         |
| Fresno Unified School District                | Fresno        | CA    | 93721   | \$ 757,633                         |
| Fresno County Office of Education             | Fresno        | CA    | 93721   | \$ 1,050,000                       |
| Gonzales Unified School District              | Gonzales      | CA    | 93926   | \$ 520,191                         |
| King City Joint Union High School             | King City     | CA    | 93930   | \$ 199,260                         |
| King City Union School District               | King City     | CA    | 93930   | \$ 293,102                         |
| Sequoia Union Elementary School District      | Lemoncove     | CA    | 93244   | \$ 136,362                         |
| Long Beach Unified School District            | Long Beach    | CA    | 90810   | \$ 468,288                         |
| Los Angeles Unified School District           | Los Angeles   | CA    | 90005   | \$ 600,000                         |
| Los Angeles Unified School District           | Los Angeles   | CA    | 90012   | \$ 1,684,442                       |
| Los Angeles Unified School District           | Los Angeles   | CA    | 48124   | \$ 148,411                         |
| Mono County Office of Education               | Mammoth Lakes | CA    | 93546   | \$ 225,582                         |
| Modesto City Schools                          | Modesto       | CA    | 95351   | \$ 594,696                         |
| Montebello Unified School District            | Montebello    | CA    | 90640   | \$ 530,251                         |
| North Monterey County Unified School District | Moss Landing  | CA    | 95039   | \$ 736,868                         |
| National School District                      | National City | CA    | 91950   | \$ 632,337                         |
| Corona-Norco Unified School District          | Norco         | CA    | 92860   | \$ 375,000                         |
| Oakland Unified School District               | Oakland       | CA    | 94606   | \$ 703,000                         |
| Oakland Unified School District               | Oakland       | CA    | 94606   | \$ 405,168                         |
| Oakland Unified School District               | Oakland       | CA    | 94606   | \$ 500,000                         |
| Oceanside Unified School District             | Oceanside     | CA    | 92054   | \$ 452,023                         |
| Ontario-Montclair School District             | Ontario       | CA    | 91762   | \$ 125,000                         |
| Cutler-Orosi JUSD                             | Orosi         | CA    | 93647   | \$ 402,876                         |
| Butte County Office of Education              | Oroville      | CA    | 95965   | \$ 838,153                         |
| Pasadena Unified School District              | Pasadena      | CA    | 91109   | \$ 987,413                         |
| Arena Union Elementary School District        | Point Arena   | CA    | 95468   | \$ 164,948                         |

| Applicant Name                             | City             | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|--------------------------------------------|------------------|-------|---------|------------------------------------|
| Enterprise School District                 | Redding          | CA    | 96002   | \$ 257,247                         |
| Redwood City School District               | Redwood City     | CA    | 94063   | \$ 675,000                         |
| West Contra Costa Unified School District  | Richmond         | CA    | 94801   | \$ 507,989                         |
| West Contra Costa Unified School District  | Richmond         | CA    | 94801   | \$ 187,076                         |
| West Contra Costa Unified School District  | Richmond         | CA    | 94801   | \$ 500,000                         |
| Jurupa Unified School District             | Riverside        | CA    | 92509   | \$ 625,759                         |
| San Diego Unified School District          | San Diego        | CA    | 92103   | \$ 171,646                         |
| Golden Plains Unified School District      | San Joaquin      | CA    | 93660   | \$ 339,259                         |
| Mt. Pleasant Elementary District           | San Jose         | CA    | 95148   | \$ 875,561                         |
| Alum Rock Union Elementary School District | San Jose         | CA    | 95127   | \$ 381,734                         |
| San Ysidro Elementary School District      | San Ysidro       | CA    | 92173   | \$ 750,000                         |
| Sanger Unified School District             | Sanger           | CA    | 93657   | \$ 291,503                         |
| Santa Ana Unified School District          | Santa Ana        | CA    | 92701   | \$ 600,000                         |
| Santa Paula Union High S.D.                | Santa Paula      | CA    | 93060   | \$ 257,639                         |
| Lake Tahoe Unified School District         | South Lake Tahoe | CA    | 96150   | \$ 290,210                         |
| Three Rivers Union ESD                     | Three Rivers     | CA    | 93271   | \$ 738,853                         |
| Wheatland School District                  | Wheatland        | CA    | 95692   | \$ 381,517                         |
| Winton Elementary School District          | Winton           | CA    | 95388   | \$ 670,181                         |
| Yreka Union Elementary School District     | Yreka            | CA    | 96097   | \$ 372,309                         |
| Adams/Arapahoe 28J                         | Aurora           | CO    | 80011   | \$ 128,239                         |
| Delta County School District 50J           | Delta            | CO    | 81416   | \$ 445,208                         |
| Denver Public Schools                      | Denver           | CO    | 80203   | \$ 617,922                         |
| Jefferson County School District R-1       | Golden           | CO    | 80401   | \$ 436,872                         |
| Limon Public School District RE-4J         | Limon            | CO    | 80828   | \$ 339,808                         |
| Pueblo School District 60                  | Pueblo           | CO    | 81001   | \$ 658,808                         |
| San Juan County School District #1         | Silverton        | CO    | 81433   | \$ 116,282                         |
| RE-1 Valley School District                | Sterling         | CO    | 80751   | \$ 230,220                         |
| Bridgeport Board of Education              | Bridgeport       | CT    | 06604   | \$ 1,575,628                       |
| East Hartford Public Schools               | East Hartford    | CT    | 06108   | \$ 375,000                         |
| Hartford Public Schools                    | Hartford         | CT    | 06103   | \$ 1,600,000                       |

| Applicant Name                               | City              | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|----------------------------------------------|-------------------|-------|---------|------------------------------------|
| Capital School District                      | Dover             | DE    | 19904   | \$ 333,609                         |
| Washington County School Board               | Chipley           | FL    | 32428   | \$ 1,056,451                       |
| Monroe County School District                | Key West          | FL    | 33040   | \$ 919,160                         |
| District School Board of Collier County      | Naples            | FL    | 34104   | \$ 1,339,558                       |
| Lake County Schools                          | Tavares           | FL    | 32778   | \$ 383,796                         |
| Kosrae Dept. of Education                    | Kosrae            | FM    | 98166   | \$ 349,530                         |
| Board of Public Education for Bibb County    | Macon             | GA    | 31201   | \$ 512,081                         |
| Akron-Westfield Community School District    | Akron             | IA    | 51001   | \$ 200,417                         |
| Columbus Community Schools                   | Columbus Junction | IA    | 52738   | \$ 255,289                         |
| Iowa City Community School District          | Iowa City         | IA    | 52240   | \$ 192,055                         |
| Maquoketa Community School District          | Maquoketa         | IA    | 52060   | \$ 353,000                         |
| Marshalltown Community School District       | Marshalltown      | IA    | 50158   | \$ 768,689                         |
| Perry Community School District              | Perry             | IA    | 50220   | \$ 593,300                         |
| Storm Lake Community School District         | Storm Lake        | IA    | 50588   | \$ 393,419                         |
| Gooding Joint School District #231           | Gooding           | ID    | 83330   | \$ 956,380                         |
| Joint School District #214                   | Grangeville       | ID    | 83530   | \$ 1,217,831                       |
| Lapwai School District #341                  | Lapwai            | ID    | 83540   | \$ 203,608                         |
| Community Consolidated School District 62    | Des Plaines       | IL    | 60016   | \$ 399,289                         |
| Elverado Community Unit School District #196 | Elkville          | IL    | 62932   | \$ 136,595                         |
| Madison Community School District #12        | Madison           | IL    | 62060   | \$ 477,710                         |
| Murphysboro CUSD #186                        | Murphysboro       | IL    | 62966   | \$ 369,492                         |
| Dolton West School District 148              | Riverdale         | IL    | 60827   | \$ 479,400                         |
| Rockford Public Schools #205                 | Rockford          | IL    | 61104   | \$ 675,974                         |
| Sesser-Valier Unit School District #196      | Sesser            | IL    | 62884   | \$ 154,406                         |
| Thornton High School District 205            | South Holland     | IL    | 60473   | \$ 391,203                         |
| Evansville-Vanderburgh School Corp.          | Evansville        | IN    | 47708   | \$ 625,257                         |
| Perry Central Community School Corp.         | Leopold           | IN    | 47551   | \$ 184,070                         |
| South Bend Community School Corporation      | South Bend        | IN    | 46601   | \$ 850,334                         |
| Burlington Unified School District #244      | Burlington        | KS    | 66839   | \$ 198,329                         |
| Chanute Public Schools                       | Chanute           | KS    | 66720   | \$ 551,653                         |

| Applicant Name                            | City           | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|-------------------------------------------|----------------|-------|---------|------------------------------------|
| Unified School District 257               | Iola           | KS    | 70802   | \$ 719,693                         |
| USD #362 Prairie View                     | LaCygne        | KS    | 66040   | \$ 404,162                         |
| Lawrence Unified School District          | Lawrence       | KS    | 66044   | \$ 642,084                         |
| Unified School District #480              | Liberal        | KS    | 67901   | \$ 781,232                         |
| Chautauqua County CSD 286                 | Sedan          | KS    | 67361   | \$ 157,001                         |
| USD #393                                  | Solomon        | KS    | 67480   | \$ 168,243                         |
| Auburn-Washburn USD #437                  | Topeka         | KS    | 66610   | \$ 339,324                         |
| Unified School District #259              | Wichita        | KS    | 67202   | \$ 1,170,185                       |
| Green River Educational Cooperative, Inc. | Bowling Green  | KY    | 42101   | \$ 912,000                         |
| L. C. Curry Elementary                    | Bowling Green  | KY    | 42101   | \$ 220,745                         |
| Hickman County Board of Education         | Clinton        | KY    | 42031   | \$ 961,630                         |
| Metcalfe County School District           | Edmonton       | KY    | 42129   | \$ 596,353                         |
| Elizabethtown Independent Schools         | Elizabethtown  | KY    | 42701   | \$ 518,442                         |
| Russell County Board of Education         | Jamestown      | KY    | 42629   | \$ 400,358                         |
| Rockcastle County School Distirct         | Mt. Vernon     | KY    | 40456   | \$ 344,471                         |
| Ohio Valley Educational Cooperative       | Shelbyville    | KY    | 40065   | \$ 768,000                         |
| McCreary County School System             | Stearns        | KY    | 42647   | \$ 814,645                         |
| Whitley County School district            | Williamsburg   | KY    | 40769   | \$ 499,411                         |
| Park Elem School                          | Baton Rouge    | LA    | 66749   | \$ 408,297                         |
| Assumption Parish School Board            | Napoleonville  | LA    | 70390   | \$ 539,300                         |
| Malden Public Schools                     | Malden         | MA    | 02148   | \$ 650,000                         |
| St. Mary's County Public Schools          | Leonardtown    | MD    | 20650   | \$ 657,883                         |
| Montgomery County Public Schools          | Rockville      | MD    | 20850   | \$ 163,524                         |
| Ellsworth School Department               | Ellsworth      | ME    | 04605   | \$ 298,522                         |
| Alpena Public Schools                     | Alpena         | MI    | 49707   | \$ 578,429                         |
| Bangor Public Schools                     | Bangor         | MI    | 49013   | \$ 372,091                         |
| West Village Academy                      | Dearborn       | MI    | 48124   | \$ 388,360                         |
| DeTour Area Schools                       | DeTour Village | MI    | 49725   | \$ 2,677,424                       |
| Ross/Hill Academy                         | Detroit        | MI    | 48207   | \$ 1,995,775                       |
| Ovid-Elsie Area Schools                   | Elsie          | MI    | 48831   | \$ 721,703                         |

| Applicant Name                         | City         | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|----------------------------------------|--------------|-------|---------|------------------------------------|
| International Academy of Flint         | Flint        | MI    | 48503   | \$ 302,012                         |
| Flint Community Schools                | Flint        | MI    | 48503   | \$ 973,383                         |
| Lansing School District                | Lansing      | MI    | 48933   | \$ 753,790                         |
| Muskegon Public Schools                | Muskegon     | MI    | 49440   | \$ 910,710                         |
| School District of the City of Pontiac | Pontiac      | MI    | 48342   | \$ 806,948                         |
| Fitzgerald Public Schools              | Warren       | MI    | 48091   | \$ 516,707                         |
| New Beginnings Academy                 | Ypsilanti    | MI    | 48198   | \$ 90,447                          |
| Independent School District #4         | McGregor     | MN    | 55760   | \$ 124,600                         |
| Nisswa Elementary School               | Nisswa       | MN    | 56468   | \$ 98,722                          |
| St. Paul Public Schools ISD 625        | St. Paul     | MN    | 55102   | \$ 1,252,986                       |
| Warroad Public Schools                 | Warroad      | MN    | 56763   | \$ 439,547                         |
| Camdenton R-III School District        | Camdenton    | MO    | 65020   | \$ 495,860                         |
| Rockwood School District               | Eureka       | MO    | 63025   | \$ 555,959                         |
| Ferguson-Florissant School District    | Florissant   | MO    | 63003   | \$ 557,672                         |
| Central R-III Schools                  | Park Hills   | MO    | 63601   | \$ 624,510                         |
| St. Louis Public Schools               | St. Louis    | MO    | 54923   | \$ 1,986,436                       |
| Aberdeen School District               | Aberdeen     | MS    | 39730   | \$ 263,350                         |
| Madison County School District         | Flora        | MS    | 39071   | \$ 327,916                         |
| Copiah County School District          | Hazelhurst   | MS    | 39083   | \$ 297,459                         |
| Claiborne County School District       | Port Gibson  | MS    | 39150   | \$ 392,844                         |
| South Tippah School District           | Ripley       | MS    | 38663   | \$ 248,752                         |
| Water Valley School District           | Water Valley | MS    | 38965   | \$ 415,433                         |
| West Tallahatchie School District      | Webb         | MS    | 38966   | \$ 575,456                         |
| School District No. 12                 | Harlem       | MT    | 59526   | \$ 329,178                         |
| Lame Deer School District #6           | Lame Deer    | MT    | 59043   | \$ 397,390                         |
| Pryor Public School                    | Pryor        | MT    | 59066   | \$ 173,578                         |
| Alamance-Burlington School system      | Burlington   | NC    | 27217   | \$ 401,908                         |
| Wake County Public Schools             | Raleigh      | NC    | 27611   | \$ 1,058,296                       |
| Rutherford County Schools              | Spindale     | NC    | 28160   | \$ 551,025                         |
| Thomasville City Schools               | Thomasville  | NC    | 27360   | \$ 437,600                         |

| Applicant Name                           | City             | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|------------------------------------------|------------------|-------|---------|------------------------------------|
| Richland County Consortium               | Colfax           | ND    | 58018   | \$ 592,273                         |
| Griggs County Central Schools            | Cooperstown      | ND    | 58425   | \$ 797,952                         |
| Fort Totten School District              | Fort Totten      | ND    | 58335   | \$ 420,000                         |
| Omaha Nation Public School               | Macy             | NE    | 68039   | \$ 388,074                         |
| Omaha Public Schools                     | Omaha            | NE    | 68131   | \$ 198,172                         |
| Nashua School District                   | Nashua           | NH    | 03061   | \$ 760,102                         |
| New Brunswick Public Schools             | New Brunswick    | NJ    | 08903   | \$ 571,288                         |
| Princeton Regional School                | Princeton        | NJ    | 08540   | \$ 243,040                         |
| Dulce Independent School                 | Dulce            | NM    | 87528   | \$ 297,145                         |
| West Las Vegas Schools                   | Las Vegas        | NM    | 87701   | \$ 426,784                         |
| Rio Rancho Public Schools                | Rio Rancho       | NM    | 87124   | \$ 502,846                         |
| Santa Fe Public Schools                  | Santa Fe         | NM    | 87505   | \$ 509,529                         |
| Clark County School District             | Las Vegas        | NV    | 89121   | \$ 640,404                         |
| City School District of Albany           | Albany           | NY    | 12207   | \$ 737,084                         |
| Bradford Central School District         | Bradford         | NY    | 14815   | \$ 344,500                         |
| Community School District 9              | Bronx            | NY    | 10452   | \$ 1,135,491                       |
| Community School District 8              | Bronx            | NY    | 10473   | \$ 1,980,799                       |
| Community School District 12             | Bronx            | NY    | 10460   | \$ 1,832,500                       |
| Erasmus Hall High School for Humanities  | Brooklyn         | NY    | 11626   | \$ 204,760                         |
| Community School District 15             | Brooklyn         | NY    | 11231   | \$ 865,015                         |
| Community School District 17             | Brooklyn         | NY    | 11226   | \$ 658,718                         |
| Chancellors District #85                 | Brooklyn         | NY    | 11201   | \$ 2,663,220                       |
| Buffalo City School District             | Buffalo          | NY    | 14202   | \$ 1,415,599                       |
| Berkshire Union Free School District     | Canaan           | NY    | 12029   | \$ 424,726                         |
| Community School District 28             | Forest Hills     | NY    | 11375   | \$ 668,370                         |
| Gowanda Central School District          | Gowanda          | NY    | 14070   | \$ 395,039                         |
| NYC Board of Education                   | Long Island City | NY    | 11101   | \$ 175,000                         |
| William Floyd Union Free School District | Mastic Beach     | NY    | 11915   | \$ 407,840                         |
| Community School District 6              | New York         | NY    | 10033   | \$ 345,593                         |
| NYC Board of Education--Manhattan HS     | New York         | NY    | 10023   | \$ 1,019,074                       |

| Applicant Name                         | City            | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|----------------------------------------|-----------------|-------|---------|------------------------------------|
| New York City Board of Education       | New York        | NY    | 10010   | \$ 420,413                         |
| Greece Central School District         | North Greece    | NY    | 14515   | \$ 427,052                         |
| Otsego Northern Catskills BOCES        | Stamford        | NY    | 12167   | \$ 638,081                         |
| Wyandanch Union Free School District   | Wyandanch       | NY    | 11798   | \$ 430,369                         |
| Yonkers Public Schools                 | Yonkers         | NY    | 10701   | \$ 598,106                         |
| Canton City Schools                    | Canton          | OH    | 44707   | \$ 599,897                         |
| Cleveland Municipal School District    | Cleveland       | OH    | 44114   | \$ 1,144,068                       |
| Columbus Public Schools                | Columbus        | OH    | 43215   | \$ 593,670                         |
| Princeton City School District         | Lincoln Heights | OH    | 45215   | \$ 352,531                         |
| Scioto County Joint Vocational SD      | Lucasville      | OH    | 45648   | \$ 5,199,167                       |
| Vinton County Local School District    | McArthur        | OH    | 45651   | \$ 1,117,669                       |
| Norwood City Schools                   | Norwood         | OH    | 45212   | \$ 649,721                         |
| Firelands Local School District        | Oberlin         | OH    | 44074   | \$ 415,334                         |
| Plymouth-Shiloh Local School District  | Plymouth        | OH    | 44865   | \$ 535,217                         |
| Portsmouth City Schools                | Portsmouth      | OH    | 45662   | \$ 998,257                         |
| Maysville Local School District        | Zanesville      | OH    | 43702   | \$ 330,000                         |
| Latta Public School                    | Ada             | OK    | 74820   | \$ 671,438                         |
| Anadarko Public Schools                | Anadarko        | OK    | 73005   | \$ 487,693                         |
| Arkoma Public Schools                  | Arkoma          | OK    | 74901   | \$ 262,641                         |
| Eufaula Public School                  | Eufaula         | OK    | 74432   | \$ 508,802                         |
| Fort Cobb - Broxton School District    | Fort Cobb       | OK    | 73038   | \$ 405,069                         |
| Guymon Public Schools                  | Guymon          | OK    | 73942   | \$ 272,304                         |
| Hobart Public Schools I-001            | Hobart          | OK    | 73651   | \$ 419,814                         |
| Miami Public Schools                   | Miami           | OK    | 74354   | \$ 280,996                         |
| Oklahoma City Public Schools Dist. 189 | Oklahoma City   | OK    | 73125   | \$ 716,110                         |
| Panola Public Schools                  | Panola          | OK    | 74559   | \$ 199,746                         |
| Poteau Public Schools District I-29    | Poteau          | OK    | 74953   | \$ 163,223                         |
| Quapaw Public Schools                  | Quapaw          | OK    | 74363   | \$ 190,996                         |
| Vian Independent School District       | Vian            | OK    | 74962   | \$ 234,021                         |
| White Oak Public School                | Vinita          | OK    | 74301   | \$ 193,865                         |

| Applicant Name                          | City          | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|-----------------------------------------|---------------|-------|---------|------------------------------------|
| Wagoner Public Schools I-19             | Wagoner       | OK    | 74467   | \$ 438,140                         |
| Whitefield Public School                | Whitefield    | OK    | 74472   | \$ 169,817                         |
| Eugene School District 4J               | Eugene        | OR    | 97401   | \$ 1,761,759                       |
| Gervais School District #1              | Gervais       | OR    | 97026   | \$ 376,119                         |
| Sweet Home School District #55          | Sweet Home    | OR    | 97386   | \$ 559,731                         |
| Region 9 Education Service District     | The Dalles    | OR    | 97058   | \$ 300,936                         |
| Bethlehem Area School District          | Bethlehem     | PA    | 18017   | \$ 604,474                         |
| Farrell Area School District            | Farrell       | PA    | 16121   | \$ 163,223                         |
| Keystone Central School District        | Lock Haven    | PA    | 17745   | \$ 351,346                         |
| Preparatory Charter School              | Philadelphia  | PA    | 19145   | \$ 788,987                         |
| Central Falls School District           | Central Falls | RI    | 02863   | \$ 396,395                         |
| Darlington County School District       | Darlington    | SC    | 29532   | \$ 384,053                         |
| Florence One School District            | Florence      | SC    | 29506   | \$ 508,471                         |
| Latta School District 3                 | Latta         | SC    | 29565   | \$ 915,513                         |
| Colleton County School District         | Walterboro    | SC    | 29488   | \$ 760,520                         |
| Little Wound School                     | Kyle          | SD    | 57752   | \$ 509,210                         |
| Lake Central School District #39-2      | Madison       | SD    | 57042   | \$ 382,764                         |
| Mid-Central Educational Cooperative     | Platte        | SD    | 57369   | \$ 1,578,527                       |
| Smee School District #15-3              | Wakpala       | SD    | 57658   | \$ 258,071                         |
| Watertown School District #14-4         | Watertown     | SD    | 57201   | \$ 148,099                         |
| Hamilton County Board of Education      | Chattanooga   | TN    | 37421   | \$ 614,859                         |
| Cleveland City Schools                  | Cleveland     | TN    | 37312   | \$ 564,129                         |
| Dyer County School System               | Dyersburg     | TN    | 38024   | \$ 357,618                         |
| Sumner County Board of Education        | Gallatin      | TN    | 37066   | \$ 390,012                         |
| Blount County Schools                   | Maryville     | TN    | 37803   | \$ 389,098                         |
| Metropolitan Nashville Public Schools   | Nashville     | TN    | 37204   | \$ 1,235,590                       |
| Claiborne County School System          | Tazewell      | TN    | 37879   | \$ 119,140                         |
| H-E-B ISD                               | Bedford       | TX    | 76022   | \$ 249,373                         |
| Blanco Independent School District      | Blanco        | TX    | 78606   | \$ 405,953                         |
| Brownsville Independent School District | Brownsville   | TX    | 78521   | \$ 1,353,140                       |

| Applicant Name                             | City           | State | Zipcode | ESTIMATED<br>First-Year<br>Funding |
|--------------------------------------------|----------------|-------|---------|------------------------------------|
| Corpus Christi Independent School District | Corpus Christi | TX    | 78403   | \$ 1,107,137                       |
| Irving Independent School District         | Irving         | TX    | 75061   | \$ 283,331                         |
| Irving Independent School District         | Irving         | TX    | 75061   | \$ 145,878                         |
| Irving Independent School District         | Irving         | TX    | 75061   | \$ 139,615                         |
| Lockhart Independent School District       | Lockhart       | TX    | 78644   | \$ 912,462                         |
| Mission Consolidated ISD                   | Mission        | TX    | 78572   | \$ 2,653,249                       |
| Nixon-Smiley CISD                          | Nixon          | TX    | 78140   | \$ 225,859                         |
| Progreso ISD                               | Progreso       | TX    | 78579   | \$ 423,643                         |
| San Antonio Independent School District    | San Antonio    | TX    | 78210   | \$ 622,252                         |
| Waco Independent School District           | Waco           | TX    | 76703   | \$ 676,726                         |
| North Sanpete School District              | Mt. Pleasant   | UT    | 84647   | \$ 481,713                         |
| Provo City School District                 | Provo          | UT    | 84604   | \$ 711,100                         |
| Uintah School District                     | Vernal         | UT    | 84078   | \$ 880,576                         |
| Hopewell Public Schools                    | Hopewell       | VA    | 23860   | \$ 62,121                          |
| Grayson County School Division             | Independence   | VA    | 24348   | \$ 379,745                         |
| Roanoke City Public Schools                | Roanoke        | VA    | 24012   | \$ 198,290                         |
| Burlington School District                 | Burlington     | VT    | 05401   | \$ 344,811                         |
| Twinfield Union School                     | Plainfield     | VT    | 05667   | \$ 201,249                         |
| Rutland City Public Schools                | Rutland        | VT    | 05701   | \$ 376,081                         |
| Washington West Supervisory Union          | Waitsfield     | VT    | 05673   | \$ 400,000                         |
| Puget Sound Educational Service District   | Burien         | WA    | 96944   | \$ 929,174                         |
| Federal Way School District #210           | Federal Way    | WA    | 98003   | \$ 426,895                         |
| North Thurston School District             | Lacey          | WA    | 98516   | \$ 278,705                         |
| Mabton School District                     | Mabton         | WA    | 98935   | \$ 271,982                         |
| Mead School District                       | Mead           | WA    | 99021   | \$ 864,103                         |
| North Beach School District # 64           | Ocean Shores   | WA    | 98569   | \$ 142,795                         |
| Educational Service District 113           | Olympia        | WA    | 98502   | \$ 2,094,522                       |
| Omak School District No. 19                | Omak           | WA    | 98841   | \$ 547,033                         |
| Seattle Public Schools                     | Seattle        | WA    | 98109   | \$ 856,128                         |
| Bethel School District                     | Spanaway       | WA    | 98387   | \$ 486,110                         |

|                                      |              |       |         | ESTIMATED<br>First-Year<br>Funding |
|--------------------------------------|--------------|-------|---------|------------------------------------|
| Applicant Name                       | City         | State | Zipcode |                                    |
| School District of Beloit            | Beloit       | WI    | 53511   | \$ 491,340                         |
| Berlin Area School District          | Berlin       | WI    | 54923   | \$ 368,186                         |
| School District of Hurley            | Hurley       | WI    | 54534   | \$ 425,550                         |
| Kenosha Unified School District #1   | Kenosha      | WI    | 53144   | \$ 1,147,605                       |
| Madison Metropolitan School District | Madison      | WI    | 53703   | \$ 602,110                         |
| Milwaukee Public Schools             | Milwaukee    | WI    | 53208   | \$ 2,175,320                       |
| Racine Unified School District       | Racine       | WI    | 53404   | \$ 1,598,305                       |
| Kanawha County Schools               | Charleston   | WV    | 25311   | \$ 543,876                         |
| Marshall County Schools              | Moundsville  | WV    | 26041   | \$ 480,000                         |
| Nicholas County Board of Education   | Summersville | WV    | 26651   | \$ 613,426                         |

05/16/00 TUE 15:30 FAX 215 299 4687 SUPERINTENDENT

**School District of Philadelphia  
Mayer Sulzberger Middle School  
21<sup>st</sup> Century Community Learning Center**

Program Description

21<sup>st</sup> Century Community Learning Center at Sulzberger Middle School began operation in January 1999. Since then, it has developed to include: after-school, Saturday, and summer programming targeting academically and behaviorally at-risk 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students at the school.

The program operates weekdays 3:15 p.m. to 5:15 p.m. and on Saturdays from 9:00 a.m. to 2:00 p.m. Last year, the center operated a summer program that ran daily, Monday through Friday, for six weeks.

Sulzberger Middle School is located at 48<sup>th</sup> Street and Fairmount Avenue in the West Philadelphia section of the city. The school's enrollment consists of 800 students; of whom 99% are African American; 15% are enrolled in special education; and 91.2% are from low-income families.

Currently, the 21<sup>st</sup> CCLC enrolls approximately 300 students in the after-school program. The Saturday program, supported in collaboration with the West Philadelphia Empowerment Zone, averages between 175 and 200 participants weekly. Last summer, 90 students participated in a six-week program.

Successes

Sulzberger's 21<sup>st</sup> Century Community Learning Center is particularly noteworthy because of its integration and support for the instructional program especially through its alignment with the school's small learning communities. The after-school programs are aligned with each of the school's SLC's: Entrepreneurship, Service, Education and Law, Environmental Studies, Creative Arts, and Career Exploration.

Increases in academic achievement have been attributed to the program. Promotion rates are higher and Sulzberger students' scores in reading and mathematics on the SAT-9 standardized test rose in the past year. The School has met its two-year performance index goal, which is based on these tests, as well as student and staff attendance and promotion rates.

The results on professional practice have been great. Teachers report a deeper understanding of the small learning community concept and an increased ability to work in cross-disciplinary teams within their SLCs'. They have also improved their ability to utilize the Comprehensive Support Process designed to identify and meet the needs of at-risk youth.

Partnerships

*Main Partners:* West Philadelphia Partnership and University of Pennsylvania

*Other Partners:* Summer programming under YouthWorks (WIA/JTPA funded)

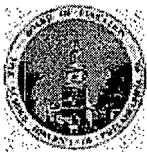
Boys and Girls Clubs

Big Brothers/Big Sisters

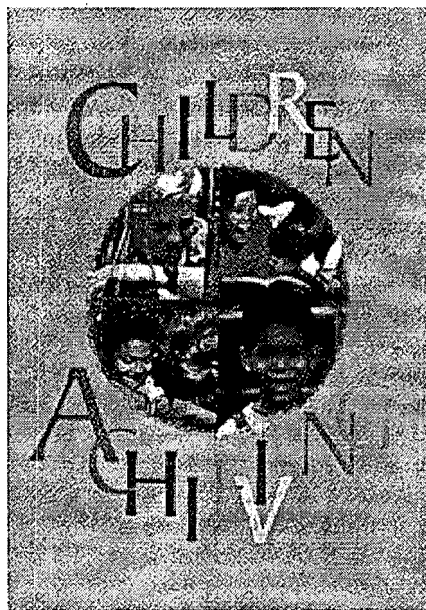
Mill Creek – environmental service learning project

Empowerment Zone - Saturday programs

Principal: Kathleen Lacey, (215) 581-5510



# The School District Of Philadelphia



## Children Achieving Action Design Executive Summary INTRODUCTION

For comprehensive educational reform to succeed in our country, it must succeed in our great cities. The Action Design for **Children Achieving** charts the course for Philadelphia's public school children to perform at high levels.

The plan delineates the steps for the next four and one-half years to lead the city's public school children into the 21st century confident of the future. Its comprehensive scope ranges from the new high standards our students must meet to compete in our global economy to the additional time our teachers will need to prepare students to meet those standards; and from the implementation of full-day kindergarten and smaller class sizes to the reorganization of the entire School District.

Following the framework of **Children Achieving**, each of the ten components contains an introduction providing a vision and rationale, specific strategies describing how to proceed toward this vision, and a timeline identifying significant features of our schedule.

Acknowledging all the difficult decisions and hard work leading to this Action Design, it still remains the easy part because it simply describes the conditions needed for **Children Achieving**. The District cannot create these conditions alone. Success will require the commitment of us all.

Many partners have already joined us in support of the school children. Hundreds of volunteers have participated in advisory groups whose recommendations form the foundation for the Action Design. All these groups have expressed interest in continuing their involvement. The Design also reflects input received from over 1,000 administrators, teachers and parents from the city's schools, as well as over 2,500 citizens who attended 22 community meetings.

**Children Achieving** will produce immeasurable rewards for us all. But it also places extraordinary demands upon us all:

- Our children can count on having safe classrooms in which they find stimulating, relevant and supportive instruction. In return, they must become active learners, attend school regularly and behave in ways that support the learning of others.
- School staff can count on increased resources; support for their personal professional growth and increased autonomy. In return, school staff must accept increased accountability for improved student achievement.

- Parents can count on safer, more intimate academic environments and a strong voice in designing their children's programs. In return, they must be willing to support their own child's daily readiness and respect for school and to advocate for education.
- Businesses can count on graduates who are prepared to fill their jobs. In return, they need to support **Children Achieving** and make these jobs available.
- Taxpayers and elected representatives can count on an efficient use of resources to prepare graduates to contribute to our society. In return, they must provide the necessary resources and support.

Can Philadelphia be the first major American city to succeed in having its children achieve? The answer is a resounding yes! High expectations are precisely the first step of **Children Achieving** and of this Action Design. If each of us believes that virtually all children can learn at high levels and acts on that belief, they will. If we don't, our children will fall behind the rest of the world. Timid, little steps won't do it. Changes at the margins only delay a continuing decline. We must all do our part for bold, comprehensive reform.

The time is now. The place is Philadelphia.

## SUMMARY OF MAJOR STRATEGIES

### I. Set high expectations for everyone. (Full Text)

The operating assumption for all policies, planning and decisions will be that all students -- including those from low-income families, racial and language minorities, students with disabilities, and other populations we have historically failed -- can and will achieve at high levels.

This proposition will be the standard against which we measure policy and behavior. Schools will use it in designing curriculum, assigning students and selecting professional development. The system will use it in setting standards, designing incentive systems and allocating resources.

This standard -- that all children can and will achieve at high levels -- will create a school system committed to continuous improvement, in which we return again and again to seek new answers to the questions **how** do we teach, **who** teaches, **where** does learning take place, and **when** does learning occur. It will force us to ask the hard questions and implement the non-traditional answers.

We will know that we are on the way to success as more and more children move toward meeting high standards. We will know that we have gotten it right when **every** child is successful. Specific strategies include:

- **Establish one set of rigorous, challenging graduation standards with appropriate benchmarks at the fourth and eighth grades.** All students will be expected to learn "the basic" academic skills in English language arts, mathematics, science, social studies, technology, world languages, the arts, and health and physical education. They also will be expected to master complex real-world competencies in such cross-cutting areas as communications, reasoning and problem solving, citizenship and service, multicultural competence, and preparation for the workplace and higher education. All instruction, beginning in the primary grades, should help young people to acquire the knowledge and skills to be productive workers and responsible citizens.
- **Develop opportunity-to-learn standards to: ensure that all students are given adequate opportunities to meet the new standards; enable students, parents and the community to hold schools accountable for results; and enable teachers, administrators and schools to hold the system and community accountable.** In particular:
  - Schools will be safe and conducive to learning.
  - Schools will be organized around learning; pull-out programs and tracking will be minimized; and course work will be challenging.
  - Schedules, curricula, instructional strategies and assessments will be redesigned to give all students the time they need to meet high academic standards.

- Schools will integrate academic and career preparation instead of tracking some students into college and some into vocations.
- The District will have a diverse, quality staff who will have numerous professional development opportunities and access to best practices.
- Students will have the support of parents and the community, access to needed health and human services, access to preschool, and access to technology-rich instructional materials.
- Resources will be adequate and distributed equitably to schools.
- **Develop a school culture that is flexible and innovative.** We will abandon old traditions, structures and rules if they no longer contribute to improved student achievement. Policies should encourage continuous improvement by everyone.
- **Create an Office of Equity Assurance to make sure that all schools have adequate resources and engage in the type of practices needed for all children to achieve at high levels.** Student achievement will be disaggregated by such factors as race, gender, language and disability to demonstrate progress by all students. Reform is real only when it is real for all.

## **II. Design accurate performance indicators to hold everyone accountable for results. (Full Text)**

Trying hard is not good enough, either for those who work in the system or, ultimately, for students. Performance is what counts, and the District will use better ways of measuring it. We will implement an assessment system sophisticated enough to tell us whether our students are achieving high standards and whether they are performing well compared to students in other cities and states. We will design an incentive system that offers meaningful rewards for good performance, assistance for students and educators who need it and consequences for poor performance. Specific strategies include:

- **Implement a system of performance-based assessments tied to the new high standards for students.** Beginning in spring 1995, we will replace norm-referenced, multiple-choice tests -- which tell us nothing about whether students can meet absolute standards -- with performance-based assessments that allow students to demonstrate their mastery of academic subjects and real-world tasks. These new assessments will be sensitive to our students' diverse language backgrounds.
- **Design valid assessments for students of diverse language background.** Too often, students whose first language is not English have their knowledge of mathematics, science or social studies assessed in English. The District is committed to developing assessments in the language of these students and to seeking non-language-dependent assessment formats.
- **Design an incentive system for staff that links achievement by all students, including those whom we have historically failed, to real rewards and penalties.** Given increased authority over personnel, budgets, professional development, instructional strategies, curriculum, scheduling and teacher/student assignments, and increased resources, schools and small learning communities will be accountable for student performance. The Superintendent and senior staff will receive bonuses or penalties in the 1996-97 school year and will be assessed based on the increasing or decreasing proportion of successful students in schools involved in the first reform cohort.
- **Establish an Office of Standards, Assessment and Accountability in 1995 to develop standard and assessment strategies and implement the new accountability system.** This office will assist teachers in using new assessment strategies, provide timely and clear reports of results to the community and will monitor progress.
- **Begin negotiating agreements with the city's companies, colleges, universities and unions to assure that all students who meet the graduation standards are admitted to college or hired for a job.** Such partnerships will make it clear to all students and their families that there will be a payoff for their outstanding performance.

## **III. Shrink the centralized bureaucracy and let schools make more decisions. (Full Text)**

Professionals who are expected to produce results and be judged on those results should have the right to determine how they practice their profession. Thus, significant authority to determine the nature of the school learning environment will move down the bureaucratic pipeline so that those closer to the

students make more of the decisions that shape instruction.

The School District of Philadelphia will turn the system on its head in order to create an operating environment that will permit all children to achieve at high levels. Learning communities will become the focal point of the District rather than the bottom rung of a hierarchy. In this new scenario, schools will make the important decisions around teaching and learning, and the central office will set standards, assess progress, monitor for equity, and act as a guide and provider of resources and support. Specific strategies include:

- **Organize schools into small learning communities of 200 to 500 students.** Children cannot be successfully educated in huge factory-like schools. Students need to arrive each day at schools where teachers see them as individuals, where the schools have a sense of community beyond the simple sharing of space, and where all staff and students are engaged in serious work and share a clearly defined sense of purpose. Beginning with 1995-96 school year, the District will identify six high schools, six middle schools and six elementary schools that will be the first group of campuses of small learning communities. Subsequently, all schools will move to this mode of operation.
- **Establish school councils to govern school-wide policies and resources.** Teachers, who will comprise 51 percent of the members, will be joined by the principal, parent representatives and, in the secondary schools, two student representatives.
- **Reorganize schools by feeder pattern into 22 neighborhood clusters of six to ten elementary schools, two to four middle schools and a comprehensive high school.** Many of the educational and social problems that plague Philadelphia and other urban districts can be traced directly to a segmented education path filled with jarring transitions. Other problems grow from the disconnection between schools and neighborhoods. By creating an organization that allows for planning and decision making around the entire period of a child's education, we can create the type of comprehensive, systemic and deep-rooted changes that will raise achievement for all children.
- **Restructure and downsize the central office so that it becomes more responsive and accountable to learning communities, schools and school clusters.** The central office's three main functions will be to assure equity, maintain accountability and support the schools. In the broadest sense, this change will constitute a shift from regulation and compliance to a focus on service and technical assistance. This new central office will concentrate on performance rather than procedure, view schools as valued customers rather than as subordinates, and will strive for equity of outcomes rather than standardization of inputs.
- **Allocate decisions about resources to schools in a way that encourages efficiency and innovation and that promotes high achievement by all students in all schools.** Those who sit closest to the action are in the best position to decide what mix of resources (capital, human and material) will most effectively raise student achievement. Per-pupil funding formulas also have the advantage of allowing for a much more precise and sophisticated notion of equity that recognizes the real costs of educating some of our more challenging students.
- **Develop a system of client-centered services and supports.** To ensure central office personnel become more entrepreneurial and customer-focused, we will pursue three complementary strategies: decentralize as much as possible; establish a client-centered management and accountability system; and give schools, clusters and learning communities an opportunity to buy services elsewhere.

#### **IV. Provide intensive and sustained professional development to all staff. (Full Text)**

The goal of the professional development system will be to empower every teacher, administrator and staff member to develop the knowledge, skills and behaviors required to create learning settings that enable all students to demonstrate high levels of achievement.

A new model for schooling must contain a new conception of professional development. The strategies for this plan provide for both individual and collective "opportunities to learn" (to observe, practice, reflect and try again) in the form of time, resources, and administrative support. They locate the design of professional development within the learning community and school, providing brokering and support

from the clusters and central office. Specific strategies include:

- **Provide 20 days of time or its budgetary equivalent for the professional development of all school-based teachers, administrators and staff.**
- **Make professional development resources convenient for teachers and administrators to use.** Each school cluster will have a Teaching and Learning Network to help staff identify, observe, practice and receive feedback on good teaching and learning practices, and serve as a resource for curriculum, instruction and assessment strategies. A central Professional Development Office will support the Teaching and Learning Networks, broker services with outside providers, and establish a database of effective programs and practices accessible to all school staff.
- **Provide specific professional development opportunities -- some ongoing, some transitional -- that target priority needs.** Among areas needing immediate attention in order for the Action Design to be implemented are training for new teachers; training for all kindergarten teachers; and planning support for learning communities, school clusters and school councils.

#### **V. Make sure that all students are ready for school. (Full Text)**

Services for Philadelphia's young children are inadequate in quantity, uneven in quality, fragmented, often difficult to access, governed by conflicting rules, regulations and eligibility requirements, and supervised by different offices or bureaucracies. Consequently, children and families are denied the services that are prerequisites to school and lifetime success; schools expend substantial resources addressing problems that could have been prevented; and society pays later in costs associated with unemployment and social disarray.

In addressing this situation, we need not choose between the dictates of our hearts and those of our head -- that which is morally imperative is also economically sound. Specific strategies include:

- **Provide a developmentally appropriate full-day kindergarten program to all eligible children.** In September 1995, full-day kindergarten will be opened in high-poverty, racially isolated schools. By September 1996, our goal is to have full-day kindergarten programs in all elementary schools.
- **In partnership with the Departments of Health and Human Services, create a Children and Families Authority.** The Authority will identify, create and oversee the necessary array of health, educational and social services for children and their families, so that all Philadelphia children will be ready for school by age five. The organizations will develop the necessary regulatory, policy, governance, financing and accountability structures so that these outcomes are met. Our goal is to transfer appropriate programs, services and functions to this entity by September 1996.

#### **VI. Provide students with the community supports and services they need to succeed in school. (Full Text)**

Community services and supports can make the difference between success and failure. Children who are unhealthy, hungry, abused, ill-housed, ill-clothed or otherwise face problems outside the school will not achieve at high levels. We must dramatically expand the services and supports needed to reduce the impact of these major barriers to learning.

Schools and communities will explore new ways of working together and supporting each other in the vital task of educating the next generation. The District will forge new relationships with organizations in the larger community that can meet students' non-academic needs, link students with necessary services or actually bring the programs into the schools. The School District will do its part, but so must the public and private agencies outside the school. Specific strategies include:

- **Link students with health and social services agencies.** At the school level, our immediate goal is to restore 27 nursing positions and eventually to have one fulltime nurse in every school building. Each school should also have the capacity, either through members of its own staff or

through the school-basing of staff from other agencies, to link students to outside agencies. A Family Resource Network in each cluster will link students and their families, especially those with special learning, language and cultural needs, to outside services.

- **Ensure that each school has an ongoing relationship with at least one community based organization.** Many local civic organizations, religious institutions, girls and boys clubs, scouts, business and professional groups, settlement houses, environmental groups and neighborhood civic, clean-up and crime-fighting groups could provide a host of supports to children, their families and school personnel.
- **Recruit and match 10,000 new volunteers with schools.** Many individuals, including parents, retirees and employers, are eager to become involved in helping families and schools nurture and educate our children. Tapping into this resource will allow schools to supplement and enrich their instructional and support services, demonstrate to students that adults in the community are eager to help them develop their skills and talents, and underscore the belief that the success of schools is the entire community's responsibility, not just the responsibility of school staff members.
- **Conduct a campaign to prevent student pregnancies, and make sure that students who are pregnant or parenting have access to the health and social services they and their children need.** Each year, more than 2,400 Philadelphia public school students give birth to babies. This population generally lacks adequate supports and services to achieve at high levels. Without assistance, many of these young women will drop out of school, have difficulty securing supports or services they need and become parents again before they leave their teens. Their children, in turn, are at greater risk of a host of social and health problems.

## **VII. Provide up-to-date technology and instructional materials. (Full Text)**

Technology can fundamentally transform how schools and teachers serve students. It can connect teachers and students to enormously expanded educational resources and individualized instruction, and begin to expand the boundaries of the educational setting beyond the classroom and even beyond the school itself.

Technology can also profoundly improve the administrative processes and procedures that support classroom instruction, helping us with report development, inventory control, scheduling and hosts of other administrative matters. Specific strategies include:

- **Provide all schools with the resources and support needed to have one computer for every six students.** To make the most productive use of our technology investment, students and teachers must be able to use the tools (computers, modems, audio-visual equipment) in classrooms for the daily work of teaching and learning. If computers are cloistered away in labs, they become activities and lose their effectiveness as tools.
- **Transform libraries into technology resource centers.** Libraries can help students to continue and extend their work in classrooms as well as provide even greater access for students, teachers and parents to the Internet, instructional data bases, and the vast electronic resources on CD-ROM.
- **Consolidate responsibility for the District's technology infrastructure into a single office.** A system-wide, coordinated and planned use of information and education technology will improve productivity, support greater use and understanding of valuable data resources and learning tools, and ensure the maximum return on investments made in capital and operational resources.
- **Conduct a comprehensive analysis and make a five-year recommendation of what technology and information resources will be needed to support student learning.** Such an analysis is needed for the District to fulfill its vision for expanding information and education technologies to a level comparable to that of other educational organizations.

## **VIII. Engage the public in shaping, understanding, supporting and participating in school reform. (Full Text)**

In order to make the revolutionary changes proposed in the Action Design, we need the public's permission. The schools belong to them -- as citizens, as taxpayers and as parents. Community after community across the United States has learned, often when it was too late, that schools will not improve without sustained public understanding and support.

Our challenges are straightforward. Citizens need to understand why changes of this magnitude are needed. They need to believe that school officials are on the right track in carrying out these changes. They must be actively encouraged to take part in our efforts to improve Philadelphia's public schools. They must be given plenty of opportunity to see first-hand the work in progress. And they must have the tools by which to hold educators accountable for results. Specific strategies include:

- **Continue listening closely to what the community wants and expects from its schools and its children.** Priorities include repeated discussions and feedback by communities throughout the city (organized by The Alliance for Public School Advocates, an independent coalition of advocacy groups that are working to improve schools); focus-group interviews and city-wide surveys; and continued outreach to our growing number of partners in the business, philanthropic, nonprofit, religious, civic and policy making sectors of the city and state.
- **Develop accountability tools to help the public assess the District's performance.** We will develop new reports, with a wealth of easy-to-understand indicators, that will give Philadelphians a clear understanding of how their schools are performing. These reports will be distributed in a variety of ways, including quarterly Report Card Nights in small learning communities.
- **Develop messages and strategies that clearly explain to people what Philadelphia's schools are doing -- and why.** Through brochures, videos and other informational tools, the public will see first hand the new kinds of work that their students are doing.
- **Support the Alliance's efforts to mobilize and organize the community in support of high-quality public education.** The Alliance for Public School Advocates will select and train 22 community organizers -- one in each cluster of schools. These organizers, in turn, will work with parents and other neighborhood leaders to become powerful champions for creating the kinds of learning environments that children need to succeed.
- **Build the capacity of all District staff to be better ambassadors for educational excellence.** A commitment to open communications and new communications tools will help keep all staff up to date on the **Children Achieving** agenda, and public engagement training will help make all of us more effective advocates for children.

#### **IX. Ensure adequate resources and use them effectively. (Full Text)**

Adequate resources are a commonsense precondition to virtually all children achieving at high levels. Additional resources are not the only requirement for radical change -- they are not even the most important ingredient -- but additional resources are an absolute prerequisite for **dramatically improving** student outcomes. The provision of these resources is a key accountability indicator of the extent to which Philadelphians and those in the state capital understand the consequences of a failing Philadelphia School District and support the challenging goal of **Children Achieving**.

The restructuring of District operations and the delivery of services clearly will entail significant recurring costs and non-recurring transition costs. But we also are exploring new ways of making more effective use of existing resources. Specific strategies include:

- **Aggressively improve efficiency and effectiveness in non-instructional areas.** We recognize that if we are to obtain the additional public and private funds needed to realize the **Children Achieving** agenda, we must demonstrate that existing resources are being used efficiently and effectively. We will examine every possibility. The Private Sector Task Force on Management and Productivity is identifying and documenting short-term and long-term opportunities for cost reductions, revenue enhancements or operating effectiveness in six areas: Facilities Management and Security, Food Services, Transportation, Information Management, Finance and Human Resources.
- **Investigate alternative financing opportunities, such as asset sales, tax lien sales, debt restructuring, forward float agreements for school district sinking funds, and funding debt.**
- **Ensure that the District is making the best use of existing space and planning strategically for future space requirements.** Decisions about space will address: long- and short-term needs; macro issues such as acquisition of property to accommodate projected enrollment increases, reorganization and programmatic change; and micro issues such as use of space within buildings,

and the reconfiguration of such space to accommodate new programs, teaching strategies and other needs.

- **Ensure that the District is drawing on all available resources to the maximum extent possible.** We are looking in particular at the Energy Saving Program, the PILOT/SILOT program, and greater payments from Medicaid.
- **Augment the District's operating budget with ancillary private resources, such as the Annenberg Foundation grant, and funds from other foundations and corporations.**
- **Aggressively pursue greater equity and adequacy of government resources and their distribution.**
- **Redesign teaching and learning so that the *who, how, where* and *when* are viewed as variables and student achievement remains the constant.** As we rethink **who** teaches (not just traditional teachers), **how** they teach (not just the traditional "chalk and talk"), **where** they teach (not just in traditional classrooms) and **when** they teach (not just in 45-minute blocks of time, 180 days a year), we should be able to use time and resources more cost effectively.

**X. Be prepared to address all of these priorities together and for the long term -- starting now.**  
**(Full Text)**

The **Children Achieving** agenda is not a "pick and choose" menu. We must approach the challenge of education reform in a comprehensive and integrated way. If one or more features of the whole agenda is not implemented, its power to yield high achievement by all students will be significantly diminished.

The **Children Achieving** agenda describes a reality that does not exist now in any city or school district with a diverse population. Philadelphia has no one to emulate -- we are on the frontier. We have already begun the hard work of becoming the first major urban school system in which large numbers of students in all schools across the District achieve at high levels. But we have much farther to go.

We ask that the broader community join us in our vision of an educational system where all children can achieve at high levels and help us create a system of:

**LEARNING COMMUNITIES, CHARACTERIZED BY:**

- Children who are learning at high levels and graduates who succeed in work and post-secondary education;
- Teachers who guide, coach and prompt students, and feel engaged in a challenging intellectual endeavor in which they make important decisions and accept responsibility;
- Technology that expands the classroom walls;
- Teaching and assessment strategies that emphasize intellectual accomplishment.

**SCHOOLS, CHARACTERIZED BY:**

- High expectations for all students;
- Parents who are involved and active at every level;
- An emphasis on high quality, nurturing relationships;
- Comprehensive support for the whole child;
- Time for teacher collaboration and reflective practice.

**CLUSTERED LEARNING COMMUNITIES WHICH:**

- Foster teaching and learning across the K-12 continuum;
- Focus on student transitions: home to school, school to school and school to work and/or higher education;
- Leverage services and supports through shared resources;
- Foster initiatives to accelerate learning for at-risk students;
- Coordinate supports for families and children.

**A CENTRAL OFFICE, ORGANIZED TO:**

- Ensure equity defined as high achievement for all students;
- Ensure accountability through clearly articulated District-wide standards backed by rewards, penalties and supports;
- Deliver responsive, high quality and efficient services with a customer focus;
- Maintain a partnership with collective bargaining organizations for school reform;
- Engage in long-range strategic planning that strives for continuous improvement.

This vision is wholly achievable if we, as a community, share the belief that it is both possible and necessary to transform the School District of Philadelphia for the economic and civic future of our children, our city and ultimately our nation.



The School District of Philadelphia Home Page



# The School District Of Philadelphia

## Graduation & Promotion Supports and Requirements *Fast Facts*

MARCH 2000



### Graduation/Promotion Requirements

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

### Next Steps

*The strong progress made by our students over the past five years resulted from higher expectations of the District's staff and students, increased supports such as full-day kindergarten, more books and computers, and ongoing hard work and dedication by all. Resources for the supports came from reducing administration, raising outside funds, and refusing to cut school programs, despite a shrinking per-pupil allocation from the state.*

*We must now implement the next level of supports. They are necessary to provide help to students who will fail this June. They are also essential to provide teachers with the tools to help students meet the further increased requirements for June 2002.*

*The supports were identified by the Philadelphia community in 1998 through the process of developing the new graduation and promotion requirements, and the Education Summit. They are essential to giving students a fair chance to reach these standards. They are basic supports that most children across the state and the nation take for granted. The resources to fund the programs are in the budget recommended by the Superintendent to the new Board of Education. Final decisions about the District budget will be made by the Board, with the guidance of the Mayor, and those decisions will be affected by decisions in Harrisburg. Pending further Board directives, the information on these pages and in the school budgets is the basis for your planning and budgeting for September.*

*We know the positive effects of raising our expectations of our students and of ourselves. We are confident that we will soon see the results of further raising our expectations of students, and of looking to the larger community and state to provide the resources that other students already have, that our students deserve, and that the future of our city and state requires.*

*David W. Hornbeck, Superintendent of Schools*



## ***The School District of Philadelphia***

Click on your Web Browser's Back Button to go  
back to the previous page.

Click on the office name below to list the  
offices reporting to this office.

If you see an error, go to the  
Directory Update Page

## **Superintendent**

The Administration Building  
21st & The Parkway  
Phila., PA 19103-1099  
Phone: 215-299-7823  
Room #: 219.

### **Staff**

David W. Hornbeck, Superintendent of Schools  
ADM, Room 219  
Phone: 215-299-7823

Terry Dellmuth, Senior Advisor To The Superintendent  
ADM, Room 225  
Phone: 215-299-7761

Pamela Wilkinson, Special Projects Assistant to the Superintendent  
ADM, Room 218  
Phone: 215-299-7825

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                              | DATE       | RESTRICTION |
|--------------------------|----------------------------------------------------------------------------|------------|-------------|
| 002. email               | Andy Rotherham to Karin Kullman re: 21st cenutry grants (partial) (1 page) | 05/15/2000 | P6/b(6)     |

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Andrew Rotherham (Subject Files)  
OA/Box Number: 17352

### FOLDER TITLE:

Philadelphia After-School

2011-0103-S

rc167

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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IN CABT  
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VCS

Andy Rotherham  
05/15/2000 05:15:55 PM

Record Type: Record

To: Karin Kullman/OPD/EOP@EOP

cc:

Subject: 21st century grants

## Profile of 21st Century Community Learning Centers in Philadelphia

### Current Grantees

#### School District of Philadelphia (Grant # R287B990184)

Key Contact: Robert Coccagna

Phone: P6(b)(6) 60021

FY 2000 Funds: \$ 958,377

Sites Served: Julia de Burgos Middle School, Elverson Middle School, Wanamaker Middle School, Penn Treaty Middle School, Shoemaker Middle School, Sulzeberger Middle School

#### School District of Philadelphia -- Olney Cluster (R287A991859)

Key Contact: Theresa Frazier

Phone: P6(b)(6)

FY 2000 Funds: \$ 526,968

Sites Served: David Birney Elementary School, Jay Cook Middle School, Olney High School

#### Family Charter School (R287A991290)

Key Contact: Dabney Carr

Phone: P6(b)(6)

FY 2000 Funds: \$ 355,955

Sites Served: Michael Morton Elementary School, Family Charter School.

### New Grantee

#### Preparatory Charter School of Mathematics, Science & Technology (S287A002084)

Key Contact: John Badagliacco

Phone: P6(b)(6)

Estimated FY 2000 Funding: \$ 788,987.00

Sites Served: Preparatory Charter School, Christopher Columbus Charter School, Taggart Elementary School, and Kirkbridge Elementary.

Karin Kullman

05/16/2000 11:40:32 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: Re: names of schools w/after-school grants in past

----- Forwarded by Karin Kullman/OPD/EOP on 05/16/2000 11:40 AM -----

Marty J. Hoffmann

05/16/2000 11:20:34 AM

Record Type: Record

To: Karin Kullman/OPD/EOP@EOP

cc:

bcc:

Subject: Re: names of schools w/after-school grants in past 

Karin,

Both **Shoemaker** and **Sulzeberger** are in **Fatthah's district**

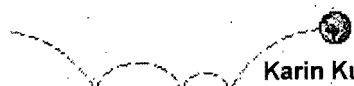
Brady represents Elverson, Cook and Morton Schools

Borski represents Penn Treaty and Olney Schools

I do need more information for Julia de Burgos middle school & Family Charter School (address)

Otherwise, I'm looking for more info on Wanamaker & David Birney Schools; I may need a better address for these as well (I just have the 5 digit zipcode)

Karin Kullman

Karin Kullman

05/16/2000 10:05:15 AM

Record Type: Record

To: Marty J. Hoffmann/WHO/EOP@EOP

cc:

Subject: names of schools w/after-school grants in past

Karin Kullman

05/16/2000 11:40:21 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: more info on schools

----- Forwarded by Karin Kullman/OPD/EOP on 05/16/2000 11:40 AM -----

Marty J. Hoffmann

05/16/2000 11:38:53 AM

Record Type: Record

To: Karin Kullman/OPD/EOP@EOP

cc:

Subject: more info on schools

Julia de Burgos, Wanamaker and Dirney schools are in Brady's district.

Fattah also represents Family Charter School.

That should be everything.

FATTAH (3):

Shoemaker Middle School

Sulzeberger Middle School

Family Charter School

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                                            | DATE | RESTRICTION |
|--------------------------|------------------------------------------------------------------------------------------|------|-------------|
| 003a. profile            | Profile of 21st Century Community Learning Centers in Philadelphia<br>(partial) (1 page) | n.d. | P6/b(6)     |

### COLLECTION:

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Phone: [REDACTED] 603a ]

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Phone: [REDACTED]

FY 2000 Funds: \$ 355,955

Sites Served: Michael Morton Elementary School, Family Charter School.

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                      | DATE | RESTRICTION |
|--------------------------|--------------------------------------------------------------------|------|-------------|
| 003b. list               | List of 21st Century Community Learning Centers (partial) (1 page) | n.d. | P6/b(6)     |

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Domestic Policy Council  
Andrew Rotherham (Subject Files)  
OA/Box Number: 17352

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**Pennsylvania** 21st Century Community Learning Centers

[003b]

**Current Awards**

|                |                                          |              |
|----------------|------------------------------------------|--------------|
| November, 98   | Chester County Intermediate Unit         | Exton        |
| November, 98   | McKeesport Area School District          | McKeesport   |
| November, 98   | School District of Philadelphia          | Philadelphia |
| November, 98   | School District of Pittsburgh            | Pittsburgh   |
| April, 99      | School District of the City of Allentown | Allentown    |
| April, 99      | Bethlehem Area School District           | Bethlem      |
| April, 99      | Allegheny-Clarion Valley School District | Foxburg      |
| April, 99      | Family Charter School                    | Philadelphia |
| April, 99      | School District of Philadelphia          | Philadelphia |
| April, 99      | West Greene School District              | Waynesburg   |
| April, 99      | Harmony Area School District             | Westover     |
| February, 2000 | The Chester Upland School District       | Chester      |
| February, 2000 | The William Penn School District         | Lansdowne    |
| February, 2000 | Alliance for Progress Charter School     | Philadelphia |

**Contact**

|                   |
|-------------------|
| Ambrose Finnegan  |
| Julia A Stewart   |
| Robert Coccagna   |
| Monica Galore     |
| Patricia Welle    |
| Scott Garrigan    |
| Patrick Lukasavic |
| Darby Carr        |
| David Hornbeck    |
| Charles Rembold   |
| L. James Kiscaden |
| Juan Baughn       |
| James O'Toole     |
| Gail Hawkins-Bush |

|    |           |
|----|-----------|
| \$ | 120,000   |
| \$ | 200,000   |
| \$ | 950,124   |
| \$ | 149,564   |
| \$ | 167,704   |
| \$ | 291,000   |
| \$ | 233,119   |
| \$ | 355,955   |
| \$ | 540,192   |
| \$ | 100,379   |
| \$ | 965,639   |
| \$ | 1,013,669 |
| \$ | 678,735   |
| \$ | 250,000   |

**New Awards**

|           |                                  |              |
|-----------|----------------------------------|--------------|
| May, 2000 | Bethlehem Area School District   | Bethlehem    |
| May, 2000 | Farrell Area School District     | Farrell      |
| May, 2000 | Keystone Central School District | Lock Haven   |
| May, 2000 | Preparatory Charter School       | Philadelphia |

**Contact**

|                  |
|------------------|
| Scott Garrigan   |
| Kathleen Feeney  |
| Steven Kreger    |
| John Badagliacco |

|    |         |
|----|---------|
| \$ | 604,474 |
| \$ | 163,223 |
| \$ | 351,346 |
| \$ | 788,987 |