

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Kathy Silva to Neera Tanden re no subject [Personally Identifiable Information] [partial] (1 page)	11/10/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Jennifer Klein
OA/Box Number: 13528

FOLDER TITLE:

After School Event 11/12 [1]

2014-0536-S

kc1519

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]

21st Century Community Learning Centers

New Awards November 12, 1998

Alabama

Estimated First Year Funding

NORTHWEST ALABAMA ADULT EDUCATION CONSORTIA, FAYETTE \$510,000
The **Northwest Alabama Bridges Program** will provide a community-wide framework that will provide academic, technological and life skills instruction in a middle-school after-school program.

Alaska

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT, FAIRBANKS \$349,010
Four centers will provide an array of extended day and summer services that will result in reduced drug use, reduced violence, increases in academic performance, a greater capacity for healthy living, and a safe place to be after school.

LOWER KUSKOKWIM SCHOOL DISTRICT, BETHEL \$1,174,572

This consortium of six sites--growing to nine in Year two--will provide students with assistance in reading and other academics, as well as cultural activities.

SITKA SCHOOL DISTRICT, SITKA \$102,244
The **OASIS (Outstanding Achievement for Students In Sitka)** project will offer supplementary summer enrichment and enhanced tutoring support, long-term mentoring relationships, a series of interest-sharing workshops, recreation activities, and opportunities to join clubs focused on particular interest areas to middle school students in the remote island community of Sitka.

Arkansas

DECATUR PUBLIC SCHOOLS, DECATUR \$90,745
The **Learning Center**, based at the district's middle school, will establish a before- and after-school program focused on students in academic need indicated by low state-proficiency test scores, as well as tutoring and mentoring. Several local businesses will participate in providing food, an adult education program, and health services.

TEXARKANA ARKANSAS SCHOOL DISTRICT #7, TEXARKANA \$306,801
The **Texarkana Communities of Promise** project in Miller County will focus on at-risk youth of ages 6-18 years, providing structured transitional, comprehensive life skills training and experiences, academic enrichment, health, mental health, social and recreational activities through a broad coalition of service agencies, civic groups, businesses, churches, neighborhood groups, and government units.

NETTLETON PUBLIC SCHOOLS, JONESBORO \$184,480
Project **Nettleton** will provide services that will focus on reducing violent behavior and drug abuse, promoting recreational activities for children, and providing family support. Project services will be provided before and after school and in the summer to improve the quality of life for students, families and the community.

Arizona

CHANDLER UNIFIED SCHOOL DISTRICT #80, CHANDLER \$321,271
Located in the Redevelopment Area of Chandler, this collaborative project serves financially and educationally

disadvantaged youth. It will focus on low student achievement through grade eight. In addition, it will reduce student exposure to criminal behavior, drugs, and gangs before and after school, as well as on weekends by providing academic, social, and recreational programs.

GLENDAL ELEMEN TARY SCHOOL DISTRICT #40, GLENDAL E \$163,875
This program will serve four Glendale schools providing well-supervised, mind-engaging education, and social services.

NAC O ELEMEN TARY SCHOOL DISTRICT #23, NAC O \$122,489
This consortium includes Compañeros, **Share America**, the Cochise County Health Department, the Cochise County Board of Supervisors, and Hira les and Associates. Services -- offered after school, on Saturdays, and during the summer-- include tutoring; computer technology; library and literature; recreation and sports; special education; arts and crafts; music; health; peer leadership; drug prevention; violence prevention; parenting; and employment training.

WASHINGTON ELEMEN TARY SCHOOL DISTRICT #6, PHOENIX \$312,846
Project EAGLES (Enriched Achievement through Guided Learning Environments) includes literacy education; senior citizens serving as mentors; day care; health, nutrition; social service, recreation, and cultural programs; technology education; parenting education; and services for individuals with disabilities.

PIÑON UNIFIED SCHOOL DISTRICT #4, PIÑON \$486,858
The **Eagle's Nest** program serves the Piñon Unified School District, located in the center of the Navajo Nation. It will significantly expand learning opportunities for children and youths in the community and reduce drug use and violence. Its particular focus is early adolescence and increasing performance on State Academic Standards in core subjects.

GILA RIVER INDIAN COMMUNITY, SACATON \$450,513
The **Gila River Indian Community Learning Centers** will serve three elementary schools: the Gila Crossing Community School, the Casa Blanca Community School, and the Blackwater Community School. Its programs will include: academic tutoring; native language and culture; drug and alcohol abuse prevention; parenting and family involvement; and diabetes and nutrition awareness.

WELLTON ELEMEN TARY SCHOOL DISTRICT #24, WELLTON \$165,254
The **YES (Youth Education Services) for Yuma** Project will create learning centers at four schools in this Enterprise Community. Activities will include: tutoring; anti-drug programs; evening and summer arts and recreation; parenting education; and job training.

LUZ ACADEMY OF TUCSON, TUCSON \$374,063
The **Luz Academy Learning Center**, located in a charter school, will oversee four Centers in high-poverty schools in cooperation with numerous community organizations. The programs will provide enrichment activities in core academic subjects as well as tutoring, recreational, and cultural activities.

ROCK POINT COMMUNITY SCHOOL, ROCK POINT \$144,629
The **Diné Family Learning Center** will offer a series of activities designed to assist students in grades six through nine in making a successful transition from childhood to adult membership in the community. Student participation in after-school, weekend, and summer learning opportunities related to twelve culturally appropriate themes is expected to contribute to decreased substance abuse and violent incidents, an increase in academic achievement, and parental involvement in school activities, and the promotion of good health practices for students and their families.

WHITERIVER UNIFIED SCHOOL DISTRICT, WHITERIVER \$414,289
The Whiteriver School District, in collaboration with the Indian Health Services, Health Authority and Tribal Education, will serve five schools in rural northeast Arizona. Services will include literacy education, integrated education and health services, technology, nutrition and health, and expanded library services.

California

BERKELEY UNIFIED SCHOOL DISTRICT, BERKELEY

\$322,562

The **High Impact Program** initiative will challenge students physically, emotionally, and mentally by utilizing a large number of young adults and older teenagers as mentors, tutors, health educators and counselors to maximize the chances that early adolescents will connect with positive role models.

EARLIMART ELEMENTARY SCHOOL DISTRICT, EARLIMART

\$146,869

"Interlink" will provide supplemental education, literacy, recreation, and youth development activities for middle school students. Additionally, physical health, mental health, social services, literacy, child care, family support, educational support, and employment development services for families will be provided.

EUREKA CITY SCHOOLS, EUREKA

\$269,000

The **Community Learning Centers** at three elementary schools and one junior high school will provide academic support and enrichment activities for students in addition to computer classes, parenting skills, expanded library hours, recreational activities and a variety of safety and health-related activities for parents and the community.

MODOC COUNTY OFFICE OF EDUCATION, ALTURAS

\$362,445

The **Modoc Community Learning Center Project** will establish centers in three school districts in Modoc County, using a positive youth development concept for all students. Activities will include: after-school tutoring; homework assistance; computer labs providing skills training and Internet access; SAT/ACT preparation; senior citizen volunteers; drug and safety presentations; after-school and Saturday recreation; art and drama; nutrition; parenting; and referrals.

CAJON VALLEY UNION SCHOOL DISTRICT, EL CAJON

\$230,682

With the help of a consortium, two central city middle schools will establish learning centers from 2-6 p.m. Activities will include: academic, athletic, and recreational components for students and parenting, technology and English classes for parents. The focus is on helping students meet state standards in reading and mathematics, as well as offering family activities to assist in drug prevention and crime reduction.

IMPERIAL COUNTY OFFICE OF EDUCATION, EL CENTRO

\$556,101

A consortium of five school districts in this Enterprise Community will promote after-school activities, including: literacy education; integrated education, health, social service, recreation, and cultural programs; summer and weekend programs; and telecommunications and technology education. The program will emphasize assisting students in meeting state and local standards in core subjects.

LAKESIDE UNION SCHOOL DISTRICT, LAKESIDE

\$46,743

The District is leading a coalition of county service agencies, arts organizations, health care professionals, senior citizens, recreational agencies, and other regional resources to keep schools, libraries, parks, and community centers open during the critical hours when teens and pre-teens need them most.

LENNOX SCHOOL DISTRICT, LENNOX

\$121,605

The Lennox School District will expand an existing collaborative of agencies and community resources to provide after-school enrichment that will include training in technology, additional clubs and expanded activities, year-round sports leagues and a daily nutritious snack.

BUTTE COUNTY OFFICE OF EDUCATION, OROVILLE

\$404,131

Kids in Communities of Mentoring (kids.com) will provide services for early adolescents and middle school students (grades 6-8) and communities in three school-based community learning centers. kids.com will provide opportunities for students to mentor and be mentored in high-interest learning activities in integrated technology, reading, math, and science.

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT, SAN BERNARDINO

\$1,019,669

A consortium of nine middle schools, students, parents and over 50 partners has planned and will implement **"Prime Time"** sites with after school, Saturday, and summer activities and services to improve academic performance and reduce

the incidence of drug use and violence among local youth by turning “idle time” into “prime time.” The activities will include adult education classes and workshops.

SAN DIEGO UNIFIED SCHOOL DISTRICT, SAN DIEGO

\$199,818

The San Diego Unified School District, in collaboration with San Diego State University, the Alliance for African Assistance, Catholic Charities, and Crawford Community Connection, will provide a comprehensive range of services for children and adults, including tutoring, technology education, employment counseling, training and placement.

LONG BEACH UNIFIED SCHOOL DISTRICT, LONG BEACH

\$196,451

Washington Middle School plans to offer intense academic support to middle school students from 7:00 Am until 8:00 PM weekdays and Saturdays. A variety of educational enrichment activities, expanded parent education (including parent/child computer classes), and mental health services to troubled students and families.

ONTARIO-MONTCLAIR SCHOOL DISTRICT, ONTARIO

\$200,000

The **Lehigh Elementary and Serrano Middle School Community Learning Centers** will provide extended day learning, cultural, and recreational opportunities for children, adolescents, and adults in a safe, drug free environment. An array of year-round, extended day programs will be offered in areas such as: Academic Interventions, Literacy Development, ESL, GED, employment and Technology Training and Support, Art, Cultural and Recreational Programs, Parenting Skills and other services for families.

JOHN J. DOYLE SCHOOL, PORTERVILLE

\$173,775

John J. Doyle is a rural K-6, year-round elementary school with a diverse ethnic student population. The major focus of the program is on Literacy Education with a number of local organizations providing cross-age tutors, who will focus on educational enrichment.

PLUMAS UNIFIED SCHOOL DISTRICT, QUINCY

\$198,000

The **Plumas County 21st Century Community Learning Centers Program** is proposing a comprehensive art and environmental program, integrated with core academic subjects. This program will coordinate with existing programs and resources to bring in visual and performing artists, cultural experts and environmentalist to provide students with new learning and community service opportunities.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, SACRAMENTO

\$300,000

START (Students Today Achieving Results for Tomorrow)—with a proven record of success--will expand its programs to reach a greater number of middle and elementary students to help them succeed academically and socially.

SAN DIEGO UNIFIED SCHOOL DISTRICT, SAN DIEGO

\$335,376

The **PEERWORKS** initiative is a unique consortium with will serve students with a curriculum that engages students, parents, teachers, community members, businesses, and service providers as partners. The curriculum consist of three interdisciplinary thematic academies: 1) CityWORKS, a nationally recognized multi-disciplinary hands-on programs to engage students in the study of their community; 2) PeerLIFE, a literacy based program and approach to peer mediation and service learning; and 3) PeerENTERTAINment, a peer mediated process for making healthy choices in sports, arts, culture, media, recreation and entertainment.

SAN JOSE UNIFIED SCHOOL DISTRICT, SAN JOSE

\$599,817

San Jose Unified School District and San Jose State University are partnering together to offer extended learning centers at an elementary, middle and high school located in downtown San Jose. The following activities will be provided: cross age tutoring, science and technology, literacy, recreation, community leadership, parent-family-community support.

Colorado

CHERRY CREEK SCHOOL DISTRICT #5, ENGLEWOOD

\$101,868

In collaboration with a variety of social service, community organizations and businesses, the Cherry Creek School District will provide academic remediation, experiential skill building, service learning, recreation, and parent education programs at three middle schools. The goal of the program is to increase student self-esteem, and pro-social behaviors and enhance

academic stability and success through expanded learning opportunities.

JEFFERSON COUNTY SCHOOLS, LAKEWOOD

\$526,659

Three charter schools, under the coordination of the Colorado League of Charter Schools and in concert with numerous community partners, will launch three innovative after-school, weekend and summer extended learning center programs serving low-income, inner-city youth, their siblings and their families.

SAN LUIS VALLEY BOCES, ALAMOSA

\$454,280

Conejos/Costilla Counties Community Learning Centers Project (CC-LEARN) proposes to utilize the best of caring people, and high technology to actively engage learner minds in positive activities through cooperative learning, and community service activities that are engaging disciplined and fun.

ADAMS COUNTY SCHOOL DISTRICT NO., DENVER

\$159,000

The **John Dewey Community Learning Center After School Academy** will provide additional learning opportunities to students at risk of educational failure and to provide middle school students with a safe- drug-free, supervised, and cost-effective after school haven. Offering will address: basic skills development, classroom or homework support, standards acquisition support, enrichment and expanded learning opportunities.

POUDRE SCHOOL DISTRICT, FORT COLLINS

\$330,020

Two rural community learning centers will be created in the Poudre School District. Program activities include: literacy education programs; children's day care services; integrated education, health, social services, recreational and cultural programs; summer and weekend school programs; and technology education programs for individuals of all ages.

Connecticut

BRIDGEPORT BOARD OF EDUCATION, BRIDGEPORT

\$1,689,511

The **Bridgeport Consortium** will offer after-school and summer programs to reinforce and expand educational and recreational opportunities. The program will provide focused violence and drug prevention components, parent GED classes and computer activities, resources for special education students, and high school vocational programs to train and employ students as counselors and film makers.

NEW HAVEN ECOLOGY PROJECT, NEW HAVEN

\$91,839

The **Common Ground Community Learning Center**, located in the New Haven Enterprise Community, will provide educational and recreational opportunities for inner-city youth on a 20-acre campus. The Center will provide integrated education and social services to help students become active learners and to expand their horizons beyond the limitations of a specific community.

NEW HAVEN PUBLIC SCHOOLS, NEW HAVEN

\$342,511

The New Haven Public Schools will establish a consortium of Community Learning Centers at two elementary and two middle schools that are located in Enterprise Community neighborhoods. The Centers will offer expanded academic support and enrichment services for low-achieving students to meet or exceed standards in core academic subjects.

MERIDEN PUBLIC SCHOOLS, MERIDEN

\$199,963

Meriden will expand its present after school recreational program to include integrated academic skills and recreational/social activities for students coupled with health/nutrition and technology programs for children and their parents. Parents are offered parenting activities, literacy and ESOL education and high school completion. Alcohol and drug education programs and summer school opportunities are also offered.

District of Columbia

FRIENDSHIP HOUSE ASSOCIATION, WASHINGTON

\$185,000

The **Friendship Community Learning Center**, located at the Edison-Friendship Public Charter School, will provide telecommunications and technology-based educational programs and activities for children, youth and families in the

community. The program will offer a before and after-school program that will include a summer learning program, youth and adult basic education/GED instruction, and community services activities such as employment training/placement, and parenting classes.

Florida

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, TAMPA \$884,020

The Tampa 21st Century Community Learning Centers Project will keep six neighborhood school buildings open after regular school hours as places of high quality, safe centers of high interest learning activity. The thematic thread running through all six centers is a school-based enterprise of youth-run businesses involving students in the application of academic, social, and career skills.

THE SCHOOL BOARD OF BROWARD COUNTY, FORT LAUDERDALE \$403,908

These centers will offer teen counseling for at-risk and juvenile offenders; teen support groups for middle school age parents; after school and weekend programs to improve academic performance; expanded academic services and learning opportunities for students; cultural awareness training to meet the needs of a multicultural community; recreational activities; and expanded health services.

SCHOOL DISTRICT OF PALM BEACH COUNTY, WEST PALM BEACH \$503,892

This project, a consortium of one rural and two inner-city elementary schools, will focus on integrated education, health, social service, recreational and cultural programs. The programs are intended to provide children with the opportunity to improve reading and learning, develop positive interactions with others, and avoid destructive behaviors.

CALHOUN COUNTY SCHOOL BOARD, BLOUNTSTOWN \$200,000

The Blountstown Middle School and its partners will provide a 12 week summer art day camp for middle school children, followed by Saturday camps for 31 weeks to parallel the school year. Activities include the use of unique, art-based curriculum, support services for mentors and tutors, nutrition and drug education, technology training, recreation, parenting classes, and library services.

LAUREL HILL SCHOOL, LAUREL HILL \$134,610

Laurel Hill School will establish a school-based center for the delivery of education and human services including after-school care with learning activities for adolescents and middle-school students, summer enrichment activities, expanded library access for students and the community and advanced technology skills training for students, families and community members.

ASPIRA OF FLORIDA, INC, MIAMI \$200,000

ASPIRA, a Latino-youth organization, will serve economically disadvantaged youth and their families at ASPIRA's alternative middle schools, Accolade and Accolade South in the Enterprise Zones in Wynwood. Among the proposed activities are: integrated after-school programs that include math, science, reading, tutoring, neighborhood science lab, dance, cultural events, teen pregnancy prevention, and leadership clubs for middle school students; summer camp and weekend activities for students in the community.

Georgia

CLAY COUNTY BOARD OF EDUCATION, FORT GAINES \$110,790

The **Clay County Community Learning Center** will provide a safe, drug-free, supervised and cost effective after-school, weekend and summer environment for children and their families through the delivery of a variety of educational, health and human services.

CITY SCHOOLS OF DECATUR BOARD OF EDUCATION, DECATUR \$611,128

Decatur 21st Century Community Learning Centers will expand and improve the quality of after-school programs in a middle school and three elementary schools; support academic achievement of inner city minority students; and expand parental involvement so that parents can participate actively in their children's activities and academic success.

DEKALB COUNTY SCHOOL SYSTEM, DECATUR**\$1,080,057**

The DeKalb County School System will expand its Family Technology Resource Centers to include all 11 middle schools in its school system. They will offer quality after-school academic, social, recreational, and cultural programs for children and youth; provide job skills training and support for adults; and facilitate drug and violence prevention activities for students and their families.

GWINNETT COUNTY PUBLIC SCHOOLS, LAWRENCEVILLE**\$2,033,644**

The Meadowcreek and Norcross Cluster Center will provide before school, after school, Saturday and summer programs for students who are at risk academically to exceed local curriculum standards for 10 schools.

BULLOCH COUNTY BOARD OF EDUCATION, STATESBORO**\$321,700**

The Bulloch County Board of Education in partnership with Statesboro-Bulloch County Parks and Recreation Department and Bulloch County Commission on Human Services will expand after school and summer programs for middle school students by providing an intensive tutoring component focused on basic reading and math skills, providing program and participate transportation and offering community enrichment programs.

Hawaii**WAIKOLOA ELEMENTARY SCHOOL, WAIKOLOA****\$100,000**

The **Endless Frontiers for Learning** program will focus on problem-prevention for elementary and middle grades children. The school and consortium members will provide after-school and summer access to its library, computer lab, and drama facilities; help with academics through tutoring and classes; a homework hotline; drug and domestic violence prevention programs; parenting guidance; recreational programs; and, eventually, an on-line university.

Illinois**CHICAGO PUBLIC SCHOOLS, CHICAGO****\$2,500,000**

The Chicago Public Schools 21st Century Community Learning Centers Project will provide to community members citywide extended learning opportunities that contribute to reduced drug use and violence and that assist early adolescent and middle school students to meet or exceed state and local standards in the core academic subjects.

LEROY COMMUNITY UNIT SCHOOL DISTRICT NO. 2, LEROY**\$152,160**

Focused on improving state test results, especially in middle grades, this comprehensive, collaborative model provides tutoring and year-round enhancement programs. Substance abuse prevention, human services, and recreational services will also be featured.

VENICE CUSD #3, VENICE**\$212,908**

Year-round, computer-based tutorial programs that target at-risk students in grades 1-12 will be the focal point of the two centers the Venice School District will operate—one in the elementary school and one in the high school. The Centers will offer the latest computerized learning technology and Internet access to over 400 students.

Indiana**MICHIGAN CITY AREA SCHOOLS, MICHIGAN CITY****\$399,999**

Extended learning programs at Edgewood Elementary School and at Michigan City Alternative High School will offer students opportunities to meet and exceed state standards in language arts and math as well as provide on-site availability of health and mental health care services.

Iowa**DAVENPORT COMMUNITY SCHOOL DISTRICT, DAVENPORT****\$200,000**

The **Stepping Stones Community Learning Center** program will combine separately-piloted extended day and summer programs to provide at-risk middle and elementary school students a physically and emotionally safe and drug-free environment. Remedial assistance in core academic areas such as reading, math, and science will be provided as will

recreational, community service and cultural activities.

STORM LAKE COMMUNITY SCHOOL DISTRICT, STORM LAKE

\$167,590

The **Project "Comm"Unity** **Opportunities for Promoting Youth (COPY)** program is designed to provide extended learning opportunities to middle-school students, ages 10-15 to enable them to meet or exceed locally established standards and benchmarks in reading and mathematics. A major focus of the program will be to improve learning outcomes for the District's Limited English Proficient students and parenting skills training for the parents of these students.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, DES MOINES

\$775,880

Four schools located in or near the Enterprise Community will provide literacy education, integrated services, recreational and cultural opportunities, parenting courses, and training in technology to elementary, early adolescent, and middle school students.

Kansas

HAYSVILLE UNIFIED SCHOOL DISTRICT, HAYSVILLE

\$158,170

The **Haysville 21st Century Community Learning Center** will provide new and expanded services at the District's high school, middle school, and four elementary schools, in conjunction with the library and recreation center. Summer services will be included. Tutoring and academic enrichment focused on core subjects will be featured along with programs to reduce drug use, violence, and crime.

KANSAS CITY PUBLIC SCHOOLS, KANSAS CITY

\$199,226

The **West Middle School Community Learning Center** is located in an Empowerment Zone. This collaborative project includes the YWCA, Juniper Gardens, Wyandot County Mental Health Services, Inc., Kaw Valley Arts and Humanities, and the University of Kansas. The program is designed to support and strengthen the existing academic program; increase parent and community involvement; and broaden cultural and recreational experiences.

UNIFIED SCHOOL DISTRICT #503, PARSONS

\$121,022

The **Parsons Community Learning Center** is a collaborative with local government; businesses; colleges; service agencies and organizations; faith, cultural, and recreational communities. The program has five components: school-based alternative education center; afternoon and evening enrichment activities; integrated community services; summer school and enrichment; and community outreach. Literacy, English, mathematics, and tutoring services will be provided for middle and high school students.

UNIFIED SCHOOL DISTRICT #465, WINFIELD

\$175,197

This initiative will establish an after-school program in two schools to provide a safe, drug free environment for academic assistance in reading and mathematics and opportunities for arts, recreation, and healthy lifestyles.

Kentucky

COVINGTON INDEPENDENT PUBLIC SCHOOLS, COVINGTON

\$291,289

Through an innovative partnership with community agencies, businesses and residents, Covington Independent Public Schools will provide a range of extended learning opportunities for youth and adults during non-school hours at a junior high school and two elementary schools. These schools will offer programs that will improve academic achievement, develop parents' skills, provide integrated education, health, social services for the entire community, and promote diverse community involvement.

JESSAMINE COUNTY BOARD OF EDUCATION, NICHOLASVILLE

\$193,600

A rural Center in the East Jessamine Middle School will enable the identification, referral, tracking and follow-up services for students at risk of educational failure. The Center will be open after school every day as well as in June and August.

BUCKHORN SCHOOL, BUCKHORN

\$213,421

The **Buckhorn School Community Learning Center** will reach k-12 students, with an emphasis on middle grades reading, mathematics, and science so students can meet state requirements. In addition, sports and recreation, cultural enrichment, high school and college visits, and career exploration will be featured.

BARREN COUNTY SCHOOLS, GLASGOW

\$200,000

Your House--Our House--The Club House will be established in the Barren County Middle School and included students, parents, community professionals, and service agencies. Instruction in reading and science will be offered to approximately 800 students in grades 6-8.

ROWAN COUNTY BOARD OF EDUCATION, MOREHEAD

\$138,907

The **Learning Center Consortium** will integrate learning into after-school and summer enrichment programs focused on reading, science, mathematics, recreation, and the arts through collaboration among existing community resources. A drug prevention and early intervention program will also be provided.

PULASKI COUNTY PUBLIC SCHOOLS, SOMERSET

\$130,250

The District and its partners--Southern Middle School, Southern Youth Services, and the State Extended School Services Program--will extend access and operational hours in school and offer academic remediation and enrichment classes, library and computer access, counseling, arts and humanities opportunities, senior citizen involvement, and adult education.

Louisiana

EAST BATON ROUGE PARISH SCHOOL BOARD, BATON ROUGE

\$545,468

Three **CARE Community Learning Centers** will be expanded into school-based resource-rich learning and service centers that will build developmental assets and act as safe community "living rooms" for children, parents, grandparents, and other neighborhood adults.

Maine

CITY OF AUBURN DEPARTMENT OF EDUCATION, AUBURN

\$134,093

In collaboration with a variety of community organizations, the **Auburn Community Learning Center Partnership** will offer alternative enrichment and skill-building opportunities to strengthen the academic, leadership, health and safety, occupational, and physical skills of a diverse population of middle school students.

SCHOOL UNION #44, SABATTUS

\$507,084

The rural towns of Litchfield, Sabattus and Wales will involve the whole community to provide academic, social, and recreational after-school activities for middle school students that will include the performing arts, outdoor education, a dynamic summer camp program, literacy education, expanded library hours and a comprehensive computer education and telecommunications program.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 5, ROCKLAND

\$105,500

The **Rockland Area Community Learning Center** will provide creative remediation, and enrichment learning for youth and families after school and during the summer.

Maryland

ST. MARY'S COUNTY PUBLIC SCHOOLS, LEONARDTOWN

\$275,165

Two rural middle school centers will provide structured study circles with mentors, recreation, and learning-rich, fun courses and activities.

Massachusetts

SPRINGFIELD PUBLIC SCHOOLS, SPRINGFIELD

\$315,836

Two new sites will be created and a third site will be expanded and enriched through the **“Time Out for Communities” (ToC)** after school, weekend, and summer program. The sites will offer outdoor activities, pools, gyms, computer labs, classrooms, and libraries for an array of project activities.

BOSTON PUBLIC SCHOOLS, BOSTON

\$305,977

“Opening Doors to Schools & Learning” school-community teams of parents, educators, providers of youth services, arts and cultural organizations and others will create community learning centers providing students with academic programming tied to standards; substance abuse and violence prevention education; access to arts, cultural, technological and athletic activities; community service learning; and peer support and leadership development.

CHELSEA SCHOOL DEPARTMENT, CHELSEA

\$142,000

The consortium will develop and implement programs for youth and will work collaboratively to provide offerings outside of the traditional school day to better meet the education, health, social service, cultural and recreational needs of the community. All programs - academic, artistic, or recreational - will support the school's curriculum, which is based on state-wide standards of achievement in core content areas.

NEIGHBORHOOD HOUSE CHARTER SCHOOL, DORCHESTER

\$123,638

The **Neighborhood House Charter School Community Learning Center** will increase academic achievement of adolescent students by providing a stimulating, education-based, safe haven offering expanded learning opportunities after school, weekends and in the summer.

HOLYOKE PUBLIC SCHOOLS, HOLYOKE

\$479,200

The three Community Centers will provide a modified SCORE Program academic component operated by the Holyoke Public Schools and a recreational program operated by community-based agencies during after school hours, on weekends, and in the summer.

HAMPSHIRE EDUCATIONAL COLLABORATIVE, NORTHHAMPTON

\$802,989

“RVP CREATES” project activities include: community service learning; career exploration; mentoring; reading, math, science and technology; academic support and enrichment; cooperative learning; counseling; health; recreation and cultural programs; community linkages; and violence and substance abuse prevention.

Michigan

FLINT COMMUNITY SCHOOL DISTRICT, FLINT

\$723,581

Flint Community Schools and its partners will provide stimulating and engaging extended learning opportunities that will result in improved student academic outcomes, improved student social competence and leadership outcomes, increased parent and community involvement, and increased accessibility of educational and human services for families and neighborhood residents.

MANISTEE COUNTY SCHOOL MANAGEMENT COOPERATIVE, BRETHREN

\$666,379

This cooperative between the rural school districts of Bear Lake and Kaleva Norman Dickson will establish six Community Learning Centers and two day care centers to provide services to improve literacy by expanding educational, recreational, and social service programs for all citizens.

THREE RIVERS COMMUNITY SCHOOLS, THREE RIVERS

\$150,204

Huss Community Learning Center will open before and after school, weekends, snow days, summers and holidays to provide homework help, tutoring, academic enrichment, recreation and supervised games, field trips, and crafts. Adults and families will have access to open gyms, parenting, computer and Internet, crafts, drama, fishing, and sports teams.

WAYNE STATE UNIVERSITY, DETROIT

\$200,000

“The TREE Program” (Tutoring, Recreation, Enrichment, Experience) will operate at The University Public School,

Michigan's first charter school, providing academic and social enrichment opportunities; a literacy program for students and families; one-to-one mentoring opportunities; enhanced health-based programs for students and parents; and enhanced parent and student knowledge and skill in conflict resolution strategies.

COVERT PUBLIC SCHOOLS, COVERT

\$134,708

This rural after-school initiative will offer the **H.O.P.E. Program (Helping Optimistic People Excel)** to increase student performance in the classroom and on state assessments; after-school and summer creative art opportunities in art and drama, drug-free presentations, mural work, field trips; and extension of library hours for services to students and families.

HILLSDALE COUNTY INTERMEDIATE SCHOOL DISTRICT, HILLSDALE

\$202,869

"LASTING IMPACT" learning centers provide on-site tutorial services, classroom services, interactive activities, on-line computer classes, student Internet forums, library services, drama activities, dancing and games after school, weekends, and summer.

Minnesota

BAGLEY ISD #162 FAMILY AND COMMUNITY ED CENTER, BAGLEY

\$106,418

A collaborative commitment between community agencies and businesses has channeled support for the Kids' Place, a school-based program that will expand learning opportunities for young adolescents and youth through a comprehensive enrichment program that targets science, math, technology, and literacy. The focus of the program is to increase student achievement and significantly reduce violence and drug use in the school and community by fostering the development of positive relationships between children and adults.

COLUMBIA HEIGHTS PUBLIC SCHOOLS, COLUMBIA HEIGHTS

\$219,890

This initiative will provide homework lab, recreation activities, art enrichment, theater groups, computer classes and much more after school, during the summer, and on non-school days. The community will have access to parenting classes and to the technology lab.

Missouri

NORTH KANSAS CITY SCHOOL DISTRICT, KANSAS CITY

\$755,111

The **Middle School Extended Day Program** will seek to increase student achievement and reduce drug use, violence, and other non-productive activities of middle school youth by providing extended programming in four middle schools.

MT. VERNON R-V SCHOOLS, MT. VERNON

\$122,120

"The High Flyers Program" will include senior citizens' tutoring programs, telecommunications and technology education programs for all ages, parenting skills education programs, and services for individuals with disabilities.

STEWARTSVILLE C-II SCHOOL DISTRICT, STEWARTSVILLE

\$98,502

The **Connections** project is designed to take education from the classroom to the community and to take resources from the community to the classroom. The program will provide expanded learning opportunities for youth through academic enrichment programs and drug-prevention and safety programs.

NORMANDY SCHOOL DISTRICT, ST. LOUIS

\$592,958

The Community Learning Centers will be developed around a "Rebuilding the Heart of Our Community" theme. The Centers will provide academic reinforcement, new learning opportunities, and family services to students, parents, senior citizens, and other community residents through a series of after school and evening programs that have proven successful.

TRENTON R-IX SCHOOL DISTRICT, TRENTON

\$140,466

"EEG" (Extended Educational Guidance) Community Learning Center will provide extended learning opportunities to students in grades 6-8 as well as parents and community members. Activities will include literacy development, homework help, academic enrichment, arts and crafts, supervised games and physical education.

Montana

BROCKTON PUBLIC SCHOOLS, BROCKTON

\$91,472

The program will meet the literacy education needs of students and community members. It will allow for students to achieve at higher standards than previously attained. It will provide a safe haven free of chemical abuse and violence after school and during summer months, and tutors will provide assistance to students in core subject areas.

LIVINGSTON SCHOOL DISTRICT, LIVINGSTON

\$181,647

Four Community Learning Centers will provide a four-part program of remedial and enrichment reading, technology education, math and health and fitness activities, including drug and violence prevention.

SUPERIOR SCHOOL DISTRICT #3, SUPERIOR

\$164,828

The **After School Academic Program** will provide community education courses, recreational and cultural activities, community service projects, a prevention alcohol/drug program. Family counseling and mediation, a literacy program, computer and software literacy, employment counseling, parenting skills, summer and weekend schooling, and alternative education.

WEST GLACIER ELEMENTARY DISTRICT #8, WEST GLACIER

\$35,786

The center will provide, through the after school program, integrated education, health, social service, recreational, and cultural programs.

Nevada

DUCKWATER SHOSHONE ELEMENTARY SCHOOL, DUCKWATER

\$109,067

The **Duckwater Shoshone Elementary School Community Learning Center** will provide a program that will allow extended school hours, tutorial time, extended library hours, basic literacy courses, basic computer instruction, day care services, health and nutrition education, and drug and alcohol prevention activities. The plethora of educational and social services will benefit all members of the Duckwater community and surrounding areas.

New Jersey

CAMDEN CITY SCHOOL DISTRICT, CAMDEN

\$200,000

The District will establish centers at each of its five middle schools over the three-year grant period. They will serve adolescent, middle-grade students by helping them to meet or exceed national, state, and local achievement standards.

PERTH AMBOY BOARD OF EDUCATION, PERTH AMBOY

\$287,560

The project will focus on approximately 3,000 fifth through ninth graders (early adolescents) who need after-school, weekend, and summer programs. Educational and cultural programming will assist these students in meeting or exceeding state and local standards in core academic subjects. They will especially serve limited English-speaking immigrant children, those from families receiving public assistance, and those with learning disabilities.

New Mexico

MESA VISTA CONSOLIDATED SCHOOL DISTRICT, EL RITO

\$129,976

In partnership with The Education Trust, Los Alamos National Laboratory, and the New Mexico Small Business Development Center, the District will offer after-school and summer learning programs that will provide new and stimulating experiences, challenging tasks, and opportunities to extend learning beyond what is otherwise possible, often through the use of technology.

New York

BAY SHORE UNION FREE SCHOOL DISTRICT, BAY SHORE \$300,000
The **Community Learning Center at Bay Shore Middle School** will improve the education, wellness, and character development of children and youth in this inner city community.

BRONX SUPERINTENDENCY, BRONX \$184,282
Three extended day centers will provide a menu of academic and recreational activities including English and math tutoring, homework assistance, a reading club, journalism and newspaper production, computer skills training, a performance arts program, and various recreational options.

THE HERITAGE SCHOOL, NEW YORK \$121,389
The **Heritage Community Learning Center** will provide activities for weekday, Saturday, and summer programs: Homework Support and Tutorials, Community Arts Program, Community Service Learning, Family in a School, and Comprehensive Health Program.

CITY SCHOOLS OF MOUNT VERNON, MOUNT VERNON \$262,007
The City Schools of Mount Vernon in collaboration with eleven community agencies will provide services to two elementary schools and one middle school to prevent and reduce drug and alcoholism and increase students' academic levels. The Centers will offer a variety of services, including literacy education, integrated education, health, social service, recreation and cultural activities.

NEW YORK CITY BOARD OF EDUCATION, BRONX \$508,046
The **District Ten Community Learning Center Initiative** will provide services for middle school students in five schools. The services will include scholastic activities to improve middle school student's literacy skills, increased accessibility of school libraries to the community, original video broadcast production in collaboration with a cable television partner, adult literacy workshops, mentoring, and recreational activities.

COMMUNITY SCHOOL DISTRICT 9, BRONX \$599,992
Project Scale will link schools and community-based organizations to provide comprehensive extended-day programs for 1,200 grade 6-8 students targeted at risk because of poor academic performance and negative behaviors.

COMMUNITY SCHOOL DISTRICT 13, BROOKLYN \$471,794
PAP-21 (Placed at Promise for the 21st Century) creates opportunities for adolescents in three middle schools and the surrounding Bedford Stuyvesant community to participate in academic, social and physical development activities.

SANDY CREEK CENTRAL SCHOOL, SANDY CREEK \$84,800
The **Sandy Creek After School Center** will offer homework mentoring, computer-based instruction (in reading, writing and math), career exploration, substance abuse education/prevention, conflict resolution, and nutritional snacks as well as recreational activities and general counseling services to students in grades 4-8.

SODUS CENTRAL SCHOOL DISTRICT, SODUS \$100,498
The **Sodus 21st Century Community Learning Center** will coordinate existing and future school and community resources to provide ample high quality extended day, week and year education and substance abuse and violence reduction opportunities.

WADLEIGH SCHOOL, NEW YORK \$200,000
The **No Homicide, No Suicide, No Genocide-Creating a Village of Peace Program** will provide children and their families the opportunities to learn and develop in a safe, drug-free environment outside of the regular school hours. Program components include extended learning opportunities, safety and substance abuse avoidance programs, recreation and social activities, opportunities that use advanced technology, and health and social services.

ONEONTA CITY SCHOOL DISTRICT, ONEONTA**\$195,588**

Three rural upstate New York school districts have formed a consortium with community agencies to address state-wide standards and provide higher academic expectations for all students. Program components will include academic, tutorial, cultural, leadership, enrichment and community service activities, as well as adult education.

FARMINGDALE UNION FREE SCHOOL DISTRICT, FARMINGTON**\$1,058,156**

Operation **SNARK (Safety Net for At Risk Kids)** is a Long Island consortium of the Westbury, Farmingdale, Amityville, Copiague and South County school districts with a profile of high poverty, high immigrant, dense special education and high crime populations. SNARK will provide specialized academic, social, recreational and emotional support programs for students in the targeted middle schools.

YONKERS CITY SCHOOLS, YONKERS**\$327,533**

The **Yonkers 21st Century Schools Consortium** is designed to provide extended learning experiences including: support for standards-based school work in reading and mathematics; homework help; literacy, integrated education, health, social service, recreational, cultural and musical experiences; technology experiences for students, parents and community members; safety and substance-abuse avoidance programs to students.

North Carolina**WAYNE COUNTY PUBLIC SCHOOLS, GOLDSBORO****\$399,615**

The **Wayne County Extended Schools Program** will link students, their parents and the extended community with the resources and education they need to achieve academic success, move out of poverty and become self-sufficient. In addition to tutoring, homework help, computer classes, and End of Grade test preparation workshops, the program will offer job training/placement programs, adult education, resource and referral services, and basic health care services to all middle school participants and their families.

BERTIE COUNTY SCHOOL SYSTEM, WINDSOR**\$500,000**

The **Roanoke River Valley Consortium** will provide an array of services that will be exciting, involving, inviting and unified to meet the educational, health, social services, cultural, and recreational needs of students, educators, parents and community. The centers will be open after school, weekends, and summer providing integrated reading, math, writing, technology, health, recreation, nutrition, literacy education, telecommunications, and access to social services.

SALLIE B. HOWARD SCHOOL, WILSON**\$235,400**

The **Sallie B. Howard Charter School Community Learning Center** will offer after school enrichment programs that include specialized remediation in reading, writing, and math, along with homework supervision, computer literacy, life skills training, recreation and the arts, Saturday school mentoring, summer camp, parent education and life skills training, health and recreation.

CASWELL COUNTY SCHOOLS, YANCEYVILLE**\$100,000**

"Highest Potential" will increase academic performance of at-risk seventh and eighth grade students in math, science, reading through an intensive after-school program focused on student success; will decrease the dropout rate through its intensive after-school program including tutoring, mentoring, computer activities, technology integration, wrap-around services for students, families and community; and will decrease incidences of violence and illegal drug, alcohol and tobacco use by youth.

Ohio**ALLIANCE CITY SCHOOLS, ALLIANCE****\$200,000**

A **Community Learning Center at Morgan School** will provide an array of services after school, on weekends and during the summer in a safe, convenient, drug-free, productive environment where children, parents and grandparents can learn and grow. Improvement in academics will give students a better self-concept and a desire for a higher education. Programs for adults will include parenting skills, nutrition and meal planning, and preparation for the work force.

CLEVELAND PUBLIC SCHOOLS, CLEVELAND

\$400,000

Center activities will include: GED preparation, job development and employability skills; substance abuse prevention; support for teen fathers and families; music, dance and cultural activities; proficiency test preparation; and recreation. All activities will be supported with computer instruction.

LORAIN CITY SCHOOLS, LORAIN

\$400,000

Two Community Learning Centers will offer a variety of services including: tutoring in mathematics, science and language, computer training for students and adults, mentoring, recreational and artistic classes, drug prevention programs, "adventure based" and "outward bound" type activities, nutrition and health programs, parenting skills, and adult education classes.

PUTNAM COUNTY EDUCATIONAL SERVICE CENTER, OTTAWA

\$156,500

Project Open Door in two rural counties in northwest Ohio will attract children of all ages and the adults of the community to after-school and summer programs that will provide tutoring, academic enrichment, and a positive, healthy, drug-free environment.

Oklahoma

ALTUS PUBLIC SCHOOLS, ALTUS

\$87,853

A summer program in a gang-ridden section of rural southwest Oklahoma will offer at-risk participants an opportunity to work on integrated academic core skills, community values, and technology.

BRIGGS ELEMENTARY SCHOOL, TAHLEQUAH

\$189,439

"Learning to Serve - Serving to Learn" will attract students, parents, and community members in a small, rural school district. The project will provide after-school instructional services, library access, cultural and recreational activities, health and social services, and adult education, including GED and computer skills.

Oregon

SANTIAM CANYON SCHOOL DISTRICT, MILL CITY

\$142,571

Rural Options and Opportunities is designed to respond to the needs of an isolated, rural community that has suffered economic distress due to the collapse of the timber industry. The entire community collaborated to design this project, which will offer literacy education; telecommunications and technology programs for all ages; a parenting skills component; and programs that integrate education, health and social services, recreation, and cultural activities.

LINCOLN COUNTY SCHOOL DISTRICT, NEWPORT

\$198,706

Each of four communities in rural Oregon will establish community learning centers that will provide extended learning opportunities after school and during the summer, helping students to meet local achievement goals and the state's benchmark standards in core academic subjects. The centers will provide other services as well, including parenting skills, nutrition and health programs, and telecommunications and technology education programs for all ages.

MALHEUR COUNTY SCHOOL DISTRICT 8-C, ONTARIO

\$39,000

This rural district is drawing together public and private partners and employers to implement an expanded day and summer program for middle and elementary students, their families, and the community. The program seeks to help these students exceed Oregon education benchmarks, resist drugs and violence, and enjoy recreation and hobbies.

CROOK DESHUTES EDUCATION SERVICE DISTRICT, REDMOND

\$576,312

The **Deshutes County Community Learning Center Consortium** is focused on adolescents through partnerships with Family Access Network, Lighted Schools, Goals 2000, Boys and Girls Clubs of Central Oregon, Central Oregon Community Colleges, AmeriCorps, Bend Parks and Recreation, and Sister's Organization for Activities and Recreation to serve some 5,000 students at 5 middle and 2 elementary schools. They offer literacy programs during the summer and weekends as well as other social services.

Pennsylvania

CHESTER COUNTY INTERMEDIATE UNIT, EXTON \$120,000

The Coatesville Area School District, in collaboration with a range of social and community agencies, will provide enrichment, remediation, guidance and recreational opportunities to low income middle school students, who will be mentored by college and high school-aged students.

MCKEESPORT AREA SCHOOL DISTRICT, MCKEESPORT \$200,000

McKeesport, an Enterprise Community, will establish **Cornell's Community Connections**, a multi-faceted after-school arts, recreation, and tutoring program to service the 10-15 year old middle school population. The primary focus of the program is to provide high quality, stimulating child-centered activities in innovative ways that blend the arts with academics and fuse the line between education and recreation.

SCHOOL DISTRICT OF PHILADELPHIA, PHILADELPHIA \$950,124

The school district of Philadelphia will open five community learning centers, to be open after school, on most Saturdays, and for a summer session, in middle schools in three Empowerment Zone communities. The centers will seek to help students meet or exceed the city's standards in core academic subjects, to resist drug abuse and violence; the centers will also encourage parental involvement and community collaboration.

SCHOOL DISTRICT OF PITTSBURGH, PITTSBURGH \$149,564

Gladstone Community Learning Center will be a school-based "One Stop Shop" offering youth and families a wide range of activities and services to meet the community's educational, health, human services, cultural, and recreational needs, via technology, educational materials, and enrichment experiences.

Rhode Island

NEWPORT PUBLIC SCHOOLS, NEWPORT \$199,800

The **Sullivan School Family Center** will offer a place within a high-needs community for students and families to access enrichment activities and resources, including academic club activities, technology, parenting education, literacy education, expanded library resources, health advocacy, and service learning through tutoring and mentoring activities for middle-school youth.

PROVIDENCE SCHOOL DEPARTMENT, PROVIDENCE \$586,789

The **Renaissance Centers** project will provide a range of services to children and families in this Enterprise Community by establishing three learning centers serving eight Providence Schools and their neighborhoods. Each Center will develop a comprehensive program of extended learning opportunities involving after-school, Saturday, and summer activities.

South Carolina

BECK ACADEMY OF LANGUAGES, GREENVILLE \$53,050

The **Beck Academy After School Program** will provide activities including specific academic skill tutoring, homework assistance, study skills training, and a variety of recreational and cultural enrichment options.

CHARLESTON COUNTY SCHOOL DISTRICT, CHARLESTON \$698,796

The **Charleston County School District Consortia of Schools**, in collaboration with its community partners, will provide an integrated system of services and will offer enrichment activities in mathematics, science and communication skills, with technology used as an integral part of the curriculum.

LANCASTER COUNTY SCHOOL DISTRICT, LANCASTER \$176,733

The District and some 35 partners will establish the **Barr Street Middle School Community Learning Center and Partnership**. The Center will feature: courses on a wide range of topics, some remedial, some advanced; a home-based parent involvement component designed to help parents in their role as primary educators of their children; and an interdisciplinary social services team providing seamless services to families.

SUMTER SCHOOL DISTRICT TWO, SUMTER**\$480,725**

This project will establish after-school centers and Family Technology Resource Centers in each district middle school to improve academic achievement by providing individualized supplemental instruction in language arts, mathematics and science; tutoring and mentoring; instruction in technology use and hands-on time for student practice and projects. Instruction and guidance will be provided in social skills development, drug use prevention, and violence prevention.

ANDERSON SCHOOL DISTRICT FIVE, ANDERSON**\$585,426**

Anderson Five's Promise is an after-school and summer program focused on middle-school youth in three middle schools. Partners include students, parents, school personnel, Partners for a Healthy Community, and the Anderson Area Medical Center.

South Dakota**BLACK HILLS SPECIAL SERVICES COOPERATIVE, STURGIS****\$374,946**

The **Middle School Jam: All that Jazz** will provide after-school and summer programs in two rural school districts. The program will provide expanded learning opportunities, prevention education, and opportunities for parents and other adults.

EAGLE BUTTE SCHOOL DISTRICT 20-1, EAGLE BUTTE**\$199,690**

To address the needs of youth on the Cheyenne River Reservation, the project will develop effective relationships among a variety of youth service providers in the community, provide access to quality literacy and recreational activities for youth in small rural communities outside of Eagle Butte, and focus on expanding learning and recreational opportunities in Eagle Butte, particularly for middle school age students.

FLANDREAU PUBLIC SCHOOL 50-3, FLANDREAU**\$451,366**

Prairie Learning Centers will be established in three schools by a consortium including eight villages, one town, South Dakota State University, local businesses, state agencies, and community volunteers. They are designed to reduce drug and alcohol use and violence; increase standardized test scores in reading, mathematics, and science; increase school, parent, and community collaboration; and create a model program.

TODD COUNTY SCHOOL DISTRICT #66-1, MISSION**\$318,915**

Four community education sites will be established in the He Dog, Rosebud Elementary, Spring Creek, and Okreek schools. They will focus after-school and extended-year programs on literacy education, cultural programs, telecommunications and technology, employment, and services for individuals with disabilities.

WOLSEY SCHOOL DISTRICT 2-5, WOLSEY**\$76,519**

This after school and summer program will provide students with access to computers, the school library, help with homework, nutritious food and information about nutrition, recreational facilities, audio and video equipment, drug-free education, field trips, and Internet access.

Tennessee**GREENE COUNTY SCHOOL SYSTEM, GREENVILLE****\$100,000**

The **McDonald Path of Knowledge Community Learning Center** will include after-school, evening, and weekend programs for adolescents and adults, as well as a summer camp program. Computer training; instruction in reading, mathematics, parenting skills, music, and swimming; and employment counseling will be featured.

Texas**LUBBOCK INDEPENDENT SCHOOL DISTRICT, LUBBOCK****\$278,505**

A comprehensive consortium will enable three campus sites and collaborating community groups to deliver, as an extension and enrichment of the regular school day, unique learning activities, for both students and families, in a safe, less structured atmosphere.

NORTHSIDE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO**\$594,623**

"ACCESS 21" will establish three centers that will provide a safe, drug-free, stimulating, and supervised haven offering cost-effective before and after-school, weekend and summer activities for early adolescents and middle school students. It will also provide a community outreach to parents and others who have educational, vocations, and social needs.

EDGEWOOD INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO \$253,588

An consortium of five middle schools will establish Community Learning Centers to provide services that will impact the educational, health, social services, cultural, and recreational needs of the community.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT, PHARR \$199,937

Two new Centers will serve one of the Rio Grande Valley's neediest communities, the Las Milpas *colonia*, with after-school and summer services and by creating the **HEROES** (Helping to Engage Resources and Opportunities to Encourage Success) academy.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT, CORPUS CHRISTI \$482,098

A Recipe for CAKES: Communities And Kids Experiencing Success will be established in four middle schools after school, on Saturdays, and during the summer. **CAKES** is a collaborative effort with the LULAC National Educational Service Center and the Coastal Bend Alliance for Youth. Academic enrichment will focus on English, mathematics, science, social studies, as well as martial arts, sports, recreation, and the fine arts. Parent education will also be provided.

RENAISSANCE CHARTER SCHOOLS, IRVING \$225,444

Renaissance Community Learning Centers, located in an Enterprise Community, will serve early adolescents and middle-school students and will focus on helping them meet state and local standards in core academic subjects. The Centers will focus on increasing academic achievement, increasing English literacy, developing programs for students who leave school before graduating, and preparing workers with skills desired by business and industry.

Utah

BOX ELDER SCHOOL DISTRICT, BRIGHAM CITY \$200,000

In collaboration with community agencies, the **Box Elder County 21st Century Learning Center** will provide an array of after-school programs primarily for youth ages 12-16 (and ages 12-22 with disabilities). The project will offer academic support, recreation, asset building, arts, technology, community service and programs for students with special needs.

LOGAN CITY SCHOOL DISTRICT, LOGAN \$199,595

The **CELEBRATE Youth Program** will serve some 1,350 middle grades students at Mount Logan Middle school. Its major components are: academic tutoring and enrichment; drug and violence reduction; enrichment classes and clubs; recreation; and technology learning and use. Partners include: Cache Valley Alliance; City of Logan Parks, Police, Courts, and Transportation Departments; and the Logan PTA.

CARBON COUNTY SCHOOL DISTRICT, PRICE \$292,781

The **Carbon County Schools Afterschool Program** is a nine-school consortium (four elementary, one middle, two junior high, and two senior high schools). Pro Care, an ongoing day care program will be strengthened by adding tutors to emphasize the academic component, as well as expanding to include the five secondary sites. Mental health and medical personnel, parents, business and elected leaders are also collaborating in the program.

Vermont

WINDSOR SOUTHWEST SUPERVISORY UNION, CHESTER \$199,515

The **Rivers of Learning and Health Program** will offer programs to 1,796 ten to fifteen year old students throughout twelve towns in Southeastern Vermont. The goal of the program is to build on existing after-school, weekend and summer activities and create cohesive programs to expand learning opportunities to support academic success among early adolescents; to develop the "I can do it" attitude; and as a prevention strategy to reduce substance abuse and violence.

CHITTENDEN SOUTH SUPERVISORY UNION, HINESBURG

\$102,000

The **Chittenden South Supervisory Union 21st Century Community Learning Center** will have three main components and will focus on middle and high school age young people. First, they will develop an after-school program for academically "at-risk" 7th and 8th graders. Second, they will expand summer services for high school students needing academic help. Third, they will offer alcohol and other drug abuse counseling, student enrichment workshops and recreation opportunities, expanded library and computer lab hours, and positive parenting classes.

Virginia

BRUNSWICK COUNTY PUBLIC SCHOOLS, LAWRENCEVILLE

\$200,000

The consortium will provide services to children, youth and families through four initiatives at the **Brunswick Community Learning Center**: 1) the Learning Academy; 2) the Parenting Center; 3) the Computer Learning Center; and 4) the Senior Center.

MONTGOMERY COUNTY PUBLIC SCHOOLS, CHRISTIANSBURG

\$91,430

Shawsville Middle School's Extended-Day Program will focus on helping students meet state standards in core curricular areas; providing enrichment activities in arts, culture, recreation, technology, and career exploration; and reduce opportunities for violence, substance abuse and other negative behavior. Partners include the Department of Parks and Recreation, the Library, Radford University, and the County Sheriff's Office.

PRINCE EDWARD COUNTY PUBLIC SCHOOLS, FARMVILLE

\$187,530

The **Southside Virginia Community Summer Reading Camp** is being established by the public school districts in Buckingham, Cumberland, and Prince Edward Counties and 12 community agencies to provide educational, recreational, and cultural activities for some 600 children in grades 1-8. The instruction will focus on reading, mathematics, and science.

Washington

WHEATLAND SMALL SCHOOLS CONSORTIUM, WASHTUCNA

\$207,511

The Wheatland Small Schools Consortium will offer out-of-school youth programs that will build responsibility, develop positive relationships with caring adults, increase family involvement in the community and school, provide study reading areas, computer access, literacy education and alternatives to drugs, alcohol, violence and other antisocial behaviors.

QUINAULT LAKE SCHOOL DISTRICT 97, AMANDA PARK

\$250,000

The **Rain Forest Learning Centers**, a consortium of partners, will provide technology education, distance learning and enhanced literacy education to its community with a special emphasis on grades 5-9.

CLARKSTON SCHOOL DISTRICT J250-185, CLARKSTON STATE

\$234,000

The Clarkston School District will provide comprehensive basic skills and substance abuse prevention programs for 5th-9th grade students. They will implement a wide array of family-centered community learning activities, including parent and technology training, drug prevention awareness and literacy education.

OCEAN BEACH SCHOOL DISTRICT #101, LONG BEACH

\$174,313

The **Peninsula Learning Center** will provide academic enrichment in the form of structured reading and math programs; individual tutoring; homework labs; peer mentoring; individualized instruction for special education students; and increased technological literacy. In addition, the center will offer a education component and cultural experiences in cooperation with local artists, poets, and writers; as well as field trips to a variety of historic, and educational settings.

WENATCHEE SCHOOL DISTRICT # 246, CITY OF WENATCHEE

\$117,108

The **Wenatchee Community Learning Center** is extending its pilot program for extended learning that has had a very positive response from participants. The Center offers significant benefits to individuals: increased self-esteem, self-reliance, safety and a sense of belonging; decreased youth drug and alcohol use; and improved literacy and academic skills.

YAKIMA PUBLIC SCHOOLS, YAKIMA

\$193,574

Washington Middle School's Community Learning Center will serve over 900 students, their parents, and an additional 1,000 residents in one of the poorest and most ethnically diverse neighborhoods in Washington. The center will offer supplemental instruction to improve core academic skills through: an extended day tutoring and homework assistance program, summer school instruction, and an innovative integrated arts program that features highly motivational activities in reading, writing, and mathematics.

West Virginia

LINCOLN COUNTY BOARD OF EDUCATION, HAMLIN

\$334,187

This consortium of five community education centers will provide a range of services designed to offer opportunities for lifelong learning and community outreach. The centers will offer academic, service learning and arts/recreation programs after school, summer enrichment activities, tutoring in reading and expanded library hours.

LOGAN COUNTY BOARD OF EDUCATION, MAN

\$100,000

Connections in Our Community also known as **Man Connections** will be established by Man senior and Junior High Schools, the Logan County Board of Education, and a variety of other community organizations. Academic Connections will focus on mathematics, science and language; Community Connections on service learning; Business Connections on entrepreneurial skills; Computer Connections on word processing and employability; and Counseling Connections on personal and other guidance.

ROANE COUNTY SCHOOL SYSTEM, SPENCER

\$200,000

The **Roane County Youth and Community Enrichment Initiative** will operate in a rural Enterprise Zone and operate two community learning centers. Middle and high school youth will engage in literacy education; integrated services including education, health, social services, recreation, and cultural programs; telecommunications and technology programs; parenting education; and services for individuals with disabilities.

Wisconsin

CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT, CHIPPEWA

\$500,000

The **Voyagers Community Learning Center** will connect the community's areas of strength, promote healthy options for middle school youth in the context of a learning community, and offer programs accessible to those historically underserved in Chippewa Falls.

GREEN BAY AREA PUBLIC SCHOOLS, GREEN BAY

\$400,000

The Green Bay 21st Century Community Learning Center Program will provide expanded after-school and summer learning focusing on personal development, recreation, and violence and substance abuse prevention activities for 800 children in eight urban and rural elementary and middle schools who are at high risk of academic and social problems.

MADISON METROPOLITAN SCHOOL DISTRICT

\$360,643

This after-school initiative will offer a common core of services that focus on 1) extended learning time in math and reading for at-risk middle and elementary students, 2) prevention/reduction of negative behavior and the building of assets among youth, parents, and other adults, 3) interactive telecommunications, and 4) recreation and other enrichment for people of all ages.

WAUSAU SCHOOL DISTRICT, WAUSAU

\$400,000

The **Wausau After School Program** will provide tutoring, enrichment classes and recreational sports for approximately 50 students each night. A cooperative working relationship has been developed with the Boys and Girls Club of Wausau.

FRANKLIN PUBLIC SCHOOLS DISTRICT, FRANKLIN

\$223,600

The Franklin Public Schools, in collaboration with various community agencies and organizations, will be providing recreational and scholastic after-school activities for children and adults.

SCHOOL DISTRICT OF FLAMBEAU, TONY

\$200,000

The **Youth Connections Project (YCP)** will operate in five rural schools. Each will raise community awareness; create a pool of volunteers trained to tutor and mentor youth; provide leadership training focused on solving community problems; use collaboration to focus local resources; and establish multi-sector partnerships. Students of ages 11-15 is the focus and will be linked to caring adults and older students through tutoring and mentoring, career goal-setting, and service learning.

Wyoming

FREMONT COUNTY SCHOOL DISTRICT #1, LANDER

\$138,406

Project HAVEN (High Achievement, Vision and Expectations through Nurturing) will address the problems of low student expectations and infrequent parental involvement. The program will utilize volunteer tutors and exciting enrichment projects, offered in both summer and after-school programs.

WYOMING INDIAN SCHOOLS, ETHETE

\$199,400

The Wyoming Indian Schools, will offer a literacy program, weekend and summer programs, telecommunications and technology programs, parenting education, and employment counseling for adolescents. Meeting state standards is a program focus.

FREMONT COUNTY SCHOOL DISTRICT #21, FORT WASHAKIE

\$170,000

The **"All My Relatives Learning Center"** will be established by a consortium of agencies and individuals. Mathematics, science, and reading will be taught along with the arts, native culture, drug/alcohol/crime prevention, and health education.

SWEETWATER COUNTY SCHOOL DISTRICT ONE, ROCK SPRINGS

\$96,960

Expanding Frontiers will keep elementary schools open until 5:30 p.m., providing academic, technological, recreational, and cultural activities to both keep them out of trouble and develop their abilities.

Briefing

Speaking order - HRC to Cong. Cantle to Sen. Robb to
Cong. Lowey to ~~Sen. Specter~~ Sen. Specter to Rose Batz
to POTUS

Purpose - - ① Announce \$60 M in new grants for roughly
600 schools in 183 communities in ~~44~~ states + DC

- - ~~Part~~ Part of \$200 M just won - \$40
will renew last yrs. grants - \$100 M will be
for new competition

② New CC #s - quarter million more
kids from 1996-1997 bec. of welfare funding --
still almost 8^{1/4} million eligible but not served.

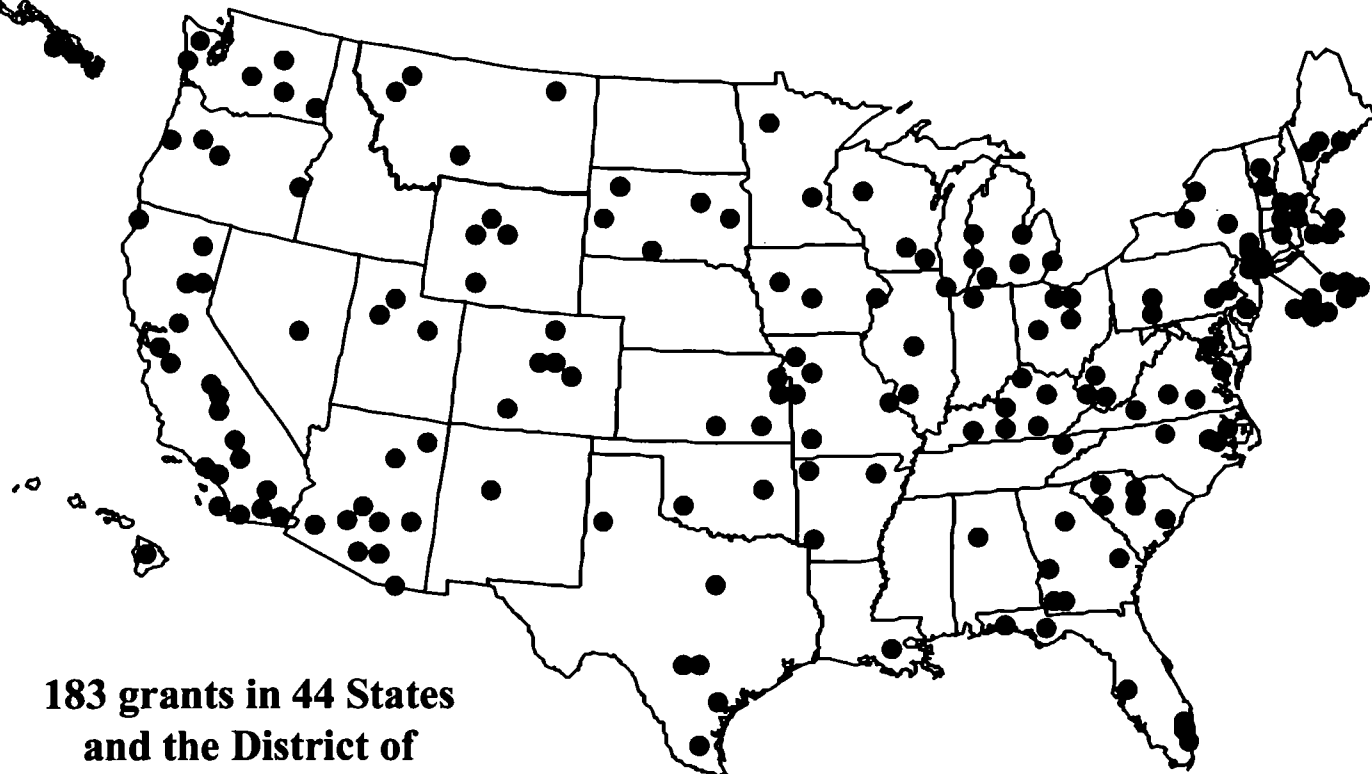
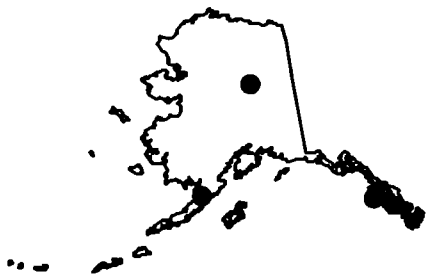
Head Start Funding - \$313 M to \$4.66 B - - In 37 states,
845,000 ~~per year~~ new kids family of 3
with \$28,000
income not
eligible.

→ Letter from Lowey asking for increased BC research

\$2 B in NIH

Members - Specter, Robb, Lou

21st Century Community Learning Centers November 1998 Grantees



**183 grants in 44 States
and the District of
Columbia**

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Kathy Silva to Neera Tanden re no subject [Personally Identifiable Information] [partial] (1 page)	11/10/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Jennifer Klein
OA/Box Number: 13528

FOLDER TITLE:

After School Event 11/12 [1]

2014-0536-S
kc1519

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]

[001]



kathy.silva @ npr.gov
11/10/98 05:35:32 PM

Record Type: Record

To: Neera Tanden/WHO/EOP

cc: kathy.silva @ npr.gov

Subject:

The first one I sent did not work. Here goes again.

Katherine Silva

(b)(6)

Alice Bettencourt

(b)(6)

Judi Gold

(b)(6)

Thanks for including us. This is great!!! Kathy

Members

Castle

Quinn

Specter

Robb

King

Lowery

Hoyer

Cardin

Levin

Matzui

PHOTOCOPY
PRESERVATION

6 p.m. -- November 11, 1998

FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT AFTER-SCHOOL EVENT
THE EAST ROOM, WHITE HOUSE
NOVEMBER 12, 1998

Welcome to the East Room and the White House. Today we make it clear that the real winners in the budget agreement were not Republicans or Democrats, but children. Because of a bipartisan commitment, more children will now have healthy, nurturing places to go after school. More parents will have peace of mind. More communities will be safer. And none of that would have been possible without the people in this room [Acknowledgments].

Over the next few hours, school bells will ring in cities and suburbs and towns across America. Children will grab their backpacks, slam their lockers shut and leave the classroom behind for the day. But, where will they go? As Rose Bowlz [Bowls] will explain, it's a worry that confronts every working parent in this country.

When the clock strikes 3 o'clock, we've all been in offices where parents literally stop in their tracks and pick up the phones in unison, desperate to check up on their children and make sure they're O.K. And it's not hard to figure out why.

We all know that most juvenile crime happens after school when parents aren't around. Millions of children have nothing to do and nowhere to go when they are not in school. Sometimes they find trouble, or trouble finds them. More often they are simply bored to tears.

But, instead of being a time to worry about, you've shown that those critical after-school hours can be a golden opportunity for parents and communities to steer children out of harm's way and onto the right track.

In Harlem, for example, I met students, who with the help of the YMCA and AmeriCorps volunteers, were writing their own "I have a dream" essays after school. I met parents in Danville, California who had come together -- some even took out mortgages on their homes -- to create a public-school based program called "Kids' Country."

And just last month at the White House School Safety Conference, the Baltimore Police Commissioner, Thomas Frazier, explained how the Police Athletic League had created after-school centers for children to learn and have fun because they knew it was the best way to prevent them from being the victims and perpetrators of crime. And it's worked.

Our challenge is to write these success stories in every community

in America. And when we do, it will be because Congress came together in a bipartisan fashion to invest \$200 million in after-school programs.

It will be because of the leadership of the President and so many others in this room, who took parents' kitchen table conversations about child care and placed them at the top of the national agenda. And it will be because all of us celebrated today's announcements -- not by resting on our laurels -- but by making a commitment to put safe, affordable child care within the reach of all families tomorrow.

Our next speaker has worked tirelessly to honor that commitment. Starting when he was Governor of Delaware, my husband and I have had the pleasure of getting to know Congressman Castle. And time and again, I've seen him reach across the aisle to do what's best for children. By fighting for after-school programs, child nutrition, and Head Start. And by being a champion for education and a voice for children who desperately need one.

It is my great honor to introduce Congressman Mike Castle.



Elisa Millsap

11/12/98 11:58:06 AM

.....

Record Type: Record

To: Janet Murguia/WHO/EOP

cc:

Subject: fyi

----- Forwarded by Elisa Millsap/WHO/EOP on 11/12/98 12:01 PM -----

.....
Craig Hughes

11/12/98 10:47:03 AM
.....

Record Type: Record

To: Elisa Millsap/WHO/EOP

cc:

Subject: fyi

FYI -- in today's NY Post.

**CANCER VICTIM IN PLEA TO PREZ
FROM BEYOND THE GRAVE**

By VINCENT MORRIS

WASHINGTON - When Congresswoman Nita Lowey greets President Clinton today, she'll be carrying an emotional request from a Westchester woman who died of breast cancer.

Lowey, a Democrat, expects to hand Clinton a short but powerful letter from Carol Hochberg, a 40-year-old woman who died of breast cancer on Sept. 16.

If you are receiving this letter, it means that I have died from breast cancer, the letter to Clinton begins.

My family and friends ... have only one question: "When will we have a cure?" and one request: "Allocate enough funding to find a cure, now, before any more women die."

Earlier this fall, Hochberg, an investment-banking executive who lived in White Plains, knew she was dying and asked her mother - Assemblywoman Audrey Hochberg - to mail the letter to Clinton.

Instead, Audrey Hochberg gave the letter to Lowey - who says Hochberg's death is a reminder of the need to find a cure for breast cancer.

Currently, the National Institute of Health turns down three of every four grant requests it gets from people hunting for a cure for breast cancer. About \$433 million a year goes to breast-cancer research, but critics say it's not enough.

When a young woman like Carol Hochberg dies, it's a time to work even harder to end this disease, Lowey said yesterday.

I will say to the president, "Join me in honoring Carol and her family by working even harder to end this terrible disease.'

Today's event at the White House was organized to give Clinton a forum for announcing a funding increase for after-school programs.

Lowey previously had planned on attending the event, but will use it to deliver the letter, along with her own request that Clinton spend additional money on breast-cancer research.

A third package of material for Clinton consists of a petition signed by Westchester County residents seeking the same thing.

About 3,700 New York state residents die each year from breast cancer.

Between 1988 to 1992, an average of 11,700 women a year in New York were diagnosed with breast cancer; 4,500 were New York City residents.

CAROL E. HOCHBERG
315 E. 68th St., #9-P
New York, New York 10021

President William Clinton
White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear President Clinton,

If you are receiving this letter, it means that I have died from breast cancer. I join the almost half a million women (and men) in the United States who have died from this disease in the last decade. My family and friends, who join me in signing this letter, have only one question: "When will we have a cure?" and one request: "Allocate enough funding to find a cure, now, before any more women die. Let Carol be the last."

I enclose a recent photo, taken shortly before I was diagnosed with breast cancer in 1995. I was 37 at that time.

Please, please do all you can.

Sincerely yours,



Carol E. Hochberg

Carol died on Sept 16, 1998

Carol Hochberg, 40, Advocate For Victims of Breast Cancer

By BARBARA STEWART

Carol Hochberg, an investment banker who turned a diagnosis of breast cancer into a life of advocating for fellow sufferers, died of the disease on Wednesday at her home on the Upper East Side of Manhattan. She was 40.

When Ms. Hochberg learned of the cancer, her first reaction was to fight, said her mother, Audrey G. Hochberg, a Democratic Assemblywoman from Scarsdale, N.Y.

"We have to get out there and kick," Carol Hochberg said in a New York Times interview in 1995. She channeled her anger and energy into Share, a lobbying and self-help group for women with breast or ovarian cancer. After seeking advice there, she rapidly became a volunteer, a board member and a lobbyist.

The cancer arrived, she once said, at a "most opportune time."

After graduating from the University of Pennsylvania and earning an M.B.A. at Harvard, she began working on Wall Street. Eight years later, in 1994, she was an investment banker at Schroder Wertheim & Company, with a six-figure salary and a substantial personal portfolio.

But by then, she said, she had decided that there was "more to life than making rich men richer," as she put it. She quit her job and gave herself a year to figure out how to spend the rest of her life. She read, visited relatives and friends, and traveled to Antarctica, Brazil and the Galápagos Islands.

Before the year was over, she learned that a lump in her left breast was cancerous. "She leaned into it," said Alice Yaker, who recently retired as Share's executive director, referring to both the disease and the cancer support center.

Ms. Hochberg recalled in 1995: "I was waiting for something to be committed and enthusiastic about. I guess I took cancer as a sign."

Ms. Hochberg, who believed that knowledge was control, read every article, book and on-line file she could find about breast cancer. She volunteered on the Share phone line, answering the questions of other women with the disease. She kept in touch with callers who seemed to be especially alone, like a young Chinese woman who had recently arrived in New York. She introduced a



Carol Hochberg

more sophisticated system of budgeting and financial planning to Share. And she helped to raise money, persuading relatives and Wall Street friends to contribute and donating some of her own money.

And she immersed herself in the politics of breast cancer, working to get insurance coverage for women who were uninsured or entering clinical trials, and in the financing of medical research.

She became a dedicated lobbyist, frequently traveling to Albany and Washington to persuade legislators to support breast cancer issues. She spoke to President Clinton and his wife, Hillary, about the need for more money for cancer research, and, on a panel with Vice President Al Gore, she described her experiences as a cancer patient. She was the sole layperson on some panels of several medical conventions.

When she learned last year that her cancer had spread to her brain and bones, she intensified her activism.

At a meeting of cancer researchers at the Sunnybrook and Women's College Health Science Center in Toronto, she made a dry presentation of metastatic medical issues vivid with her presence and words.

Besides her mother, Ms. Hochberg is survived by her father, Herbert Hochberg, and two sisters, Brenda Hochberg of Boston and Judith Hochberg of Los Alamos, N.M.

A dying woman's plea for a cure

HEALTH: A posthumous letter to Clinton asks him to spend more for breast cancer research

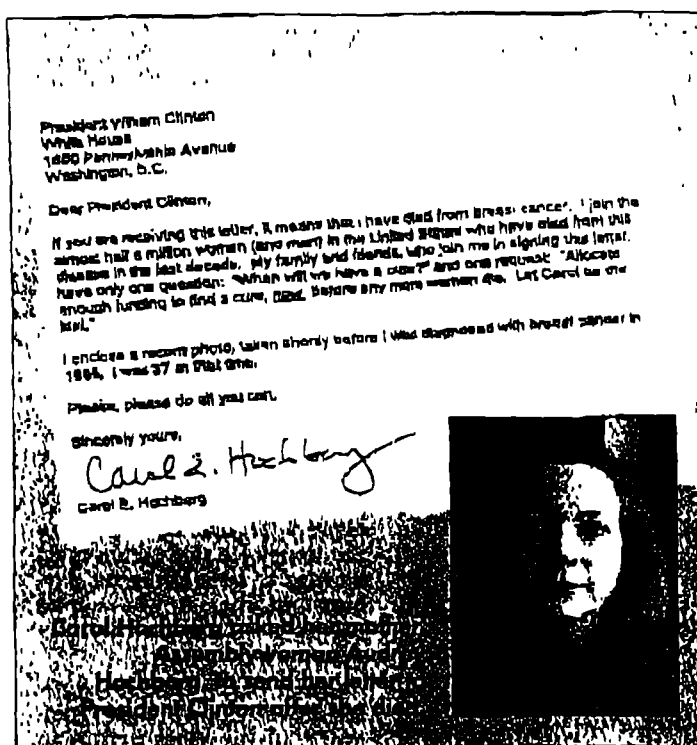
LEAH RAE
The Journal News

WHITE PLAINS — "If you are receiving this letter, it means that I have died from breast cancer."

Those were the words 40-year-old Carol Hochberg chose in asking President Clinton to spend more money on a cure for the disease that took her life on Sept. 18.

Hochberg's mother, Assemblywoman Audrey Hochberg, handed the letter yesterday to Rep. Nita Lowey, D-Harrison, to take to the president. She was carrying out a mother's promise.

"She had a whole notebook



prepared of things she wanted us to do," Hochberg, D-Scarsdale, said during a ceremony at the American Cancer Society in White Plains. "The letter was there, and she said, 'Please, have this signed.'"

Carol Hochberg, an investment banking executive, began speaking out about the need

for breast cancer research shortly after she was diagnosed with the disease in March 1993.

Her letter to Clinton reads: "My family and friends ... have only one question: 'When will we have a cure?' and one request: 'Allocate enough funding to find a cure, now, before

Please see **CANCER, 2A**

Dying woman pleaded for cancer cure

CANCER, from 1A

any more women die."

Lending their name to the letter were friends and supporters who visited Carol Hochberg's Manhattan home after her death, attended her funeral and took part in a walk against breast cancer last month in Central Park.

At cancer seminars nationwide, Carol Hochberg told listeners, "There is no treatment for me," said Betsy Lambert, president of the Manhattan-based support group Share. Carol Hochberg was treasurer of the group and its voice in personal meetings with Clinton and Vice President Al Gore about the disease, which kills an estimated 43,900 women a year in the United States.

"Yes, I'm very excited about the treatments," Lambert said yesterday, trying to keep her voice from trembling. "But it's



Mark Vergori/The Journal News

Congresswoman Nita Lowey looks on as Assemblywoman Audrey Hochberg discusses her daughter's plea for a cancer cure.

not enough. And that's what Carol Hochberg tried to say."

Audrey Hochberg listened with a determined expression, her hands folded in front of two photos of her daughter.

Lowey, a member of the House Appropriations Committee, said federal funding for breast cancer research has in-

creased from \$88 million in 1988 to upwards of \$600 million.

"I don't think there's a family that has not been touched in some way by breast cancer or by another form of cancer," said Lowey, who lost her mother to the disease. "We've made enormous progress, but there is so much more we have to do."

"NML
CLIP"

Revised final 11/12/98 9:15 am

Paul Glastris

PRESIDENT WILLIAM J. CLINTON
REMARKS ON AFTER-SCHOOL AND CHILD
CARE
THE WHITE HOUSE
November 12, 1998

Acknowledgments:

*On stage, speaking--*Rose Bowlz, Tucson, AZ; Rep.
Mike Castle; Sen. Arlen Specter; Rep. Nita Lowey; Sen.
Charles Robb

*On stage -not speaking--*Rep. Peter King; Rep.
Sander Levin; Rep. Robert Matsui; Rep. Jack Quinn;
Deputy Sec. of Ed. Mike Smith; Asst. Sec. of Ed. Kent
McGuire

*Mayors in audience--*Mayor Ernest Davis, Mt.
Vernon, NY; Mayor Joseph Ganim, Bridgeport, CT;
Mayor Bret Schundler, Jersey City, NJ

Today we join together across party lines to support efforts to protect our children, strengthen our families, and improve our communities. And I want to begin by asking you to think about a question we have all heard from the backseat whenever we have travelled long distances with small children. “Are we there yet? Are we there yet?” When it comes to helping parents raise their children in this demanding new era, the answer is no: we are not there yet. But we can get there, if put put progress ahead of partisanship and work together. Today I want to talk about how far we **have** come, and how far we still have to go.

In this new era of global trade and rapid technological change, America is thriving. We have the strongest economy in a generation. But the trends reshaping our economy are also reshaping our personal lives, in ways that are unexpected and mostly good, but often challenging. Today, there is no greater challenge than the struggle Americans have between fulfilling two obligations they value: their obligations to their jobs and to their families. It is an old struggle, but one that has been heightened by a new economy that is bringing our nation unparalleled prosperity even as it draws more and more parents of young children into the workforce.

On any given day in America, as many as 15 million school-aged children are left to fend for themselves at home, idle in front of the television or out on the streets exposed to gangs and drugs and crime. It's no surprise that half of all juvenile crime occurs in the few hours after school lets out. For families with children between three and five, child care is the second or third greatest household expense. If we care about the next generation, then helping parents fulfill their responsibilities at home and at work is a central obligation of our nation as we cross the threshold of the 21st Century.

Government cannot solve this dilemma, any more than government can raise or love a child. Only parents can raise children. Only parents can find the balance between work and home that works best for them. What government can and must do is create the conditions and give parents the tools that will enable them to fulfill their many responsibilities. For some that may mean staying home with the children. For others, it may mean finding high-quality child care and after-school programs so that parents can succeed at work and succeed at raising their children.

In the last six years, I have worked hard, with Republicans and Democrats, to create the conditions and provide the tools by which Americans can meet their dual obligations to work and family. We took several big steps in the first four years of my administration. First, we passed the Family and Medical Leave Act, to make sure every working parent has the right to take time off from work to care for a sick child or relative. Second, we tried to make sure that parents who work at low-wage jobs can at least feed their families and have the dignity of living above the poverty line. To that end we increased the Earned Income Tax Credit, created a \$500 per child tax credit, and raised the minimum wage.

Third, we revolutionized the welfare system in a way that strikes a balance between work and family. We gave people on welfare strong reasons to find work. But we also provided more resources for child care in the form of block grants to the states. We did this so that people on welfare can take on the responsibility of work, without abandoning their primary responsibility of being good parents.

Since then, we have focused on two other major areas: After-school programs and child care for lower-income working families who may not have been on welfare.

Last month, I signed the bipartisan budget bill that dramatically expands Head Start and makes new investments in improving the quality of child care.

Today, I am pleased to report that nearly one-and-a-quarter million low-income children are now receiving child care under the child care block grant program, up from about a million the year before. That is good news for America. Now here is the bad news: Another eight-and-three-quarter million low-income children are eligible for child care assistance but aren't receiving it.

We simply have not made the sufficient investment. We are making progress, but we are not there yet.

I was disappointed that in last month's budget Congress chose not to pass my child care proposal. This year, I am committed to making progress on child care, and I look forward to working with members of both parties to make sure we move forward.

The budget I signed last month also increases five-fold the number of children who will receive after-school care under a program first introduced by Sen. Jeffords--a program called the 21st Century Community Learning Center Initiative.

Thanks to that five-fold increase, I am able to deliver some more good news today. I am delighted to announce that 183 communities in 45 states and the District of Columbia are receiving grants totaling \$60 million to set up academically-enriched after-school programs. That means roughly 75 thousand more children will have someplace to go other than the streets when school lets out, and that is good news for America.

One of the recipients is Chicago's Lighthouse Program, which the First Lady and I have visited.

Every day Lighthouse keeps 112,000 children in 248 Chicago schools off the street and out of trouble while drilling them in math and reading and providing everything from computer instruction to supervised sports to a hot evening meal.

After-school programs like Lighthouse honor our values and benefit our nation. They offer opportunity and peace of mind to hardworking parents who cannot always be home when school lets out. They bolster responsibility among students while boosting their academic performance: Math and reading scores have shot up in nearly every one of the 40 Chicago schools where the program began two years ago.

And they strengthen our communities. Incidents of violent crime by juveniles double in the hour after school lets out, and our children are also at greatest risk of becoming victims of crime in the hours immediately after school. But in communities where children have something positive to do, youth crime and victimization drop steeply.

So it is good news that we are able to announce today these 183 new after-school grants. Now, here's the bad news: For every community receiving a grant today there are seven that applied but will receive nothing.

The need for after-school programs simply outstrips our investment in them. We have made progress, but we are not there yet.

When children ask from the back of the car “are we there yet?” it is always hard to give them a satisfactory answer. You can explain how far you’ve come and what good time you’re making. But those answers only satisfy adults. They don’t quiet impatient children. Yet perhaps we should be more impatient, and less satisfied with our progress, when it comes to providing Americans with the tools they need to meet the obligations of work and home.

When as many as 15 million school-aged kids are home alone on any given day, we are not there yet.

When violent juvenile crime doubles in the hour after school lets out, we are not there yet. When low-wage working families are spending 25 percent of their income on child care, we are not there yet. When our investment in after-school and child care meets only one-seventh of the need, we are not there yet.

In this new economy we can no longer think of high-quality child care and after-school as luxury items, because yesterday's luxury item is tomorrow's standard equipment.

If we want our nation to progress, we must move quickly towards the day when high-quality child care and after-school programs are standard equipment for every school in America...for every family in America...for every child in America. Our nation must be well-equipped for the 21st Century.

###



12:22:51 PM

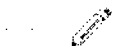
Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject: Members Attending After School Event

----- Forwarded by Neera Tanden/WHO/EOP on 11/10/98 11:16 PM -----



Sharon K. Gill
11/12/98 11:37:09 AM

Record Type: Record

To: Neera Tanden/WHO/EOP

cc:

Subject: Members Attending After School Event

fyi

----- Forwarded by Sharon K. Gill/WHO/EOP on 11/12/98 11:39 AM -----



Elisa Millsap
11/12/98 09:59:44 AM

Record Type: Record

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

cc:

Subject: Members Attending After School Event

EVENT: AFTER SCHOOL/CHILD CARE EVENT
DATE: THURSDAY, NOVEMBER 12, 1998
TIME: 1:50PM-2:40PM
LOCATION: THE EAST ROOM

MEMBERS OF CONGRESS CONFIRMED TO ATTEND:

Sen. Chuck Robb (D-VA)

Sen. Arlen Specter (R-PA)

Rep. Ben Cardin (D-MD)

Rep. Michael Castle (R-DE)

Rep. Steny Hoyer (D-MD)

Rep. Peter King (R-NY)
Rep. Sander Levin (D-MI)
Rep. Nita Lowey (D-NY)
Rep. Jack Quinn (R-NY)

Message Sent To: _____

PRESIDENT CLINTON ANNOUNCES NEW GRANTS FOR AFTER-SCHOOL PROGRAMS

November 12, 1998

Today, President Clinton will announce nearly \$60 million in new grants to establish or expand after-school programs. In addition, the President will announce new data revealing the pressing need for affordable child care for America's low-income working families.

The President Secured \$200 Million for After-School Programs. As part of the budget agreement passed last month, President Clinton won his full funding request of \$200 million for after-school programs through the 21st Century Community Learning Center program -- marking a substantial increase from \$40 million in FY 1998. With this \$200 million, 250,000 children will be able to participate in after-school programs that keep them safe and help them learn.

\$60 Million in New Grants Will Support After-School Initiatives in Communities Throughout The Country. Today, the President will announce nearly \$60 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The \$60 million will fund 183 grants to about 600 schools in 44 states and the District of Columbia, and will help meet the huge demand for after-school programs. At least 5 million children -- and as many as 15 million -- are left alone at home on a given day. Experts agree that school-age children who are unsupervised after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Today's grant recipients originally applied to the program last fiscal year under one of the most highly competitive programs ever managed by the U.S. Department of Education. The Department received nearly 2,000 applications, requesting \$500 million to fund programs in over 6,000 schools in every state in the country. Today's new grants will allow the Department of Education to fund many more of the qualified applicants. Of the remaining \$140 million appropriated for FY 1999, \$40 million will fund renewed grants for last year's recipients, and \$100 million will be administered by the Department of Education through a new after-school grant competition.

New Data Show That While 1.25 Million Children Receive Child Care Subsidies, Many Eligible Children Are Not Receiving Assistance. The President also will release new data showing that in FY 1997 states provided child care assistance to 1.25 million low-income children out of a total of 10 million children eligible for child care assistance. The President fought to include in the welfare law an increase of \$4 billion in child care subsidies to low-income working families. This increase is responsible for a quarter million more low-income children receiving child care in FY 1997 than in the previous year. States, however, still have many more applicants than they can serve, and, as a result, some states set eligibility levels far below what is allowed by federal law. For example, in as many as 37 states, a family of three with \$28,000 of income is not eligible for a child care subsidy.

The data also show that in FY 1997 states committed over 99 percent of their federal block grant funds. State spending on child care rose considerably in FY 1997; including state and federal dollars, states spent \$4.2 billion, a 35 percent increase from FY 1996.

The President's Child Care Proposal Would Have Dramatically Increased The Number of Children Receiving Child Care Subsidies. As a part of his FY 1999 balanced budget request, the President proposed a \$7.5 billion increase in child care subsidy assistance over five years. These new funds, combined with the child care funds provided in welfare reform, would have enabled the program to serve about one million new low-income children. The President is committed to continuing to work with Congress on a bipartisan basis next year to make child care better, safer, and more affordable for America's working families.

THE WHITE HOUSE
WASHINGTON

November 11, 1998

ANNOUNCEMENT ON AFTER-SCHOOL GRANTS AND CHILDCARE DATA

DATE:	November 12, 1998
LOCATION:	East Room
BRIEFING TIME:	1:20 pm - 1:45 pm
EVENT TIME:	1:55 pm - 2:55 pm
FROM:	Bruce Reed

I. PURPOSE

To demonstrate progress and bipartisan support for after-school programs by announcing \$60 million in new grants to roughly 600 schools in 183 communities, and to announce new child care data that demonstrates the need for an increased federal commitment to child care subsidies.

II. BACKGROUND

You will announce nearly \$60 million in new grants to establish or expand after-school programs. You also will announce new data revealing the pressing need for affordable child care for America's low-income working families.

SECURING \$200 MILLION FOR AFTER-SCHOOL PROGRAMS.

As part of the budget agreement passed last month, you won your full funding request of \$200 million for after-school programs through the 21st Century Community Learning Center program -- marking a substantial increase from \$40 million in FY 1998. With this \$200 million, 250,000 children will be able to participate in after-school programs that keep them safe and help them learn.

\$60 MILLION IN NEW GRANTS TO SUPPORT AFTER-SCHOOL INITIATIVES IN COMMUNITIES THROUGHOUT THE COUNTRY. You will announce nearly \$60 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The \$60 million will fund grants to 183 communities, reaching about 600 schools in 44 states and the District of Columbia, and will help meet the huge demand for after-school programs. At least 5 million children -- and as many as 15 million -- are left alone at home on a given day. Experts agree that school-age children who are unsupervised after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Today's grant recipients originally applied to the program last fiscal year under one of the most highly competitive programs ever managed

by the U.S. Department of Education: the Department received nearly 2,000 applications, requesting \$500 million to fund programs in over 6,000 schools in every state in the country. These new grants will allow the Department of Education to fund many more of the qualified applicants.

NEW DATA SHOW THAT WHILE 1.25 MILLION CHILDREN RECEIVE CHILD CARE SUBSIDIES, MANY ELIGIBLE CHILDREN ARE NOT RECEIVING ASSISTANCE.

You also will release new data showing that in FY 1997, states provided child care assistance to 1.25 million low-income children out of a total of 10 million children eligible for child care assistance. You fought to include in the welfare law an increase of \$4 billion in child care child care subsidies to low-income working families; this increase is responsible for a quarter million more low-income children receiving child care in FY1997 than in the previous year. States, however, still have many more applicants than they can serve, and as a result, some states set eligibility levels far below what is allowed by federal law. For example, in as many as 37 states, a family of three with \$28,000 of income is not eligible for a child care subsidy.

This data demonstrates the tremendous need for child care assistance, which you and the First Lady have continued to fight to increase. Your FY1999 budget request included a \$7.5 billion increase in child care subsidy assistance over five years, enabled the program to serve about one million new low-income children.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed
Melanne Verveer
Larry Stein
Jen Klein
Neera Tanden

Event Participants:

Rose Bowlz, Parent of child in after school program
Sen. Arlen Specter
Rep. Mike Castle
Rep. Nita Lowey
Sen. Chuck Robb

Seated on Stage, but not speaking:

Deputy Secretary of Education Mike Smith
Assistant Secretary of Education Kent McGuire
Rep. Peter King
Rep. Sander Levin
Rep. Robert Matsui
Rep. Jack Quinn

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

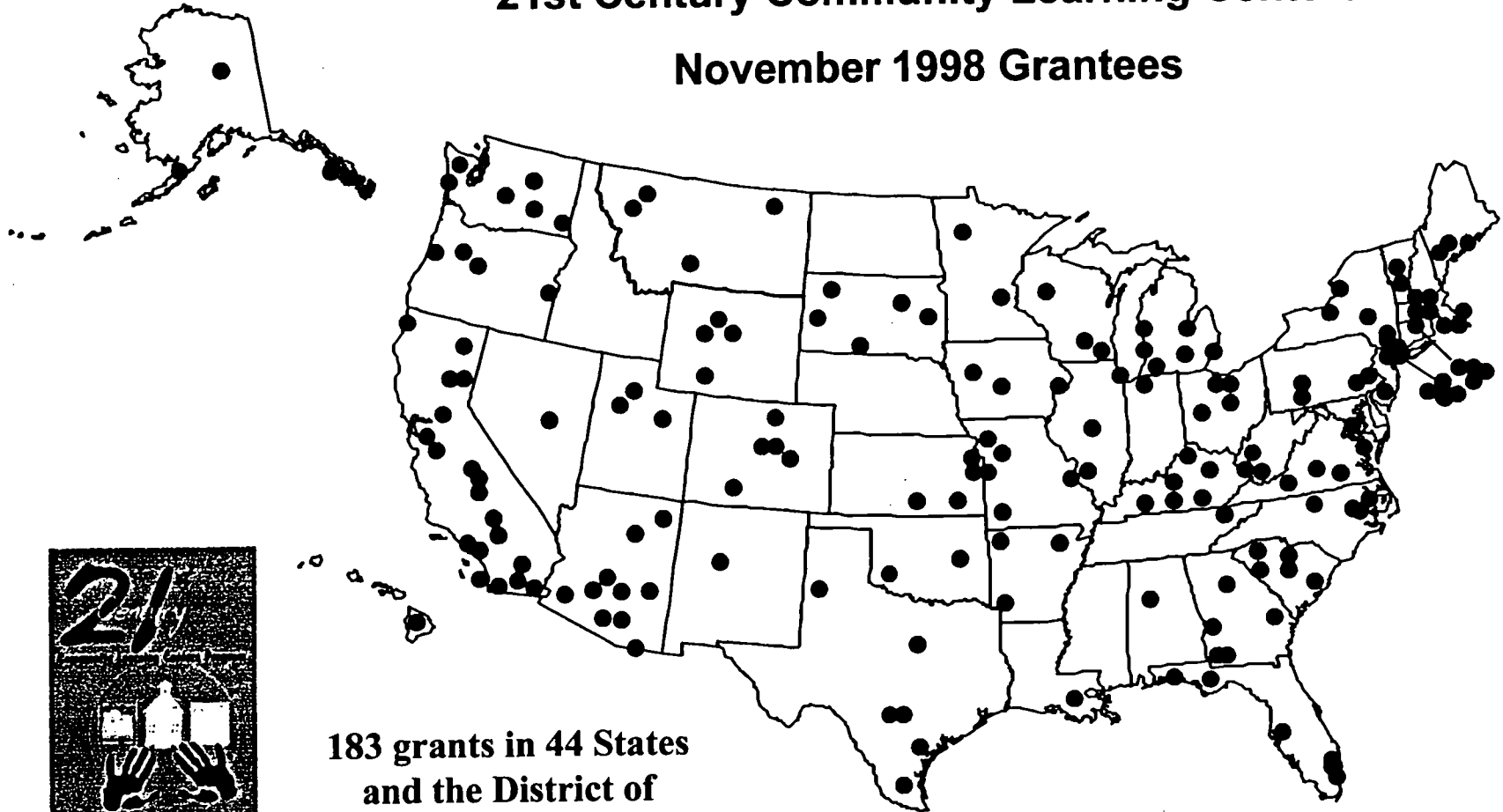
- **YOU** will be announced into East Room accompanied by program participants.
- The First Lady will make remarks and introduce Rep. Michael Castle.
- Rep. Michael Castle will make remarks and introduce Member of Congress TBD.
- Member of Congress TBD will make remarks and introduce Rep. Nita Lowey.
- Rep. Nita Lowey will make remarks and introduce Sen. Arlen Specter.
- Sen. Arlen Specter will make remarks and introduce Rose Bowlz.
- Rose Bowlz will make remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and then depart.

VI. REMARKS

Provided by Speechwriting.

21st Century Community Learning Centers

November 1998 Grantees



183 grants in 44 States
and the District of
Columbia

**21st Century Community Learning Centers (21st CCLC)
FY 99 Award**

State	Estimated First Year
ALASKA	
<u>Lower Kuskokwim School District</u> , Bethel	\$1,174,572
<u>Fairbanks North Star Borough School District</u> , Fairbanks	\$349,010
<u>Sitka School District</u> , Sitka	\$102,244
ALABAMA	
<u>NW Alabama Adult Education Consortia</u> , Fayette	\$510,000
ARKANSAS	
<u>Nettleton Public Schools</u> , Jonesboro	\$184,480
<u>Texarkana Arkansas School District 7</u> , Texarkana	\$306,801
<u>Decatur Public Schools</u> , Decatur	\$90,745
ARIZONA	
<u>Glendale Elementary School District 40</u> , Glendale	\$163,875
<u>Pinon Unified School District 4</u> , Pinon	\$486,858
<u>Luz Academy of Tucson</u> , Tucson	\$374,063
<u>Wellton Elementary School District No 24</u> , Wellton	\$165,254
<u>Whiteriver Unified School District 20</u> , Whiteriver	\$414,289
<u>Rock Point Community School</u> , Rock Point	\$144,629
<u>Naco Elementary School District 23</u> , Naco	\$122,489
<u>Washington Elementary School District 6</u> , Phoenix	\$312,846
<u>Gila River Indian Community</u> , Sacaton	\$450,513
<u>Chandler Unified School District</u> , Chandler	\$321,271
CALIFORNIA	

<u>Earlimart Elementary School District</u> , Earlimart	\$146,869
<u>Lennox School District</u> , Lennox	\$121,605
<u>San Bernadardino City Unified School District</u> , San Bernardino	\$1,019,669
<u>Cajon Valley Union School District</u> , El Cajon	\$230,682
<u>Plumas Unified School District</u> , Quincy	\$198,000
<u>Butte County Office of Education</u> , Oroville	\$404,131
<u>San Diego Unified School District</u> , San Diego	\$199,818
<u>Imperial City Office of Education</u> , El Centro	\$556,101
<u>Sacramento City Unified School District</u> , Sacramento	\$300,000
<u>San Diego Unified School District</u> , San Diego	\$335,376
<u>Berkeley Unified School District</u> , Berkeley	\$332,562
<u>San Jose Unified School District</u> , San Jose	\$599,817
<u>Modoc County Office of Education</u> , Alturas	\$362,445
<u>John J Doyle School</u> , Porterville	\$173,775
<u>Long Beach Unified School District</u> , Long Beach	\$196,451
<u>Lakeside Union School District</u> , Lakeside	\$46,743
<u>Eureka City Schools</u> , Eureka	\$269,000
<u>Ontario-Montclair School District</u> , Ontario	\$200,000

COLORADO

<u>Poudre School District</u> , Fort Collins	\$330,020
<u>Adams City School District No 1</u> , Denver	\$159,000
<u>Jefferson City Schools/CICS</u> , Lakewood	\$526,659
<u>San Luis Valley (BOCES)</u> , Alamosa	\$454,280
<u>Cherry Creek School District 5</u> , Englewood	\$101,868

CONNECTICUT

<u>Bridgeport Board of Education</u> , Bridgeport	\$1,689,511
---	-------------

<u>New Haven Ecology Project</u> , New Haven	\$91,839
<u>New Haven Public Schools</u> , New Haven	\$342,511
<u>Meriden Public Schools</u> , Meriden	\$199,963

DISTRICT OF COLUMBIA

<u>Friendship House Association</u> , Washington DC	\$185,500
---	-----------

FLORIDA

<u>Broward City School Board/Florida</u> , Ft. Lauderdale	\$403,908
<u>School District of Hillsborough County</u> , Tampa	\$884,020
<u>Aspira of Florida, Inc.</u> , Miami	\$200,000
<u>Calhoun City School Board</u> , Blountstown	\$200,000
<u>School District/Palm Beach County</u> , West Palm Beach	\$503,892
<u>Laurel Hill School</u> , Laurel Hill	\$134,610

GEORGIA

<u>Clay County Board of Education</u> , Fort Gaines	\$110,790
<u>Dekalb County School System</u> , Decatur	\$1,080,057
<u>City Schools/Decatur BD/Education</u> , Decatur	\$611,128
<u>Bulloch County Board of Education</u> , Statesboro	\$321,700
<u>Gwinnett County Public Schools</u> , Lawrenceville	\$2,033,644

HAWAII

<u>Hawaii State Department of Education</u> , Waikoloa	\$100,000
--	-----------

ILLINOIS

<u>Venice CUSD 3</u> , Venice	\$212,908
<u>Chicago Public Schools</u> , Chicago	\$2,500,000
<u>Leroy Cmty Unit School District 2</u> , Leroy	\$152,160

INDIANA

Michigan City Area Schools, Michigan City \$399,999

IOWA

Storm Lake Community School District, Storm Lake \$167,590

Des Moines Independent Commt, Des Moines \$775,880

Davenport Community School, Davenport \$200,000

KANSAS

USD 500, Kansas Public Schools, Kansas City \$199,226

Winfield Unified School District 465, Winfield \$175,197

Haysville Unified School District, Haysville \$158,170

Parsons Unified School District 503, Parsons \$121,022

KENTUCKY

Buckhorn School, Buckhorn \$213,421

Jessamine County Board of Education, Nicholasville \$193,600

Covington Independent Public School, Covington \$291,289

Barren County Schools, Glasgow \$200,000

Rowan County Board of Education, Morehead \$138,907

Pulaski City Public Schools, Somerset \$130,250

LOUISIANA

Easton Baton Rouge Parish School, Baton Rouge \$545,468

MAINE

Auburn City Department of Education, Auburn \$134,093

School Union 44, Sabattus \$507,084

Maine School, Admin District 5, Rockland \$105,500

MARYLAND

<u>St. Mary's City Public Schools, Leonardtown</u>	\$275,165
--	-----------

MASSACHUSETTS

<u>Boston Public Schools, Boston</u>	\$305,977
--------------------------------------	-----------

<u>Neighborhood House Charter School, Dorchester</u>	\$123,638
--	-----------

<u>Chelsea School Department, Chelsea</u>	\$142,000
---	-----------

<u>Springfield Public Schools, Springfield</u>	\$315,836
--	-----------

<u>Holyoke Public Schools, Holyoke</u>	\$479,200
--	-----------

<u>Hampshire Educational Collaborative, Northampton</u>	\$802,989
---	-----------

MICHIGAN

<u>Wayne State University, Detroit</u>	\$200,000
--	-----------

<u>Flint Community School District, Flint</u>	\$723,581
---	-----------

<u>Manistee Co School Management Coop, Brethren</u>	\$666,379
---	-----------

<u>Three Rivers Community Schools, Three Rivers</u>	\$150,204
---	-----------

<u>Hillsdale County Intermediate School District, Hillsdale</u>	\$202,869
---	-----------

<u>Covert Public Schools, Covert</u>	\$134,078
--------------------------------------	-----------

MINNESOTA

<u>Bagley Public Schools ISD 162, Bagley</u>	\$106,418
--	-----------

<u>Columbia Heights Public Schools, Columbia Heights</u>	\$219,890
--	-----------

MISSOURI

<u>Normandy School District, St. Louis</u>	\$592,958
--	-----------

<u>Stewartsville C-11 School District, Stewartsville</u>	\$98,502
--	----------

<u>Trenton R-IX School District, Trenton</u>	\$140,466
--	-----------

<u>North Kansas City School District, Kansas City</u>	\$755,111
---	-----------

<u>Mt. Vernon R-V Schools, Mt. Vernon</u>	\$122,120
---	-----------

MONTANA

<u>Superior School District 3, Superior</u>	\$164,828
<u>Brockton School District 55& 55F, Brockton</u>	\$91,472
<u>Livingston School District 4 & 1, Livingston</u>	\$181,647
<u>West Glacier Elementary District 8, West Glacier</u>	\$35,786

NEVADA

<u>Duckwater Shosone Elementary School, Duckwater</u>	\$109,067
---	-----------

NEW JERSEY

<u>Perth Amboy Board of Education, Perth Amboy</u>	\$287,560
<u>Camden City School District, Camden</u>	\$200,000

NEW MEXICO

<u>Mesa Vista Consolidated School District, El Rito</u>	\$129,976
---	-----------

NEW YORK

<u>Yonkers City Schools, Yonkers</u>	\$327,533
<u>Sandy Creet Central School/After School, Sandy Creek</u>	\$84,800
<u>New York City Board of Education, Bronx</u>	\$508,046
<u>Wadleigh School, New York</u>	\$200,000
<u>Farmingdale Union Free School District, Farmington</u>	\$1,058,156
<u>Community School District 13, Brooklyn</u>	\$471,794
<u>Oneonta City School District, Oneonta</u>	\$195,588
<u>Community School District 9, Bronx</u>	\$599,992
<u>The Heritage School, New York</u>	\$121,389
<u>MJT Vernon Public Schools, Mount Vernon</u>	\$262,007
<u>Bronx Superintendency, Bronx</u>	\$184,282
<u>Sodus Central School District, Sodus</u>	\$100,498
<u>Bay Sore Union Free School District, Bayshore</u>	\$300,000

NORTH CAROLINA

<u>Casewell County Schools, Yanceyville</u>	\$100,000
<u>Bertie County School System (R2VC), Windsor</u>	\$500,000
<u>Sallie B Howard School, Wilson</u>	\$235,400
<u>Wayne County Public Schools, Goldsboro</u>	\$399,615

OHIO

<u>Alliance City Schools, Alliance</u>	\$200,000
<u>Cleveland Public Schools, Cleveland</u>	\$400,000
<u>Putnam City Educational Service Center, Ottawa</u>	\$156,500
<u>Lorain City Schools, Lorain</u>	\$400,000

OKLAHOMA

<u>Briggs Elementary School, Tahlequah</u>	\$189,439
<u>Altus Public Schools, Altus</u>	\$87,853

OREGON

<u>Lincoln County School District, Newport</u>	\$198,706
<u>Crook Deschutes Education Service, Redmond</u>	\$576,312
<u>Malheur County School District 8-C, Ontario</u>	\$39,000
<u>Santiam Canyon School Dist 129J, Mill City</u>	\$142,571

PENNSYLVANIA

<u>School District of Pittsburgh, Pittsburgh</u>	\$149,564
<u>McKeesport Area School District, McKeesport</u>	\$200,000
<u>Chester County Intermediate Unit, Exton</u>	\$120,000
<u>School District of Philadelphia, Philadelphia</u>	\$950,124

RHODE ISLAND

<u>Newport Public Schools</u> , Newport	\$199,800
<u>Providence School Department</u> , Providence	\$586,739

SOUTH CAROLINA

<u>Lancaster County School District</u> , Lancaster	\$176,733
<u>Anderson School District Five</u> , Anderson	\$585,426
<u>Sumter School District Two</u> , Sumter	\$480,725
<u>Beck Academy of Languages</u> , Greenville	\$53,050
<u>Charleston County School District</u> , Charleston	\$698,796

SOUTH DAKOTA

<u>Wolsey School District 2-5</u> , Wolsey	\$76,519
<u>Todd City School District 66-1</u> , Mission	\$318,915
<u>Black Hills Special Services Coop</u> , Sturgis	\$374,946
<u>Flandreau Public School 50-3</u> , Flandreau	\$451,366
<u>Eagle Butte School District 20-1</u> , Eagle Butte	\$199,690

TENNESSEE

<u>Greene County School System</u> , Greenville	\$100,000
---	-----------

TEXAS

<u>Renaissance Charter Schools</u> , Irving	\$225,444
<u>Northside Independent School District</u> , San Antonio	\$594,623
<u>Pharr-San Juan Alamo Independent SD</u> , Pharr	\$199,937
<u>Edgewood Independent School District</u> , San Antonio	\$253,588
<u>Corpus Christi Independent School District</u> , Corpus Christi	\$482,098
<u>Lubbock Independent School District</u> , Lubbock	\$278,505

UTAH

<u>Carbon County School District</u> , Price	\$292,781
<u>Logan City School District</u> , Logan	\$199,595
<u>Box Elder School District</u> , Brigham City	\$200,000

VERMONT

<u>Windsor, Southwest Supv Union</u> , Chester	\$199,515
<u>Chittenden Supervisory Union</u> , Hinesburg	\$102,000

VIRGINIA

<u>Brunswick County Public Schools</u> , Lawrenceville	\$200,000
<u>Prince Eddwards Public School</u> , Farmville	\$187,530
<u>Montgomery County Public Schools</u> , Christiansburg	\$91,430

WASHINGTON

<u>Yakima Public Schools</u> , Yakima	\$193,574
<u>Clarkston School District J250-185</u> , Clarkston	\$234,000
<u>Washtucna School District 109</u> , Washtucna	\$207,511
<u>Wenatchee School District 246</u> , Wenatchee	\$117,108
<u>Ocean Beach School District 101</u> , Long Beach	\$174,313
<u>Quinault Lake School District 97</u> , Amanda Park	\$250,000

WISCONSIN

<u>School District of Flambeau</u> , Tony	\$200,000
<u>Madison Metropolitan School District 97</u> , Madison	\$360,643
<u>Franklin Public School District</u> , Franklin	\$223,600
<u>Green Bay Area Public Schools</u> , Green Bay	\$400,000
<u>Chippewa Falls Area Unified Sch Dist</u> , Chippewa Falls	\$500,000
<u>Wausau School District</u> , Wausau	\$400,000

WEST VIRGINIA

<u>Lincoln County Board of Education</u> , Hamlin	\$334,187
<u>Roane County Patch</u> , Spencer	\$200,000
<u>Logan County Board of Education</u> , Man	\$100,000

WYOMING

<u>Fremont County School District 21</u> , Fort Washakie	\$170,000
<u>Fremont County School District 1</u> , Lander	\$138,406
<u>Sweetwater County School District 1</u> , Rock Springs	\$96,960
<u>Wyoming Indian Schools</u> , Ethete	\$199,400



Paul D. Glastris
11/11/98 07:00:48 PM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP
cc:
Subject: latest draft, sans yuppy kids

Draft 11/11/98 7:00 pm
Paul Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON AFTER-SCHOOL AND CHILD CARE
THE WHITE HOUSE
November 12, 1998**

Acknowledgments:

On stage, speaking--Rose Bowlz, Tucson, AZ; Rep. Mike Castle; Sen. Arlen Specter; Rep. Nita Lowey; Sen. Charles Robb

On stage -not speaking--Rep. Peter King; Rep. Sander Levin; Rep. Robert Matsui; Rep. Jack Quinn; Deputy Sec. of Ed. Mike Smith; Asst. Sec. of Ed. Kent McGuire

Mayors in audience--Mayor Ernest Davis, Mt. Vernon, NY; Mayor Joseph Ganim, Bridgeport, CT; Mayor Bret Schundler, Jersey City, NJ

Today we join together across party lines to support efforts to protect our children, strengthen our families, and improve our communities. And I want to begin by asking you to think about a question we have all heard from the backseat whenever we have travelled long distances with small children. "Are we there yet? Are we there yet?" When it comes to helping parents raise their children in this demanding new era, the answer is no: we are not there yet. But we can get there, if put put progress ahead of partisanship and work together. Today I want to talk about how far we **have** come, and how far we still have to go.

In this new era of global trade and rapid technological change, America is thriving. We have the strongest economy in a generation. But the trends reshaping our economy are also reshaping our personal lives, in ways that are unexpected and mostly good, but often challenging. Today, there is no greater challenge than the struggle Americans have between fulfilling two obligations they value: their obligations to

their jobs and to their families. It is an old struggle, but one that has been heightened by a new economy that is bringing our nation unparalleled prosperity even as it draws more and more parents of young children into the workforce.

On any given day in America, as many as 15 million school-aged children are left to fend for themselves at home, idle in front of the television or out on the streets exposed to gangs and drugs and crime. It's no surprise that half of all juvenile crime occurs in the few hours after school lets out. For families with children between three and five, child care is the second or third greatest household expense. If we care about the next generation, then helping parents fulfill their responsibilities at home and at work is a central obligation of our nation as we cross the threshold of the 21st Century.

Government cannot solve this dilemma, any more than government can raise or love a child. Only parents can raise children. Only parents can find the balance between work and home that works best for them. What government can and must do is create the conditions and give parents the tools that will enable them to fulfill their many responsibilities. For some that may mean staying home with the children. For others, it may mean finding high-quality child care and after-school programs so that parents can succeed at work and succeed at raising their children.

In the last six years, I have worked hard, with Republicans and Democrats, to create the conditions and provide the tools by which Americans can meet their dual obligations to work and family.

We took several big steps in the first four years of my administration. First, we passed the Family and Medical Leave Act, to make sure every working parent has the right to take time off from work to care for a sick child or relative. Second, we tried to make sure that parents who work at low-wage jobs can at least feed their families and have the dignity of living above the poverty line. To that end we increased the Earned Income Tax Credit, created a \$500 per child tax credit, and raised the minimum wage. Third, we revolutionized the welfare system in a way that strikes a balance between work and family. We gave people on welfare strong reasons to find work. But we also provided more resources for child care in the form of block grants to the states. We did this so that people on welfare can take on the responsibility of work, without abandoning their primary responsibility of being good parents.

Since then, we have focused on two other major areas: After-school programs and child care for lower-income working families who may not have been on welfare. Last month, I signed the bipartisan budget bill that dramatically expands Head Start and makes new investments in improving the quality of child care. Today, I am pleased to report that nearly one-and-a-quarter million low-income children are now receiving child care under the child care block grant program, up from about a million the year before. That is good news for America.

Now here is the bad news: Another eight-and-three-quarter million low-income children are eligible for child care assistance but aren't receiving it. We simply have not made the sufficient investment. We are making progress, but we are not there yet.

Raising our investment in child care was an important part of my agenda this past year. I was disappointed that Congress chose not to make that investment. This year, I am committed to putting a significant investment in child care back on the agenda, and I look forward to working with members of both parties to make sure we move forward.

The budget I signed last month also increases five-fold the number of children who will receive after-school care under a program first introduced by Sen. Jeffords--a program called the 21st Century Community Learning Center Initiative. Thanks to that five-fold increase, I am able to deliver some more good news today. I am delighted to announce that 183 to communities in 45 states and the District of Columbia are receiving grants totaling \$60 million to set up academically-enriched after-school programs. That means roughly 75 thousand more children will have someplace to go other than the streets when school lets out, and that is good news for America.

One of the recipients is Chicago's Lighthouse Program, which the First Lady and I have visited and can vouch for. Every day Lighthouse keeps 112,000 children in 248 Chicago schools off the street and out of trouble while drilling them in math and reading and providing everything from computer instruction to supervised sports to a hot evening meal.

After-school programs like Lighthouse honor our values and benefit our nation. They offer opportunity and peace of mind to hardworking parents who cannot always be home when school lets out. They bolster responsibility among students while boosting their academic performance: Math and reading scores have shot up in nearly every one of the 40 Chicago schools where the program began two years ago. And they strengthen our communities. Incidents of violent crime by juveniles doubles in the hour after school lets out, and our children are also at greatest risk of becoming victims of crime in the hours immediately after school. But in communities where children have something positive to do, youth crime and victimization drop steeply.

So it is good news that we are able to announce today these 183 new after-school grants. Now, here's the bad news: For every community receiving a grant today there are seven that applied but will receive nothing. The need for after-school programs simply outstrips our investment in them. We have made progress, but we are not there yet.

When children ask from the back of the car "are we there yet?" it is always hard to give them a satisfactory answer. You can explain how far you've come and what good time you're making. But those answers only satisfy adults. They don't quiet impatient children. Yet perhaps we should be more impatient, and less satisfied with our progress, when it comes to providing Americans with the tools they need to balance the obligations of work and home.

When as many as 15 million school-aged kids are home alone on any given day, we are not there yet. When violent juvenile crime doubles in the hour after school lets out, we are not there yet. When low-wage working families are spending 25 percent of their income on child care, we are not there yet. When our investment in after-school and child care meets only one-seventh of the need, we are not there yet.

In this new economy we can no longer think of high-quality child care and after-school as luxury items, because yesterday's luxury item is tomorrow's standard equipment. If we want our nation to progress, we must move quickly towards the day when high-quality child care and after-school programs are standard equipment for every school in America...for every family in America...for every child in America. Our nation must be well-equipped for the 21st Century.

###

Nicole R. Rabner

11/11/98 06:36:42 PM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject: Re: [REDACTED]

I think it's because people/couples have less income when they are younger and have small kids (and infant care is more expensive).

I feel okay about it because it is on that one-pager of the "problem" that we scrubbed so much. (below)

CHILD CARE: A CHALLENGE FOR AMERICA'S WORKING FAMILIES **January 7, 1998**

Millions of Americans, struggling to be both good parents and good workers, rely on child care and after-school programs for part of each day. As the White House Conference on Child Care showed, America's working families, more than ever, are pressed to find safe, affordable care for their children.

Millions of America's children are in child care. In 1995, of the approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million children were in child care. Forty-five percent of children under age one were in child care on a regular basis. [National Center for Education Statistics, U.S. Department of Education]

Children are in care for many hours each working day. In 1990, more than half of children under five with mothers in the workforce were in child care 35 hours or more each week. [*National Child Care Survey*, 1990]

Families struggle to afford child care. Working parents who rely on child care often have a hard time paying for it. In 1993, the average family with an employed mother and a child under five spent about \$74 per week for child care for all preschoolers in the family. [U.S. Department of Commerce, Bureau of the Census, 1997] Infant care is generally more expensive: in 1995, center-based care for infants averaged \$112 per week. [*Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver, 1995] **For families with children between three and five, child care is the second or third greatest household expense.** [U.S. Department of Commerce, Bureau of the Census, 1997]

In 1993, families with annual incomes under \$14,400 paying for child care for children under five years old spent 25 percent of their income on child care, compared with six percent for families with incomes of \$54,000 or more. [*What Does it Cost to Mind Our Preschoolers?*, U.S. Bureau of the Census, Current Pop. Reports, 1995]

Many children are in settings that are not healthy or safe and do not promote early learning and development. Recent studies have raised concerns about the quality of care:

A four-state study of quality in child care centers found that only one in seven centers (14 percent) were rated good quality. [*Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver, 1995]

According to another study, 13 percent of regulated and 50 percent of unregulated family child care providers offer care that is inadequate. [*The Study of Children in Family Child Care and Relative Care*, Families and Work Institute, 1994]

In the words of one well-respected report, “Many children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety.” [*New Findings on Children, Families, and Economic Self-Sufficiency*, National Research Council, 1995]

The quality of child care matters. Research shows that when children are in better quality child care programs, they have stronger language, pre-mathematics, and social skills; better relationships with their teachers; and stronger self-esteem. In some instances, quality has even greater impact on children who are typically at-risk. [*Cost, Quality, and Child Outcomes in Child Care Centers*, University of Colorado, 1995]

After-school programs are in short supply. The Bureau of the Census estimates that in 1997 38.8 million children between the ages of five and 14 lived in the U.S., of whom 24 million had parents in the workforce or school. [1994 SIPP data from the Bureau of the Census] Experts estimate that nearly five million school-age children spend time as “latchkey kids” without adult supervision during a typical week. [National Institute for Out-of-School Time at Wellesley College]

Good after-school programs matter. Constructive activities for children and youth are critical to enhancing their development and keeping them out of trouble. Studies show that school-age children who are left alone after school are at greater risk of truancy, risk-taking behavior, substance abuse, poor grades, and stress. [“Characteristics of Eighth-Grade Students Who Initiate Self-Care in Elementary and Junior High School, *Pediatrics*, 1990] Youth between the ages of 12 and 17 are most likely to commit violent acts or be victims themselves between 2:00 pm and 6:00 pm. [OJJDP 1997]

Studies also indicate that children under adult supervision in a formal program during after-school hours show improved academic achievement and better attitudes toward school than their peers in self- or sibling-care. [Miller and Marx, 1990, in Supplement to the National Assessment of Chapter 1]

QUESTIONS AND ANSWERS FOR AFTER-SCHOOL ANNOUNCEMENT

November 12, 1998

Q: What are you announcing today?

A: Today, the President will announce nearly \$60 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The \$60 million will fund 183 grants to about 600 schools in 44 states and the District of Columbia, and will help meet the huge demand for after-school programs.

The President will also release new data showing that in FY 1997, states provided child care assistance to 1.25 million low-income children -- compared to roughly one million in FY 1996 -- out of a total of 10 million children eligible for child care assistance.

After-School

Q: In the recent budget deal, the 21st Century Community Learning Centers received \$200 million. Why are you announcing \$60 million of that? How can you announce them so fast?

A: In 1998, the Department of Education ran a competition to award \$40 million of 21st Century Community Learning Centers Grants. That competition was one of the most highly competitive programs ever managed by the Department of Education: the Department received nearly 2,000 applications, requesting \$500 million to fund programs in over 6,000 schools in every state in the country. The \$40 million only reached 100 communities -- one out of 20 that applied. When the Department of Education announced the 1998 awards competition, it indicated in the announcement notice that it might make additional awards from the same slate if additional funds were available in FY 99. By granting roughly \$60 million of this year's grant, 183 communities with top quality applications can be reached immediately, and the Department of Education will still run a major competition in the spring to allow new communities to apply.

Q: Wouldn't it be fairer to run a new competition for the whole new \$200 million this year?

A: The \$60 million granted today will fund high quality applications that could not be funded last year simply because there was not enough money to go around. Given the enormous demand for after-school programs, we believe it is important to serve children as soon as possible. Over 28 million school-age children have both parents or their only parent in the workforce. At least 5 million children -- and as many as 15 million -- are left alone at home each week. Statistics show that most juvenile crime takes place

between the hours of 2 and 8 pm, and that children are also at much greater risk of being the victim of crime during the hours after school. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. In FY 1999, there will be an opportunity for new local communities to apply for \$100 million in after-school grants --more than twice what was available in FY 1998. We will also give \$40 million to programs that received grants last year to allow them to continue their successful work.

Q: Last June, you announced \$40 million in funding. Are you announcing these again?

A: As part of the \$200 million Congress allocated in FY 1999 for the 21st Century Community Learning Centers program, the Department will renew funding this year for those programs that received funding in FY 98. We are not announcing these grants again. For citizens interested in the current grantees, they can access this information at the Department of Education's website at <http://www.ed.gov/offices/OERI/21stCCLC/f-m.html>.

Q: Isn't the \$200 million for 21st Century Community Learning Centers a Republican victory?

The program is a wonderful example of the potential of bipartisan cooperation. The program was originally introduced by Senator Jeffords and has received strong bipartisan support. Both Democrats and Republicans in Congress strongly supported the President's initiative. The President proposed to increase the funding for this program from \$1 million to \$40 million in FY 1997 and from \$40 million to \$200 million in FY 1998. Helping kids learn and helping working families is a victory for all Americans.

Child Care

Q: What are these new child care numbers and what do they tell us?

A: The data shows how states spent the Child Care and Development Block Grant (CCDBG) in FY 1997, the first full year of state reporting on the block grant created under welfare reform. We now know that in FY 1997, states provided child care assistance to 1.25 million low-income children, out of a total of 10 million children eligible for child care assistance.

The data also show that in FY 1997 states obligated over 99 percent of their federal block grant funds. State spending on child care rose considerably in FY 1997; in state and federal dollars, states spent \$4.2 billion, a 35 percent increase from FY 1996. This enabled states to serve more children --1.25 million in FY 1997 compared to roughly one million in FY 1996.

Q: According to some news stories, states have big surpluses which they could spend on child care. Rep. Clay Shaw has said that with the surpluses and the increase in child care funding under the new welfare law, there is not a need for more child care money. So why do states need more money?

A: The Administration is very pleased that a strong economy and state welfare reform efforts have created some state surpluses. But there is still a great need for child care assistance for low-income working families. From the data released today, we now know that states are providing child care assistance to 1.25 million children of the 10 million children eligible. Also, we know that some states set eligibility levels far below what is allowed by federal law. For example, in as many as 37 states, a family of three with \$28,000 of income is not eligible for a child care subsidy.

Q: Are states actually spending all their child care money in the new welfare reform law?

A: Yes. The data released today is very encouraging --it shows that states have obligated over 99% of the child care funds available under the new welfare law for FY 1997. This demonstrates that states are investing dollars to help families who are transitioning from welfare to work. President Clinton has continued to urge states to invest their own dollars into helping these working families, and several states, such as Illinois and Delaware, are committing substantial state dollars to ensure that low-income families get child care assistance.

Q: You say that states have obligated over 99 percent of the funds. How much have they actually spent?

This data shows that states have obligated over obligated over 99 percent and spent 91 percent of the child care funds available to them under the new welfare law for FY 1997

We believe that the amount obligated represents a better measure of a States' commitment to child care programs and the need for child care assistance. Obligations represent the amount of money that States have committed to spending. They reflect the amount of contracts and agreements that States have made for which expenditures and outlays will be made at a later point. States are required to obligate their funds within one year, but have two years to actually spend their money. The Department of HHS projects that the states will spend virtually all of their child care funds for the 1997 fiscal year.

Q: Why didn't the President explicitly say today that he's going to resubmit last year's \$21 billion child care proposal to the 106th Congress? Is he changing his position?

A: Today, the President indicated that he remains committed to making child care better, safer, and more affordable for America's working families, and he is committed to a serious child care proposal in his next budget request. It is too early in the budget process, however, to outline a specific budget proposal.

Q: Will the Administration link tobacco revenue and child care again this year?

A: It is simply too early in the budget process to indicate what off-sets will be used.

Q: If the President is so committed to child care, why didn't he really push for his child care initiative? Why was it such a failure?

A: For the past 25 years, the President has been working hard to make sure that working families have quality child care options. Last October, the President and First Lady hosted the first-ever *White House Conference on Child Care*. The Conference showed that America's families, more than ever, are pressed to find safe, affordable child care. Responding to this critical need, the President proposed and fought for an historic child care initiative -- the most significant single investment in child care in the nation's history -- to help working families pay for child care, build the supply of good after-school programs, improve the safety and quality of care, and promote early learning. Over this past year, the President and First Lady made dozens of appearances and speeches in support of increased child care investment. Unfortunately, the congressional leadership did not share this and other priorities of the President, and did not meet the President's call for a substantial new child care investment. Still, the President did work with the Congress to make some important progress on his child care initiative: he secured \$200 million for after-school programs and \$180 million to improve child care quality.