

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. memo	[Personally Identifiable Information] [partial] (1 page)	01/29/1998	b(6)
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COLLECTION:

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

FOLDER TITLE:

After - School Events [1]

2014-0536-S

ds477

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]

Withdrawal/Redaction Marker

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cc: Jen Klein

THE PRESIDENT HAS SEEN

7-14-98

cc: Boles

Went about file

Kate Mehr

(b)(6)

Question #13

Antenna

00017

Copied
Reed
Bowles

Memorandum for the President

To: President Clinton
From: Kate J. Mehr
Re: Expansion of Afterschool Initiative
Date: January 29, 1998

On January 7th, you announced an historic initiative to improve childcare for the nation's children. In this proposal, you also expanded afterschool care through an \$800 million increase in funding for the 21st Century Community Learning Center Program. To increase the effectiveness of this afterschool component, *I recommend earmarking \$29.7 million to fund afterschool community service programs.*))

Current Afterschool Proposal:

The current childcare initiative increases the supply of quality afterschool programs solely through the expansion of the 21st Century Community Learning Center Program. This program provides start-up funds to school-community partnerships to establish before- and after-school programs for school-age children. The current initiative allocates \$200 million in FY 1999, for a total of \$1 billion over five years.

Recommendation:

* I recommend that 15% (\$29.7 million) of the current request be earmarked for afterschool community service programs through the Corporation for National Service's Learn & Serve America program.

Learn & Serve America community-based programs involve participants between the ages of 5-17 (both students and out-of school-youth) in community service that addresses local community needs during non-school-time. These young people are building community gardens, staffing food pantries, tutoring and mentoring younger children. This "service learning" approach harnesses young peoples knowledge, skills, and ability as they improve the quality of life in their communities. Funded through the Corporation for National Service, these programs are administered by state commissions on national service.

In FY98, the CNS allocated only \$3.2 million for community-based afterschool programs through Learn & Serve America (compared to \$37.5 million for school-based programs). Earmarking \$29.7 million for Learn & Serve America will provide 50,000 young people the opportunity to grow, learn and serve in FY99.

Cost: Total cost is \$89.3 million.¹ Recommended federal share is \$29.5 million (33%).

Revenue: Earmark \$29.7 million of the \$200 million requested in FY99 to be matched by \$59.4 million in state and private funds.

Benefits:

1. **Taps the talents of our nation's youth.** While the current proposal focuses on academic enrichment and afterschool *care* for young people, it does not tap the ability of our young people to create change. This recommendation utilizes the talents of young people to strengthen communities while providing hands-on learning opportunities afterschool.
2. **Cost-effective.** This recommendation requires no new money. In addition, studies have shown that every dollar invested in service yield returns between \$2.40 and \$3.90.
3. **Integrates current priorities.** This recommendation builds upon of the administration's top priorities: childcare, national service, education, and race relations.
4. **Fulfills Commitments made at the President's Summit for America's Future.** In April of 1997, you committed to ensuring five fundamental resources for children and youth including "safe places and structured activities during non-school hours" and "an opportunity to give back through youth service." Post-summit press criticized the administration for the Summit's lack of substance and post-Summit visibility. This initiative would address two of the commitments made in April.

¹ Based on \$1,786 per participant (average cost per participant in Massachusetts in 1997-1998).

THE WHITE HOUSE

WASHINGTON

March 15, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED
GENE SPERLING
MIKE COHEN
BOB SHIREMAN

SUBJECT: Education Strategy

Could you put in
a set of scheduling
requests corresponding
3-16-98
to the suggestions in
copied this memo?
Reed
Sperling ASAP of course.
Cohen
Shireman Elena
COS

You have proposed a popular, comprehensive education agenda to expand opportunity, strengthen quality, and help prepare students, especially the most disadvantaged, to reach tough academic standards and to enter college. These proposals build on your efforts since 1993 to raise standards, strengthen accountability and expand flexibility, expand public school choice, and improve the quality of schools by providing them with better prepared teachers and up-to-date technology.

Some of your proposals, such as America Reads and the expansion of the 21st Century Schools program, stand a good chance of enactment. But many, including class size reduction, school modernization, and national tests, face a steep challenge in Congress, where the Republicans want to expand education IRAs, create school vouchers, fold existing programs into block grants, and do relatively little else. In addition, we will face a tough battle to fund your education priorities in the appropriations bill, because the Republicans will advance different spending priorities within education, and because likely Congressional increases in highway spending will squeeze the total funds available for education.

To overcome Republican opposition and enact significant portions of your education agenda, we propose a four-part strategy:

- ✓ (1) Build momentum by pressing for the proposals that are most likely to pass.
- ✗ (2) Make it costly for Republicans to oppose your new education initiatives -- school modernization, education opportunity zones, class size -- by getting Democrats to bring them up every time Republicans try to move a key piece of their education agenda (vouchers, Coverdell, etc.)
- ✓ (3) Pursue a multi-pronged approach to national standards and tests.

(4) Conduct a national education campaign to keep your entire education agenda visible and use the bully pulpit to promote education reform.

I. Building momentum by pressing for the proposals that are most likely to pass with bipartisan support.

✓
good

Several pieces of education legislation reflecting your priorities stand good to excellent chances of enactment with bipartisan support. Three of these (America Reads, G.I. Bill, and the Higher Education Act) have July 1 deadlines for enacting necessary authorizations or changes.

✓

A. America Reads. The House has already passed its version, known as the Reading Excellence Act, which provides funds to States to improve reading efforts in needy local schools through teacher training, tutoring, and family literacy. Sen. Jeffords has pledged to move a similar piece of legislation in the Senate, though no action is yet scheduled. We are working to meet a July 1 deadline imposed by the FY 1998 Appropriations bill for triggering \$210 million advance-appropriated for these purposes (for FY 99), and believe the deadline can be met if we push. The House bill has some problems but ultimately would be acceptable, and we expect that the Senate bill will be an improvement.

✓
must
push
I'll
help

B. Charter Schools. Last session the House passed H.R. 2616 by a strong bipartisan vote (367-57). This bill, introduced by Reps. Riggs and Roemer and endorsed by you would modify the existing federal Charter Schools Program by (1) steering more federal charter school funding to states that provide charter schools with the maximum flexibility and strongest accountability for results, and to states that have not reached a cap on the number of charter schools permitted by that state's charter schools law, and (2) encouraging states to direct an appropriate level of other federal education resources to charter schools. Sen. Lieberman and Sen. Coats have proposed similar legislation in the Senate, and the Senate Labor Committee has scheduled a hearing for March 31. The prospects are good for enacting a charter schools bill this year, though Sen. Kennedy is not eager to move a charter schools bill, and controversial issues (e.g., whether to steer federal funds to states that allow entities other than state or local school boards to authorize and oversee charter schools) still need to be resolved.

✓ **C. Reauthorization of the Higher Education Act (including your High Hopes proposal and teacher recruitment proposals and the student loan interest rate fix).** Both the House and Senate Education Committees are scheduled to take up the Higher Education Act in the next few weeks, aiming for floor action by May and a conference in June. In addition to reauthorizing the main student aid programs, this bill would include your High Hopes proposal and teacher recruitment proposals. It also needs to include a change in the new student loan interest rate scheduled to go into effect on July 1. (There is a chance that the Congress will separate out this most pressing component of the bill. If that happens, the pressure to move the overall bill will subside considerably, and the chances of having a comprehensive higher education bill to sign before Congress adjourns will be significantly reduced.)

✓
must try
to help
together
PS

D. Job Training/Vocational Education. The House passed both a job training consolidation bill and a Vocational Education reauthorization bill last year. The Senate has combined the two, and may act as soon as next week on that package. While there are many issues that need to be addressed in conference, we are optimistic that a bill can be finalized by July 1, the deadline for authorizing the Opportunity Areas for Out-of-School Youth program and triggering advance appropriations of \$250 million. Currently, this provision is only in the Senate version, but we are relatively optimistic of inclusion of it in conference.

E. After-School Initiative. Your proposed expansion of the 21st Century Community Learning Center Program is quite popular and stands a decent chance of gaining the necessary support in the appropriations process, depending upon how much is available for education spending overall. While there is some additional work to ensure that Sen. Jeffords, who authored the program initially, remains supportive, our primary effort for this initiative should be to ensure your continued association with it as it proceeds through the appropriations process

F. Technology Initiatives. Your FY99 budget includes over \$750 million in investments in educational technology, with a new emphasis on technology training for teachers. Although we do not yet know what the Congressional response will be to the new initiatives, we expect that the Congress will continue to support the Technology Literacy Challenge Fund. We should also expect some continuing controversy over the "e-rate" -- the FCC's discounts to connect schools and libraries to the Internet. The educational technology issue gives us an opportunity to work closely with the private sector and to leverage federal funds. We can expect victories in this area, and should make sure that we get appropriate credit for them.

II. Picking Key Fights to Highlight Your Initiatives.

Three issues provide excellent opportunities to highlight your agenda and contrast it favorably with Republican proposals. These are also issues where you can unite Democrats and, if necessary, gain leverage with a veto threat and a filibuster.

A. School Modernization: A cloture vote on Coverdell's education IRAs is expected on Tuesday. In consultation with Secretary Riley, Sen. Daschle has agreed to bring your school construction proposal to the floor as a substitute, setting up a battle between school construction and IRAs. On the substitute, we expect to be able to hold almost all Democrats (with the exception of Lieberman and Torricelli). The education groups are working to mobilize grass roots support in favor of the construction initiative. While the odds are against winning this battle in the short run, defining the issue visibly at the outset will enable you to keep hammering away at school construction throughout the spring and summer.

B. Education Opportunity Zones: We are working with Rep. Clay to finish education opportunity zones legislation, and should schedule an event to announce it next month. Voucher advocates are on their strongest rhetorical ground when they point to failing urban schools and argue that vouchers are needed to help save kids from a broken public education system. Your

Education Opportunity Zones initiative squarely addresses the real problems of urban education, in a way that strengthens public schools and endeavors to help all students, not just a few. It is based on the premise that we can and must fix failing school systems and schools rather than abandoning them. It proposes to accomplish this by ending social promotions, intervening in failing schools, rewarding outstanding teachers, and removing incompetent ones. If Congressional Republicans attempt to move a voucher proposal this year, this proposal is our best defense. In the meantime, you can reiterate your call for sweeping, Chicago-style reforms. One opportunity will be to announce the first grant awards from the new Comprehensive School Reform program (included in last year's appropriations bill by Reps. Obey and Porter), which provides funds for implementing proven schoolwide reforms such as those developed by the New American Schools Development Corporation.

Yes!! **C. Class Size Reduction:** The most popular element of your education agenda -- class size -- is worth a separate, concerted rollout. We believe that next month you should speak to the legislature in Delaware, where Governor Carper has proposed major class size reductions and an end to social promotions. The Education Department is developing a series of reports and other tools for you to announce (e.g., a summary of class size research, a white paper documenting how smaller classes can lead to better classroom practices, and state-by-state figures on how many new teachers can be hired under your proposal). The elementary and secondary education groups are eager to mobilize grass roots support. We may also have a chance to press this issue during the budget resolution debate, much of which will concern whether tobacco revenues can be used for child care and class size.

The fate of these three initiatives is likely to be determined at the end of the session, as work on tobacco legislation and tax and appropriations bills are completed. It is very unlikely that Republicans will give you victories on class size, school construction or opportunity zones unless they get comparable victories on Coverdell or vouchers. You will have the greatest leverage to make deals at the end of the session, and may then decide whether to strike a deal that gives both you and the Republicans significant parts of your education agendas.

III. National standards and tests

We face a tough challenge again in Congress this year. We fully expect Goodling to use the reauthorization of the National Assessment of Education Progress later this year to prohibit national testing. Almost all Republicans are likely to support Goodling, and Black and Hispanic Caucus members will do so too unless their substantive concerns about the tests are addressed. Further, while we will have our greatest leverage once again in the appropriations process, we expect that it will be at least as difficult as it was last year to secure funding. To increase our odds of winning this battle, we are pursuing a number of steps to broaden our support. These include:

3-16-98

Use NAGB and Achieve to change the political dynamics around the tests. Last year's appropriations agreement placed NAGB in charge of the tests. Since then, we have appointed Diane Ravitch and Gov. Engler to the panel, in an effort to bolster Republican support. NAGB has now taken complete hold of test development, and has made a series of policy decisions that should make the testing program less vulnerable to criticism from the right. While Goodling remains almost as hostile to NAGB's efforts as he was to the Education Department's, early indications are that NAGB may be making positive inroads among other Republicans. We have encouraged NAGB to keep members of Congress of both parties informed of its work, and Ravitch in particular to make the case to opinion leaders that test development is on the right track.

Good

Lou Gerstner and Achieve are prepared to play a more active role in supporting national standards and tests, in the context of Achieve's recently launched effort to help states compare individual student performance across states to each other and to national standards. Achieve's work parallels a provision in last year's appropriation's agreement, which called on the National Academy of Sciences to study how existing state tests could be used to compare students to national standards. We are working to set up an opportunity, such as a conference-call with Achieve's Board of Directors or a one-on-one meeting with Gerstner, in which you can enlist Achieve's support. We expect that Achieve would be willing to call on Congress to support development of a national test and the technical work necessary to help states align state tests to the NAEP standards.

Encourage Democrats to propose specific authorization for national tests. As noted previously, we expect Goodling propose a prohibition on national tests in the context of NAEP reauthorization.

To counter this effort, we are working with George Miller in the House, and Kennedy and Bingaman in the Senate, on Democratic legislation to authorize national testing. We would work with them on the details of the bill, but make sure the legislation was seen as theirs rather than ours. This approach would leave them free to cut whatever deals were needed in each body to build support for the legislation, without requiring us to own what they came up with. It would also leave us free to argue, as we always have, that congressional authorization to proceed with test development is unnecessary.

In the House, our first priority must be to hold Democrats together. This will be difficult, because the Black and Hispanic caucuses are very suspicious of national testing. To have a chance of holding the caucuses, Miller probably would have to craft a proposal that includes a Spanish-language version of the reading test, a prohibition on use of the tests for high stakes purposes, protections against test bias, and detailed requirements for reporting test results. The provisions that will unite Democrats are likely to spur Republican opposition, so the result is partisan polarization. Nonetheless, that may leave us better positioned than before to conduct a high profile fight with Republican opponents of the testing.

*How to let other
conflict over this
opposition to
social promotion*

The situation in the Senate remains more favorable. There the task for Kennedy and Bingaman will be to craft a proposal that can hold as much Republican support as possible. While it is too early to determine the shape of such a proposal, last year's experience suggests that steps to strengthen NAGB and further guarantee its independence will be necessary. The Achieve recommendations are likely to play a role in shaping a Senate bill as well.

The chances that this approach will lead to authorization bills that pass both houses is remote at best. But these steps are necessary to hold and expand our support in both houses, to defend against efforts by Goodling and Ashcroft to ban further work on the test, and to deprive Goodling of the procedural argument that testing should not proceed without Congressional involvement.

Pursue an appropriations strategy to enable work to continue on test development.

The most important Congressional action regarding national tests will come in the appropriations bill, where we will have to fight to ward off proposals to prohibit further work. The steps outlined above will better position us for a replay of last year's battle, by enabling us to hold Democrats in the House and by taking away Goodling's charge that the authorizing committees have been cut out of the process. Nonetheless, it is likely that you will also have to threaten to veto any appropriations bill that ends funding for the test.

IV. Conducting a National Education Campaign.

A. Campaign for Education Initiatives. Because this could prove to be a worse-than-do-nothing Congress on education, it is worth a separate discussion on how to transform America's schools without help from Washington. The TIMSS roundtable on Monday is an opportunity to begin that discussion. We believe the bully pulpit can be effective, and a high-profile effort targeted at urban school districts might make a real difference, but the last two decades suggest it will be very difficult. Nevertheless, our legislative agenda and the standards movement generally can only benefit from a vigorous national campaign for education reform. The campaign should consist of events and actions in support of your legislative agenda, as well as of state, local and business efforts to promote standards-based education reform.

Specific events we are planning include:

- The upcoming meeting with leaders from business, education, and state and local government to focus public attention on the TIMSS results.

①
An address to a state legislature to promote your overall education package with an emphasis on class size reduction. The Education Department is working on a White Paper on the benefits of class size reduction that could be released at this speech.

• A visit to an urban school district that illustrates key aspects of your Education Opportunity Zones proposal, such as ending social promotions, intervening in failing schools, removing incompetent teachers and rewarding teachers who achieve certification from the National Board of Professional Teaching Standards. This event could be timed to accompany the transmittal or introduction of legislation, or the release of an Education Department report on turning around failing schools.

• An event with CEO's and governors on the ACHIEVE Board of Directors in support of national standards and tests.

• An event with teachers and CEOs that would demonstrate your commitment to technology training for teachers, in the same way that NetDay dramatized the importance of connecting schools to the Internet. The event could highlight (a) companies that are forming partnerships with teachers colleges to train all new teachers; and (b) states that have made a commitment to include "technological literacy" as part of the teacher certification process.

• An event that showcases the benefits of educational technology in key areas such as (a) increasing communication between parent and teachers; (b) improving performance in key subjects such as math, science, and reading; and (c) providing parents with an easy to understand "report card" of how their local school is doing relative to other schools.

• An event that is timed to the availability of funding for the Technology Literacy Challenge Fund, the "e-rate," or significant donations from the private sector.

• A meeting with mayors during a U.S. Conference of Mayors Conference on Public Schools, to be held in May.

• Following up on your Hispanic investments, a speech at a conference on School Dropouts, sponsored by Brookings or another think-tank or foundation.

• A roundtable discussion with business and education leaders about "making performance count" for students, by supporting a growing nationwide effort by employers to examine high school transcripts and other indicators of academic performance in the hiring process.

• A commencement address at a public high school, or charter school, to underscore your efforts to strengthen public education.

• A White House Conference on Strengthening Public Schools, to kick off back-to-school events in the Fall.

• The release of reports on school violence from the Education and Justice Departments

- ~~ce~~ ✓

☒ Yes

yes -
at a college
great!!

- A visit to a model High Hopes-type early intervention program, or an announcement of new partnerships created in response to your challenge.

Eggs • A visit to a model
new partnerships c
198-15 ju. f. location at Rerh

45

Good
could
be made
in pairs

For our kick-off of the campaign, the Department of Education is finalizing a pamphlet promoting the affordability of college. This pamphlet will be sent to every high-school and middle-school in the country, and we will ask every school to photocopy it so that every student

receives the information directly. We also are working with the Department of Education on a series of PSAs on college affordability, an interactive Web site, and other ways of disseminating what we have done to make college more affordable.

THE WHITE HOUSE
WASHINGTON

September 11, 1997

**ANNOUNCEMENT OF PROPOSALS TO INCREASE AFTER SCHOOL PROGRAMS
AND END SOCIAL PROMOTIONS**

DATE: January 7, 1999
LOCATION: The East Room
BRIEFING TIME: 1:45 pm - 2:15 pm (Map Room)
EVENT TIME: 2:30 pm - 3:30 pm (East Room)
FROM: Bruce Reed

I. PURPOSE

To announce your proposal to triple funding for after-school programs and support school districts that are ending social promotion.

II. BACKGROUND

You will be joined by the First Lady, the Vice President, Secretary Riley and a parent of a Chicago 9th grader who benefitted from summer school programs as you announce that your FY 2000 budget will propose to triple funding (from \$200 million to \$600 million) for the 21st Century Learning Center Program, which funds after-school and summer school programs throughout the country. You will also announce that in awarding these funds, the Department of Education will give priority to school districts that are ending social promotion by requiring students to meet academic standards in order to move to the next grade.

Tripling Funding for a Program that Works

Your FY 2000 budget will propose to increase funding -- from \$200 million in FY 1999 to \$600 million in FY 2000 -- for the 21st Century Community Learning Center Program, which gives schools funds to operate after-school and summer school programs. This proposal builds on your budget victory last year, in which you increased funds for the program from \$40 million to \$200 million. The 21st Century Learning Center Program increases the supply of after-school care in a cost-effective manner, primarily by funding programs that use public school facilities and existing resources. Over 190,000 children in 800 schools, in 46 states and the District of Columbia, are already benefiting from this program, by participating in after-school programs that provide students with enrichment activities, tutoring, recreation and other activities. Your proposal will help roughly 1.1 million children each year participate in these programs.

Giving Priority to School Districts that End Social Promotion

Under your proposal, school districts with comprehensive policies in place to end social promotion will receive priority in the grant-making process. After-school and summer school programs are a critical tool in ending social promotion because they give students who are not on track an opportunity to get extra help so they can meet promotion standards. Your proposal will target the new 21st Century funds to districts providing after-school and summer school programs to help these students, while enabling these districts to keep these programs open to all students.

Social promotion is the practice of promoting students from grade to grade without regard to whether they have met academic standards required to succeed at the next grade level. School districts with comprehensive policies to end social promotion: (1) require students to demonstrate that they have met academic standards at key grade levels in order to be promoted; (2) use valid objective measures and other indicators as necessary to determine whether a student has met the standards; (3) strengthen learning opportunities in the classroom with steps such as clear standards, small classes, well trained teachers, challenging curriculum, and the use of proven instructional practices; and (4) provide for the early identification of students who need extra help to meet the standards, and use extended learning time -- particularly after-school instruction and summer school -- to help students meet the standards. Your proposal will help local school systems use after-school and summer school as part of their comprehensive strategy to end social promotion.

Responding to Huge Demand for After-School Programs.

Today's announcement responds to the millions of parents across the country who want their children to learn to high standards and to stay safe and secure in after-school hours. Today, over 28 million school-age children have both parents or their only parent in the workforce. At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week. 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. Statistics also 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. The nationwide demand for expanded after-school programs has made the 21st Century Community Learning Center program one of the most highly competitive programs ever managed by the U.S. Department of Education. In the Education Department's last completed grant competition for this program, the Department received nearly 2,000 applications, requesting more than \$550 million to fund programs in over 6,000 schools in every state in the nation.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Doug Sosnik
Michael Cohen
Neera Tanden
Jon Schnur

Broderick Johnson
Paul Glastris

Event Participants:

The Vice President

The First Lady

Secretary Riley

Lisette Martinez, whose daughter Ardette failed her mandatory math test in the 8th grade and was automatically enrolled in the Chicago summer bridge program. She successfully completed the summer course and passed the math test in August. She is currently enrolled in the 9th grade, and is very grateful for the extra attention that helped her keep up with her studies and stay in the same classes with her peers.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be announced into the East Room accompanied by stage participants.
- The First Lady will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make remarks and introduce Lisette Martinez.
- Lisette Martinez will make remarks and introduce the Vice President.
- The Vice President will make remarks and introduce **YOU**.
- **YOU** will make remarks and then depart.

VI. REMARKS

Remarks Provided by Speechwriting.

**NATIONAL ADVISORY
COMMITTEE****POLICE**

Philip Arreola
Chief, Tacoma, WA
Sherman Block
Sheriff, LA County, CA
William Bratton
Fmr. Commissr., NYC
Sam Cabral
President, Int'l Union of
Police Assns, AFL-CIO
Dean Esserman
Chief, Stamford, CT
Edward Flynn
Chief, Arlington Co., VA
Thomas Frazier
Police Commissioner,
Baltimore, MD
Gilbert Gallegos
President, Fraternal
Order of Police
Douglas Hamilton
Chief, Louisville, KY
Phil Keith
Chief, Knoxville, TN
Charles Moose
Chief, Portland, OR
Patrick Murphy
Former Commissr., NYC,
DC, Detroit, Syracuse
Dennis Nowicki
Chief, Charlotte, NC
Ruben Ortega
Chief, Salt Lake City, UT
Bernard Parks
Chief, Los Angeles, CA
Matt Rodriguez
Fmr. Police Supt, Chicago, IL
Joseph Samuels, Jr.
Chief, Oakland, CA
Darrell Sanders
Chief, Frankfort, IL
Jerry Sanders
Chief, San Diego, CA
Darrel Stephens
Fmr. Chief, St. Petersburg, FL
Patrick Sullivan, Jr.
Sheriff, Arapahoe Co., CO
Donald Warshaw
Chief, Miami, FL

PROSECUTORS

Ronald Earle
District Atty., Travis Co., TX
Norman Early, Jr.
Former D.A., Denver, CO
Ralph Martin, II
District Atty., Suffolk Co., MA
Elliott Richardson
Former Attorney General
and Secretary of HEW, of
Defense and of Commerce
Grant Woods
Attorney General, AZ

CRIME SURVIVORS

Frances Davis
Fdr., Mothers of All Children
Carole Grant Hall
Director, Ginger Ridge
Residents' Initiative
Ellen Halbert
Editor, National Crime
Victims Report
Marc Klaas
Fdr., Klaas Fdn. for Children
Dennis Lee, Ph.D.
Mgr., Mental Health Clinic
Jean Lewis
President, Parents of
Murdered Children
**Gordon Rondeau &
Elaine Rondeau**
Founders, Action America:
Murder Must End Now

**FIGHT
CRIME****INVEST
IN KIDS****President**

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Development Coordinator

Jonah S. Van Zandt

To: Jen Klein

From: Sandy Newman

Date: 1/7/98

Fax:

Pages: 3

RE: LAW ENFORCEMENT AND CRIME SURVIVOR REACTIONS

Hi, Jen,

We're really excited about this proposal. A million kids is a big deal!

Thanks for the heads-up last night. Great coverage this morning!

Thought you'd want to see the advisory we're putting out.

Let me know if I can be of further help.

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COMMITTEE****POLICE**

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**Gordon Rondeau &
Elaine Rondeau**
Founders, Action America:
Murder Must End Now

**FIGHT
CRIME****INVEST
IN KIDS****FOR IMMEDIATE RELEASE****Thursday, January 7, 1999****CONTACT: Brendan Fitzsimons
(202) 638-0690****President**

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For Your Stories On Clinton After-School Proposal: Reactions of Law Enforcement Leaders and Violence Survivors

Speaking on behalf of **FIGHT CRIME: INVEST IN KIDS**, an anti-crime organization of over 450 police chiefs, sheriffs, prosecutors, and crime victims

"When the peak hours of violent juvenile crime are between the end of school and 8:00 P.M., it's just common sense to provide the after-school programs that give kids the values and skills they need to say 'no' to crime and violence."

— *Sheriff Patrick Sullivan (R- Arapahoe County, CO)*

"Every American who cares about protecting their family ought to be calling Congress today to urge support for after-school programs."

— *Sandy Newman, President of FIGHT CRIME: INVEST IN KIDS*

"Communities need after-school programs to give all kids safe, positive alternatives to unsavory street corners and teach them important skills and values like respect, responsibility and hard-work. After-school programs cut crime."

— *Ruben Ortega, Salt Lake City Police Chief, and President, Major Cities [Police] Chiefs Organization*

"This proposal will save the lives of other youngsters like my son. Every day of delay needlessly increases every Americans' risk of being struck by violence."

— *Kathy Hill of Phoenix, Arizona, whose son was killed by a fellow student in an after-school confrontation.*

"Quality youth development programs help turn this Prime Time for Juvenile Crime into golden hours of education, wholesome fun and community service."

— *Chief Edward Flynn, Arlington County Police Chief*

"After-school programs provide a safe haven from danger and negative influences and help teach kids skills and values like responsibility and respect for others."

— *Thomas Frazier, Baltimore Commissioner, and President of the Police Executive Research Forum*

Background from Sanford Newman, FIGHT CRIME President and co-author of *After-School Crime or After-school Programs*: "When the school bell rings, turning millions of youngsters onto the street without supervision, violent juvenile crime suddenly triples and kids' risk of becoming victims of violence also skyrockets. *Half of all violent juvenile crime takes place between 2:00 and 8:00 p.m.* The after-school hours are also peak hours for teen sex, and being unsupervised after school doubles the risk that kids will drink, smoke, or use drugs.

After-school youth development programs reduce both juvenile crime and the risk that kids will become victims of crime, while they help kids become contributing adults. For example, boys randomly selected from welfare households and assigned to participate in the Quantum Opportunities Program were only one sixth as likely to be convicted of a crime during the high school years as the control group. They were also 50% more likely to graduate high school on time, and two-and-a-half times more likely to attend post-secondary schooling."

For more information about the crime prevention impact of after-school programs, check out our web site at www.fightcrime.org/reports.html

We may also be able to help put you in touch with law enforcement leaders, violence victims, and effective programs in your community, or with individuals whose compelling stories can help put human faces in your reporting. For more information, e-mail Amy Dawson at amy@fightcrime.org



Resolution on Early Childhood Care and After-School Programs

May 1, 1998

As police professionals serving more than 40 percent of the nation's population, we are deeply committed to getting dangerous criminals off the street. But we also know that even the most effective policing, prosecution, and punishment will never be enough to win the fight against crime unless they are coupled with effective prevention and intervention programs that will minimize the need for back-end solutions.

Findings

Scientific research now clearly shows that quality educational child care, parenting coaching and after-school programs can have a dramatic anti-crime impact because they help kids learn right from wrong and learn the skills and values they need to become good neighbors instead of criminals. In some studies early childhood investments have reduced by as much as 90% the risk of subsequent delinquency and by as much as 80% the risk that a toddler will grow up to have been arrested five or more times as an adult. And after-school youth development programs have been proven to sharply reduce juvenile crime and juvenile victimization.

Research also shows that investments in effective early childhood and youth development programs today will reap dramatic cost savings tomorrow. Boosting such investments represents not only a significant crime-reduction opportunity, but also an opportunity to substantially reduce budgetary demands on federal and state governments in the years to come.

Call for Action

We therefore adopt, as a legislative priority for this year, a call on all our elected officials to support policies that:

- Ensure all communities the funds to provide all infants, toddlers and preschool children with quality, educational child care at a price their parents can afford.

Resolution on Early Childhood Care and After-School Programs
May 1, 1998

- Reduce child abuse and neglect by offering all at-risk parents "parenting coaches" through proven home visiting programs, as well as access to community-based family resource centers.
- Provide for all of America's school-age children and teens after-school programs, and access to weekend and summer programs that offer recreation, academic support and community service experience.
- Increase existing funds for law enforcement and increase the discretionary authority of law enforcement executives to use those funds to support successful and proven crime-preventing investments in children and youth.

America should move steadily forward to implement on a large scale the child care, early childhood development and after-school programs that have already been proven to prevent crime. We also urge that funds be allocated to permit ongoing evaluation of implementation as model programs are "scaled up," and research on other promising crime-prevention investments, in order to further refine our knowledge of best practices to protect public safety and improve developmental outcomes for at-risk youth.



NATIONAL DISTRICT ATTORNEYS ASSOCIATION

99 Canal Center Plaza • Suite 510 • Alexandria, Virginia 22314
Telephone: (703) 549-9222 Fax: (703) 836-5195

**RESOLUTION
ON
CURBING YOUTH VIOLENCE**

WHEREAS, the National District Attorneys Association (NDAA) recognizes the importance of nurturing and responsible parenting and supports programs that promote core family values, and intervention and prevention initiatives that focus on the serious negative impact of violence, abuse, neglect, crime and drugs upon the lives of youth; and

WHEREAS, the collective experience of state and local prosecutors across the nation is that the incidence of abuse, juvenile crime and delinquency is greatly increased when these basic needs of children have not been met;

NOW, THEREFORE, BE IT RESOLVED that the NDAA supports a coordinated and balanced approach to address our nation's growing youth violence problem, emphasizing the importance of proven prevention and intervention initiatives, such as efforts to ensure the availability of quality child-care, after-school programs and programs aimed at reducing child abuse, provided that such are not viewed as alternatives to the apprehension and prosecution of juvenile criminal offenders.

Adopted by the Board of Directors, March 21, 1998, at Clearwater, Florida.
98-013.SPR.

1998-29

NATIONAL SHERIFFS' ASSOCIATION



Resolution

NATIONAL SHERIFFS' ASSOCIATION SUPPORTS INVESTING IN OUR NATIONS YOUTH

- WHEREAS, public safety is the principal goal of the nation's sheriffs; and
- WHEREAS, our nation's sheriffs work continuously to fight crime and remove criminals from our streets and neighborhoods; and
- WHEREAS, more and more "at-risk" kids are becoming involved in crime because they do not have any other positive alternatives; and
- WHEREAS, the peak hours for violent juvenile crime are between the end of school and 8:00 p.m.; and
- WHEREAS, helping kids keep out of trouble during these hours is an effective weapon against crime; and
- WHEREAS, investing in programs that educate parents and children to become good neighbors is beneficial to the community; and
- WHEREAS, quality child care, parental education and after-school programs can help kids learn the values and skills needed to become responsible adults instead of juvenile delinquents and adult criminals; and
- WHEREAS, sheriffs and other elected officials have a public duty and responsibility to ensure our kids have a fighting chance; now

Resolution No. 1998-29, Page 2

THEREFORE BE IT RESOLVED that the National Sheriffs' Association supports programs to provide all infants, toddlers and preschoolers with quality educational child care at a price parents can afford; and

THEREFORE BE IT FURTHER RESOLVED that the National Sheriffs' Association strongly supports programs designed to reduce child abuse and neglect by advocating "parenting coaches" through proven home visitation programs and community-based family resource centers; and furthermore the National Sheriffs' Association strongly supports after-school programs, weekend programs, and summer programs that offer recreational activities, academic support, and community service opportunities to America's school-age children.

Adopted at a meeting of the General
Membership on this 1st day of July, 1998
in Phoenix, Arizona



MAJOR CITIES CHIEFS

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Seattle, Washington
Milwaukee, Wisconsin

.....
Calgary, Canada
Montreal, Canada
Toronto, Canada

The Major Cities Police Chiefs Organization adopted the following resolution at its Winter Meeting on February 18, 1998:

As police chiefs in America's largest cities, we know that investments today to help kids get the right start are among America's most powerful weapons against crime. The evidence is in that quality child care, parenting coaching and after-school programs can help kids learn the values and skills they need to become good neighbors instead of criminals. We therefore call on all our elected officials to adopt policies to:

- Provide all infants, toddlers and preschool children with quality child care at a price their parents can afford.
- Reduce child abuse and neglect by offering all at-risk parents "parenting coaches" through proven home visiting programs, as well as access to community-based family resource centers.
- Provide for all of America's school-age children and teens after-school programs, and access to weekend and summer programs that offer recreation, academic support and community service experience."

Memorandum

TO: Crime Fighters
FROM: Brendan Fitzsimons
DATE: December 2, 1998
RE: **Possible White House Press Events**

The first lady has expressed an interest in doing a joint press event with us. Below is a list of possibilities:

1) Cosby Event

Enlist Bill Cosby, whose son Ennis was murdered last January 16th, to join the First Lady and Fight Crime (including Fight Crime crime survivor members) in proposing real crime fighting solutions. Would be similar to our Crime Survivor Speak Out Event in Summer of '97. NY might be a possible site.

2) Event timed to coincide at the Major Cities Chiefs Meeting -- February 8-10th in Los Angeles -- with Mrs. Clinton [and possibly General Reno]

A. Bring together representatives from major law enforcement organizations -- including Major Cities Chiefs, the Police Executive Research Forum, the National Sheriffs Associations, etc. -- to present to Mrs. Clinton [and possibly Gen. Reno] Fight Crime's School and Youth Violence Prevention Plan and possibly resolutions passed by these organizations that called for quality child care and after-school programs for all kids.

B. Release a ^(LA)report of our new poll of police chiefs in conjunction with the MCC's meeting in Washington in early February. MCC could endorse/release this report/poll along with policy recommendations.

3) Event at After-school/or Child Care center

The event could be at PAL, YMCA or other site. We could also do an event when the next round of 21st CCLC grantees are announced, which would high light the key federal after-school program for which we've been advocating increased funding. Amy has noted that we could tap into the PAL network to come up with "save stories" for the press.

Alternatively, we could have the event at a site that has closed down because of a lack of funding. On reconsideration of this option, I'm less enthusiastic about it. Unless we have concrete evidence that crime has gone up in an area after an after-school program has closed, it seems problematic to have an event at which at least a substantial portion of our message would be that crime goes up when we shut down after-school programs.



Yvonne Buch

Teaching From The Heart

By Ennis Cosby

Following is an excerpt from an essay Ennis Cosby wrote in 1993 when he was studying for his master's degree at Columbia Teachers College. This is reprinted with permission from the Ennis William Cosby Foundation, which the Cosby family set up after his death on Jan. 16.

What got me involved in the educational field was my experience student-teaching for a year at Dean Rusk Elementary School. Three days a week I was assigned to teach, as an assistant, 24 third graders who were living in the worst neighborhood in Atlanta. I felt that this experience would be rewarding because a true test for a healer is to heal people who need it most.

After two weeks of working at the school, the teacher, who was female, brought to my attention that the young black males in the class who had no fathers would do better academically when I was in the classroom than on the days I was absent. That is what convinced me that I was needed in the academic field. It amazed me that academic performance by children could be altered by a simple motivational factor like a direct role model.

I was aware of the statistical dominance of female teachers in the academic field, and I felt that as a male I would have a lot of influence on children who had no fathers or children who had dyslexia. Of course, the group of students I imagined would

look at me as a direct role model would be black males who have dyslexia.

I got so involved with the elementary school that I began to go to the special education classes and offered my services to the teacher. I really bonded with the kids in the special education class. I was teaching from the heart, and the kids' biggest need seemed to be a teacher who cared about them and their individual needs.

The greatest reward for me was working with a child who was mentally retarded and after three weeks that child began to read his first words. Just like being a therapist. I feel that educating children is a form of healing. Working at this school was a confidence booster because if I could relate to these kids and get positive results I knew I could teach anywhere. The measure of a great teacher is working with the most raw, unrefined students and making a change. It just seems too easy measuring a teacher's ability when that teacher is already working with students who are successful in school.

In the middle of my last year in college, I knew that I wanted to work with children who had learning disabilities. I wanted to go to a graduate program that would be the best at providing me with the newest information. There were two events in my life that were extremely important. The first was graduating from college. The second was accomplishing the goal of getting into graduate school even though I am dyslexic.

Since leaving Atlanta I have not taught in the classroom. I have no real experience as a teacher, but I do have some natural attributes that I

feel may help me become an elite teacher. First, I have a natural love for children, and children get along with me very well. It is one of those nonobservable variables that exists between me and children. I am far from being perfect, but I get along very well with most children.

Second, I believe in chances, so I do not give up on people or children. I know that if I have a class full of kids I would want all of them to be successful students. I believe in finding solutions to any and every problem. I don't believe in quitting because of my academic experiences. With all of the chances I was given, I am going to

Educating children is a form of healing.

give all of my students as many chances as they need to find themselves as students.

Third, I believe teachers need to bond with students. When I reflect on my favorite teachers in my life, they were teachers who were my friends too. I see teachers wearing many titles besides TEACHER. I see psychologist, mother, father, friend and adviser. I believe students react to my behavior. The more I give of myself, the more they will give back to me. Fourth, I believe in a saying one of my favorite teachers told me: "Whatever you teach a child, it will not be digest-

ed completely by that student until they leave your classroom." I feel that learning is a slow process, and patience is a very crucial quality to have as a teacher.

Lastly, my best quality is that I am very personal with all students. I work with kids and try to make them feel that I understand them. I am very stern on good morals and manners. I am not old-fashioned. I just believe in respect, honesty and truthfulness. I feel that children will be better students if they become better people.

I will teach things that are not in the books. For instance, I believe that children will be better students if they like each other better or if they themselves better. I believe that ability starts inside and then reflects out of a person. So my tactics will involve molding the student completely. I feel this is how I would get the most out of my students. What makes me believe in my system is that the same type of philosophies as I do.

How will my experiences influence change in the school system? I soon to be a teacher who can influence change by my experiences as a view of the system. I believe that if teachers are aware of the signs of dyslexia and learning disabilities in the class, then fewer students will slip through the cracks. I also think that the special education program need to be changed. From my personal experiences, I feel that special education needs to be a combination of one on one and group teaching.

I believe in fairness within the system. I just want all students to have an equal opportunity. I have a life to devote to making the school system more balanced any way I can.

'We Are Losing ...'

Bill Cosby speaks out about black kids, hip-hop chic and his son, Ennis, an agent of 'change'

The words *HELLO FRIEND* welcome you into Bill Cosby's dressing room at the Kaufman-Astoria studio in Queens, N.Y. A bright, multicolor sign bears that greeting, the favorite of Cosby's only son, Ennis, murdered at 27 earlier this year. Black literature, jazz CDs and artwork depicting the struggle for 40 acres and a mule grace the walls.

Cosby is dressed in brown corduroy pants and a brown sweater, smoking a Cuban cigar. Though his face looks drawn and tired, it's clear that he loves interacting with people: the studio is jammed with his daughter Erin, 30, and old friends. And the set of "Cosby" is also full of younger black people, staff members busily preparing for the taping. His love for young people, he says, is what makes him angry at the images of them in the media. And, when he spoke to *NEWSWEEK*'s Allison Samuels last week, he was particularly annoyed at a new black sex comedy, "Booty Call."



Proud pop: 'Ennis cared; that's why he was my hero'

NEWSWEEK: You've mentioned that film several times today. What is it, exactly, that you object to?

COSBY: What do I think of "Booty Call"? [He gives a stern Cosby look.] You talk to the guys putting that image out there today and they'll say, "Would you rather me be waiting in the alley for you or making 'Booty Call'?" I say: "Have you looked in the paper in the want ads? There is something else you can be doing." There is a middle ground and there is no need for a "Booty Call," for the stuff that shows our young people only interested in the flesh and no other depth.

What about television? The new networks UPN and WB have been criticized for some of their black portrayals. Do you agree?

There is no excuse for those, either, or the lack of intelligence. We're talking about having an appreciation for a race of people. All they found at those networks is a way to say: "This is how these people act and that's why we refuse to allow a large number of them to network with us on Wall

Street or where-have-you." And that keeps us estranged from the rest of the country.

So the media perpetuate racism?

Yes. Get people from anywhere in the world and they all have this negative view of the black man, because of what they've seen, not what they know. We are a proud people in this country. You don't have a light bulb or a steamboat without us. But how can you impress anybody when all your shows or movies or songs are about the pursuit of the flesh? Isn't there a passion, an education or something else that can be talked about?

What bothers you the most about hip-hop?

I was with this kid the other day, about 23 years old, said he was a musician so I played him some of my music—jazz. Boy didn't know one instrument from another. But that's what happens when one machine does everything—so you don't learn. And it really frustrates me on the college campuses where you hope kids are learning and not just listening to that mess.

But a song or TV show isn't real life. Do you think kids really imitate what they see?

Yes, I think they do. Growing up in the projects we played cowboys and Indians—and we knew the Indians always lost so we all wanted to be cowboys. The kids today see the movies and they live those things out in true lifestyle.

But in the end it's all about uniforms and which one you choose to wear. If you put on a marine's uniform, you're going to stand proud. Why? Because you've put in the hard work to become one. You're not going to have a "hood walk." These kids have to understand that it's how you represent yourself that counts and makes people look at you and respect you.

Is this generation of kids being raised differently, and is that part of the problem?

Kids have so much more out there to choose from today with drugs, music and videos, and fewer voices of reason saying to them, "Look, I am watching out for you." Or "You can't do that here because I know your mother and father." And that hurts.

Are things going to get better or get worse?

We are losing ... whatever it is. You can't call it a war, because we don't have enough volunteers to go and declare anything. And any time the government becomes involved it's disaster. But nothing ever happens anyway until it hits the wealthy. Very few people listen to the lower-, lower-income people—which is a lot of people of color. And this is not just a black thing. White people have these problems, too, but the government prefers to keep it quiet. And they feel that by keeping it quiet eventually the people of color will just go away or scalp each other and everything will be OK.

So you have no hope?

I am very hopeful because there are people out there trying to find the answers. Like educators, they must have power. But it's easy for me as a performer to say anything, but I am not out there everyday fighting the fight with the troops everyday. [The answer is in hardworking people finding answers and fighting for change in the system.]

Ennis [who taught children with learning disabilities] was one of those people. He was going to make changes. And the beautiful part was that he never said it. He just cared and that's why he was my hero.

Let me tell you how I feel about Ennis. When people die, you will hear some people say that God called that person. I don't believe that. I mean I believe in God but I am not accepting that in this particular case. Yes, there may be some people that God will call in my mind. But God didn't call Ennis. It wasn't his time. The person who murdered Ennis is somewhere out there riding with the Devil.



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[View Related Topics](#)

July 12, 1998, Sunday, Orange County Edition

SECTION: Metro; Part B; Page 1; Metro Desk

LENGTH: 1509 words

HEADLINE: MARKHASEV: FROM HONOR STUDENT TO KILLER;
CRIME: A YOUNG MAN OF PROMISE IN LOS ALAMITOS, THE TEEN WHO TOOK THE LIFE OF ENNIS COSBY WAS A TEACHER'S DREAM UNTIL HE BEGAN TO REBEL.

BYLINE: STEVE BERRY and ABIGAIL GOLDMAN, TIMES STAFF WRITERS

BODY:

Mikail **Markhasev**, who emigrated here from Ukraine with his mother nine years ago, was on the college track in school.

After graduation, he probably could have chosen any top-notch university. Instead, the former Los Alamitos High School student chose to drop out and loiter in an alley, drinking beer with a group of petty thugs.

His young life has been full of bad choices, many of which reveal puzzling personality contradictions. Friends and educators say they can't understand the decisions he made, but the choices help explain why he turned to crime and is now known across the country as the racist street thug who killed Ennis Cosby, the only son of entertainer Bill Cosby.

His mother, a dressmaker, still has a thick Ukrainian accent. He lost his quickly and earned a seat in honors English classes, yet he affects a Spanish accent.

He could have been a leader, but he chose to follow.

He wanted to fit in, friends say, and he chose the company of gang members; yet, even among them, he stood out.

"It's really a shame that this young man, who seemed to really enjoy school, got on the wrong side," said Principal Robert Kladifko of Reseda High School, where Markhasev enrolled in the 10th grade.

Sitting at his desk last week, Kladifko reviewed Markhasev's records since elementary school, including a year at John Burroughs Middle School, where he was in classes for gifted children.

"You have to be highly motivated for that program," he said.

When he finished looking at the records, Kladifko closed the file. A school picture of a cherubic-looking little boy was attached.

"That's him there," he said. "Here's a young man who could have really made a contribution to society and to his family."

Instead, on Jan. 16, 1997, Markhasev, 19, murdered Cosby, another promising young man, who happened to be in the wrong place at the wrong time. Cosby, 27, was a doctoral student on winter break

from Columbia University Teachers College, where he was studying to help children with special learning problems.

On that particular morning before dawn, Cosby had pulled off the San Diego Freeway onto Skirball Center Drive to change a flat tire.

Markhasev was there, too, planning to rob a drug connection at a nearby house. But he couldn't reach the drug connection, so the man putting a fresh tire on a Mercedes-Benz convertible became his victim.

Many details of Markhasev's life are sketchy. His mother, Victoria Markhasev, declined to be interviewed. But his story emerges from school records and interviews with friends and schoolmates.

Markhasev's problems go back to his early years. He was only 8 when his mother and father divorced.

Nevertheless, he seemed to flourish.

In 1989, he and his mother left the Ukrainian city of Lvov, an industrial and cultural center of 800,000, and settled in Los Angeles, where he attended Gardner Street Elementary School in Hollywood.

He made all A's and Bs at Gardner, and he had perfect attendance.

"Good progress in English," a teacher's note said when he was in fifth grade, adding, "Here's a young man who came here as a limited English speaker. Excellent math skills."

In sixth grade, he demonstrated "excellent progress." He was tested for the gifted program, was accepted and transferred to Burroughs for seventh grade.

No Hint of **Trouble**

Nothing in his teachers' notes indicated he was headed for **trouble**. About the worst they could say was that young Markhasev talked out of turn.

The following year, he and his mother moved to Los Alamitos, a middle-class suburb of 12,000 people on the western edge of Orange County.

It's a quiet community with a crime rate well below the county average and a school district that is among the best in the state.

Markhasev continued to do well, although there was a minor warning about some absences, Kladifko said.

But he kept making good grades. In ninth grade, he was at Los Alamitos High School, which has about 2,500 students. It seemed to be the perfect place for Markhasev.

Of its students, 80% regularly complete college entrance exams and more than half attend four-year colleges. Its dropout rate is less than 1%.

Markhasev got off to a good start. He took Spanish and honors English, and he played wide receiver on the freshman football team.

His teachers liked him.

"He's a pleasure to teach," said one note. "He's conscientious, a diligent worker."

Students also liked him, and he picked up the nickname "Skippy."

Robert Subia, 20, who had an auto shop class with Markhasev, said he was shocked at Markhasev's turn. "This is really weird. I would talk to him and stuff, and he never seemed like a troublemaker. He was a nice, everyday kind of dude."

- In honors English, Erika Artukovic, 19, knew him as intelligent, popular, quiet, maybe a bit flirtatious.

"He never seemed like he had an attitude, like some guys who are so worried about being cool."

But others saw a different side.

"He just thought he was a little white boy who wanted to be a cholo. He was a wannabe; he wanted to be a gang member," one former classmate said.

Markhasev began associating with a Latino gang and took a new moniker, "PWee," a street name that he would one day write on cell walls and jailhouse letters that eventually played a key role in sending him to prison for the rest of his life.

Teachers saw some changes too. They continued complaining about excessive talking. But more serious notations started appearing, such as missing assignments and failure to show up for a detention. He got into a couple of fights, classmates said, and twice he was suspended, once for tagging school property with graffiti and once for drug possession.

Neighborhood Haunt

Kathleen Bias, a 38-year-old mother of two, saw Markhasev in his gang life while he and his friends hung out in an alley that ran in front of her home. Among those friends were Eli Zakaria and Sara Ann Peters, two Orange County residents who were with Markhasev the night Cosby was killed.

"He got hooked up with the wrong people and showed poor judgment in his choice of friends," Bias said. "Those were people who made him think he was one of them. They were nice to him."

The alley was their main haunt, Bias said.

During the day, they would often sit in the small park that backed onto the alley, alternating among the patch of grass, two swing sets and a few benches. On a paved border that enclosed the park, Bias said, it used to read "Mike loves Maggie," who was Markhasev's then-16-year-old girlfriend.

At night, the group huddled in a few secluded spots that shielded them from police, who would drive up and down the main streets, shining their lights onto the little paved strip of garages and trash cans.

One of those spots is right outside Bias' bedroom window, which meant that she often saw the boys as she came and went about her business, sometimes acquiescing to their requests for cigarettes, sometimes shushing them as they carried on into the night.

Bias, who believes Markhasev was framed for Cosby's murder and testified in his defense during the trial, said Markhasev was different from the other boys. He was quieter, she said, and more polite.

"He didn't have that hard-core aura about him," Bias said. "He seemed to be a follower, not a leader."

He once helped her change a tire, she said. Another time, Markhasev had a friend ask Bias if he could use her bathroom because he was too shy to ask for himself, she said.

On another occasion, she asked for his name and he gave it to her over the protests of his friends, who tried to insist that he only tell her his gang moniker.

"I thought that was cool of him to do in front of his friends," Bias said.

In 1995, in an apparent attempt to get him out of that environment, his mother moved to Encino, but he continued to frequent Los Alamitos.

In the San Fernando Valley, he enrolled at Reseda High School in the 10th grade, but he wasn't there

long, Kladifko said. He dropped out to serve a six-month stint in Los Pinos Juvenile Detention Center for an offense authorities decline to reveal. He never returned.

Kladifko said he didn't know Markhasev when he was there. But when reporters started calling him about his former student last year, he started looking into his records and discovered the story of his decline.

He concedes that Markhasev made his own choices, that other students encounter worse hardships and adjustment problems without resorting to crime and murder. But Kladifko finds little solace in that thought.

"Somehow, we failed him," he said. "He was doing extremely well in school. I really feel bad. He did what he did because something permanent in his life was lacking."

"We--meaning society, the schools, parents--do the best we can during the time we have them. There comes a time when you have to open up your hands and let them fly away and just hope that they don't divebomb and crash."

Staff writer Esther Schrader and correspondent John Canalis contributed to this report.

GRAPHIC: PHOTO: Markhasev after his arrest in the killing.

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NATIONWIDE
August 1998

*pg 1-
- mtr
- Anu Neera*

Hello. My name is _____. I'm calling for National Opinion Surveys. We are conducting a public opinion survey and I would like to ask you some questions. We are not selling anything, and I will not ask you for a contribution or donation.

Could I please speak with the (male/female) 18 or older in your household who celebrated a birthday most recently?

1. First, are you registered to vote at this address? [IF NO, ASK FOR A FAMILY MEMBER WHO IS. IF NONE, TERMINATE AND MARK TQ1 ON SAMPLE SHEET]
2. Now I'm going to read you a list of problems facing children, please tell me which of the following would you say is the biggest problem currently facing children in your community?

READ AND ROTATE

___ Child abuse and neglect	6
___ Lack of parental involvement	28
___ Increased crime and violence	4
___ Poor schools	3
___ Drugs	10
___ Lack of quality child care	2
___ Poor health care	1
___ Lack of quality after school and summer programs	5
___ Lack of discipline	14
___ Declining values	6
___ Breakdown of the family unit	10
___ Lack of role models	4
(all) [but if you had to pick one]	8
(none)	0
(dk/refused)	0

3. Thinking specifically about the time children spend after school hours, of the following what worries you most about this time after school?

READ AND ROTATE

___ Children are alone and unsupervised	26
___ There are no structured activities for children to do	10
___ Children are isolated	2
___ Juvenile crime is increasing	8
___ Children spend most of their time watching television	15
___ Children not doing their homework	2
___ Children spend their time hanging out	5
___ Children have no adult supervision and are too influenced by peers	19
___ Children can't explore their own neighborhoods like they used to	5
(none of the above)	8
(all of the above)	0
(don't know)	0

4. Do you agree or disagree there should be some type of organized activity or place for children and teens to go after school? (If agree/disagree, Ask: Is that strongly/not so strongly?)

Strongly agree	78	92
Not so strongly agree	14	
Not so strongly disagree	4	
Strongly disagree	3	7
(don't know)	2	

5. Of the following, who do you think should be responsible for setting up after school programs in your community?

READ AND ROTATE; CHECK ALL THAT APPLY

☐ Local government	20
☐ School districts	19
☐ Individual schools	7
☐ Community organizations, like the YMCA	22
☐ Churches	15
☐ Parents' groups	30
☐ Cultural institutions like local museums	4
☐ Businesses	4
(federal government)	2
(state government)	2
(none of the above)	1
(all of the above)	13
(don't know)	1

SPLIT SAMPLE A

6. Is your general impression of most after school programs in the nation very positive, somewhat positive, somewhat negative, very negative, or don't you have an impression?

Very positive	19	61
Somewhat positive	41	
Somewhat negative	9	
Very negative	3	12
No impression	21	
(don't know)	6	

7. How difficult do you think it is for most parents to find after school programs in the nation -- very difficult, somewhat difficult, not too difficult, or not difficult at all?

Very difficult	26	72
Somewhat difficult	47	
Not too difficult	14	
Not difficult at all	3	17
(don't know)	11	

[END SPLIT SAMPLE A, GO TO Q.10]

SPLIT SAMPLE B

8. Is your general impression of most after school programs in your community very positive, somewhat positive, somewhat negative, very negative, or don't you have an impression?

Very positive	28	64
Somewhat positive	36	
Somewhat negative	10	
Very negative	4	14
No impression	17	
(don't know)	6	

9. How difficult do you think it is for most parents to find after school programs in your community -- very difficult, somewhat difficult, not too difficult, or not difficult at all?

Very difficult	25	64
Somewhat difficult	40	
Not too difficult	13	
Not difficult at all	13	27
(don't know)	9	

[END SPLIT SAMPLE B, GO TO Q.10]

RESUME ASKING ALL

10. Which of the following would you say is the biggest problem facing parents in your community when it comes to after school programs?

READ AND ROTATE

Finding the program	18
Finding affordable programs	26
Finding programs which are close-by and accessible	16
Finding quality programs	13
Finding safe programs	4
Finding programs that have a variety of educational activities	8
(all of the above)	5
(none of the above)	2
(no problem facing parents)	2
(don't know)	6

11. Does your community currently provide daily after school programs or does it not provide daily after school programs?

provides daily after school programs (GO TO Q.12)	41
does not provide daily after school programs (GO TO Q.13)	33
(provides some programs, but not enough) (GO TO Q.12)	7
(don't know/refused) (GO TO Q.13)	19

IF Q.11 = 1 or 3

12. How would you rate the after school programs currently available in your community -- excellent, good, just fair, poor or don't you know?

Excellent	13	62
Good	49	
Just fair	24	
Poor	2	26
Don't know	12	

RESUME ASKING ALL

13. If after school programs are not available to children in your area how upset would you be by this -- very upset, somewhat upset, not too upset, or not upset at all?

Very upset	34	76
Somewhat upset	42	
Not too upset	12	
Not upset at all	7	20
(don't know)	5	

14. Where would you most want to see after school programs take place?

READ AND ROTATE

__ At public schools	49
__ At a community center	20
__ At boys and girls clubs	4
__ At the YMCA or YWCA	9
__ At the boy scouts or girl scouts	3
__ At churches or temples	7
__ At libraries	2
__ At cultural institutions, like museums	2
(don't know)	4

15. Now let me read you a program which some people have recommended implementing. This program would use public school buildings during after school hours to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention.

Having heard this description would you favor or oppose putting this program into schools in your community? (If favor/oppose, Ask: Is that strongly/not so strongly?)

Strongly favor	67	89
Not so strongly favor	22	
Not so strongly oppose	3	
Strongly oppose	3	6
(don't know)	4	

SPLIT SAMPLE A

Now let me read you some different names other people have given for the school-based program I just read to you. For each one, please rate on a scale which goes from 0 to 10, where 0 means you think it does not describe the above program at all and 10 means you think it describes the above program very well.

[CODE ACTUAL NUMBER 0-10. Don't know = 99]

[ROTATE Q.16-Q.23] AVERAGE

_16. After school programs	6.4
_17. Community schools	5.5
_18. Community learning center	6.5
_19. Extended learning	6.8
_20. Youth development	6.9
_21. School age child care	5.6
_22. Extended day	5.9
_23. Enrichment programs	7.0

[CONTINUE SPLIT SAMPLE A, GO TO Q.32]

SPLIT SAMPLE B

Now let me read you some different names other people have given for the school-based program I just read to you. For each one, please tell me how favorable you feel towards each name -- very favorable, somewhat favorable, not too favorable, or not favorable at all.

	Very fav.	Smwht fav.	Not too fav.	Not fav. (don't at all know)
[ROTATE Q.24-Q.31]				
_24. After school programs	45	39	10	5 1
_25. Community schools	28	45	20	6 2
_26. Community learning center	37	42	12	7 2
_27. Extended learning	34	40	17	7 2
_28. Youth development	39	39	14	6 2
_29. School age child care	31	38	18	12 1
_30. Extended day	31	37	21	10 2
_31. Enrichment programs	36	43	14	5 2

[CONTINUE SPLIT SAMPLE B, GO TO Q.35]

SPLIT SAMPLE A

Regardless of how you think about the above program, for the ease of the rest of the survey, we will be referring to this program as after school programs which are based in the schools.

[NOTE TO INTERVIEWERS: REMIND THROUGHOUT REMAINDER OF SURVEY THAT REFERRING TO THE FOLLOWING PROGRAM: This program would use public school buildings during after school hours to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention.]

32. Do you favor or oppose providing school-based enrichment programs during after school hours in your community? (If favor/oppose, Ask: Is that strongly/not so strongly favor/oppose?)

Strongly favor	75	92
Not so strongly favor	17	
Not so strongly oppose	1	
Strongly oppose	3	4
(don't know)	4	

33. This program will cost \$1,000 per child, per school year, how willing would you be to use additional federal or state taxpayer money to put these school-based programs in your community even if it raises your taxes \$10 a year -- very willing, somewhat willing, not too willing, or not willing at all?

Very willing	43	80
Somewhat willing	36	
Not too willing	10	
Not willing at all	8	17
(don't know)	3	

34. How willing would you be to fund these school-based programs in local communities if you knew one program would cost between \$35,000 and \$200,000 per year -- very willing, somewhat willing, not too willing, or not willing at all?

Very willing	26	70
Somewhat willing	44	
Not too willing	13	
Not willing at all	11	25
(don't know)	5	

[END SPLIT SAMPLE A, GO TO Q.38]

SPLIT SAMPLE B

Regardless of how you think about the above program, for the ease of the rest of the survey, we will be referring to this program as after school programs which are based in the schools.

[NOTE TO INTERVIEWERS: REMIND THROUGHOUT REMAINDER OF SURVEY THAT REFERRING TO THE FOLLOWING PROGRAM: This program would use public school buildings during after school hours to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention.]

35. Do you favor or oppose making daily after school programs available to all children? (If favor/oppose, Ask: Is that strongly/not so strongly favor/oppose?)

Strongly favor	74	93
Not so strongly favor	19	
Not so strongly oppose	3	
Strongly oppose	3	6
(don't know)	1	

36. This program will cost \$1,000 per child, per school year, how willing would you be to use additional federal or state taxpayer money to make these programs available to all children even if it raises your taxes \$10 a year -- very willing, somewhat willing, not too willing, or not willing at all?

Very willing	44	75
Somewhat willing	30	
Not too willing	12	
Not willing at all	13	25
(don't know)	1	

37. How willing would you be to make these programs available to all children if you knew one program would cost between \$35,000 and \$200,000 per year -- very willing, somewhat willing, not too willing, or not willing at all?

Very willing	30	65
Somewhat willing	35	
Not too willing	14	
Not willing at all	18	31
(don't know)	4	

[END SPLIT SAMPLE B, GO TO Q.38]

RESUME ASKING ALL

38. Who do you think should be responsible for paying for after school programs?

READ AND ROTATE; CHECK ALL THAT APPLY

☐ Parents	55
☐ Federal government	27
☐ State government	28
☐ Local government	26
☐ Public schools	18
☐ Private sector	14
(don't know)	4

[SPLIT SAMPLE A, GO TO Q.39]

[SPLIT SAMPLE B, GO TO Q.40]

SPLIT SAMPLE A

39. Which one of the following statements comes closest to your own view?

Some people say the responsibility for paying for after school care should be the parent's responsibility. 30

Other people say the responsibility for paying for after school care should be all taxpayers' responsibility 28

(both) 27

(neither) 12

(don't know) 4

[END SPLIT SAMPLE A, GO TO Q.41]

SPLIT SAMPLE B

40. Which one of the following statements comes closest to your own view?

Some people say the responsibility for paying for after school programs should be the parent's responsibility. 31

Other people say the responsibility for paying for after school programs should be all taxpayers' responsibility 27

(both) 35

(neither) 6

(don't know) 2

[END SPLIT SAMPLE B, GO TO Q.41]

RESUME ASKING ALL

Now, let me read you a list of reasons some people have given on why schools should be used to meet after school care needs and tell me how important each one is to you. Is it one of the most important reasons, very important, somewhat important, a little important or not important at all a reason to use schools to provide after school programs. one of

	the most	Very imp.	Smwht imp.	A little imp.	Not at all	(don't know)
[ROTATE Q.41-Q.51]						
__41. Schools have available space	22	57	15	2	3	1
__42. Schools can help less advantaged parents .	27	49	17	3	3	1
__43. Schools have a ready pool of volunteers they can rely on	21	47	21	6	5	1
__44. Programs in schools can have an educational component	28	51	14	3	3	1
__45. Schools can provide teachers for the programs	26	47	17	5	4	1
__46. Schools are conveniently located	28	52	14	4	3	1
__47. Schools are integrated into the community .	26	49	15	5	3	1
__48. Schools are trusted in the community by parents	30	46	15	4	2	2
__49. Schools are a safe place for children	36	44	13	3	3	1
__50. Schools already have the computers, libraries and facilities necessary	36	47	11	3	2	1
__51. Parents would not have to worry about transportation	29	46	16	3	5	1

Now I want you to tell me how important you feel it is to ensure that after school programs are available at the following grade levels in schools -- very important, somewhat important, not too important, or not important at all.

	Very imp.	Smwht imp.	Not too imp.	Not imp.(don't at all know)	
__52. Elementary school (K through 5th grade) . .	65	27	5	2	1
__53. Middle school (6th grade through 8th grade)	63	30	2	3	1
54. High school (9th grade through 12th grade)	50	33	8	7	1

55. Which level is it more important to have after school programs -- elementary school, middle school, or high school?

Elementary school	42
Middle school	32
High school	20
(don't know)	6

[SPLIT SAMPLE A, GO TO Q.56]
[SPLIT SAMPLE B, GO TO Q.70]

SPLIT SAMPLE A

Now let me read you a list of things other people have said they would like to see after school programs provide for children. For each one, please tell me if it is one of the most important things after school programs can provide for kids, is very important, is somewhat important, is not too important, or is not important at all.

one of Very Smwht Not too Not at (don't
the most imp. imp. imp. all know)

[ROTATE Q.56-Q.69]

__56. Provide a creative outlet	23	57	15	2	2	1
__57. Prepare children for a productive future . . .	34	48	13	2	2	1
__58. Provide extended day care	28	40	23	5	3	1
__59. Provide structured, adult supervision	40	45	11	2	2	1
__60. Provide a safe place for children to go	40	47	9	1	2	1
__61. Create excitement about learning	32	49	13	2	1	2
__62. Provide discipline	39	38	16	4	2	1
__63. Get children off the streets	46	39	9	2	2	1
__64. Provide a place where homework can be done	24	53	15	3	3	1
__65. Provide opportunities to learn and master new skills	34	45	16	2	2	1
__66. Provide opportunities for teamwork	24	52	17	4	3	1
__67. Provide tutoring	30	49	16	1	2	1
__68. Provide access to computers and technology	35	46	13	2	2	1
__69. Provide sports and recreation	24	45	22	5	4	1

[CONTINUE SPLIT SAMPLE A, GO TO Q.81]

SPLIT SAMPLE B

Now I am going to read you a list of activities which may be included in after school programs and I want you to tell me if you be more or less favorable towards an after school program which includes that activity. (If more/less favorable, Ask: Is that much/somewhat more/less favorable?)

	Much more fav	Smwh more fav	Smwht less fav	Much less fav	(don't know)
[ROTATE Q.70-Q.80]					
__70. Athletic activities	40	53	6	1	0
__71. Teaches computer skills	53	39	5	1	1
__72. Reinforces basic skills	51	41	5	2	0
__73. Preparing kids for careers and college	48	41	9	2	0
__74. Teaches theater, art, music, and dance . . .	35	47	15	2	0
__75. Family counseling opportunities	42	44	10	3	1
__76. Tutoring and homework help	55	40	4	1	0
__77. Creates excitement about academics	45	41	10	2	1
__78. Provides opportunities for community service	37	47	14	2	0
__79. Provides opportunities for competition other than in sports	36	48	13	2	0
__80. Offers a chance to learn games of skill, like chess	34	46	17	3	0

[CONTINUE SPLIT SAMPLE B, GO TO Q.95]

Parents sharing fr. peers
Get off streets not doing homework
Safe place to go
Computer Technology

Non parents
Get off streets
Adult Supervision
Safe place to go

SPLIT SAMPLE A

Now I am going to read you a list of items that could result from an after school program. After each item, please tell me how likely you think that will happen as a result of a student attending a school-based after school program -- very likely to happen, somewhat likely, somewhat unlikely, or very unlikely to happen.

	Very Likely	Smwht Likely	Smwht Unlike	Very Unlike	DK
[ROTATE Q.81-Q.94]					
__ 81. Aids academic achievement	39	52	5	3	1
__ 82. Builds social skills	42	49	7	2	0
__ 83. Keeps kids safe	49	43	5	2	1
__ 84. Offers cultural enrichment	43	44	10	3	1
__ 85. Prevents juvenile crime	46	42	6	4	2
__ 86. Helps working families	53	37	7	3	1
__ 87. Gives kids role models	44	44	7	3	1
__ 88. Defines a new vision for schools	39	45	9	4	3
__ 89. Creates college bound students	43	42	8	5	2
__ 90. Promotes a well-developed child	45	43	8	4	1
__ 91. Promotes creativeness and innovation	42	48	6	3	2
__ 92. Promotes confidence	45	45	5	3	2
__ 93. Allows more avenues for parents to be involved	43	41	10	4	2
__ 94. Encourages exploration of individual talents	45	45	4	5	1

[END SPLIT SAMPLE A -- GO TO Q.109]

SPLIT SAMPLE B

Now I am going to read you a list of items that could result from an after school program. Please rate how you would feel if each of these items actually happened. Use a scale of zero to ten where zero means it is one of the worst things that could happen and 10 means it is one of the best things that can happen as a result of a student attending a school-based after school program. Again, if you are not sure, please say so. [CODE ACTUAL NUMBER 0-10. Don't know = 99]

AVERAGE

[ROTATE Q.95-Q.108]

__95. Aids academic achievement	8.4
__96. Builds social skills	8.3
__97. Keeps kids safe	8.7
__98. Offers cultural enrichment	8.0
__99. Prevents juvenile crime	8.6
__100. Helps working families	8.4
__101. Gives kids role models	8.3
__102. Defines a new vision for schools . .	7.8
__103. Creates college bound students . . .	8.4
__104. Promotes a well-developed child . .	8.5
__105. Promotes creativeness and innovation	8.4
__106. Promotes confidence	8.6
__107. Allows more avenues for parents to be involved	8.5
__108. Encourages exploration of individual talents	8.6

[END SPLIT SAMPLE B -- GO TO Q.109]

RESUME ASKING ALL

Now let me read you a list of actions that other people have said they would be willing to do in order to bring school-based after school programs to their community. For each one, please tell me how willing you would be to do that activity -- very willing, somewhat willing, not too willing, or not willing at all?

	Very Will	Smwht Will	Not too Will	Not Will at all	DK
[ROTATE Q.109-Q.113]					
__109. Call or write the principals or school boards in your community	35	43	12	10	0
__110. Call or write your state or federal legislators	30	38	17	14	1
__111. Volunteer at an after school program in your community .	31	34	18	16	1
__112. Call a toll free number to get a resource guide on how to set up after school programs in your community	30	31	20	18	1
__113. Have your taxes increased by ten dollars per year to pay for the program	37	37	10	16	1

[SPLIT SAMPLE A, GO TO Q.114]

[SPLIT SAMPLE B, GO TO Q.117]

SPLIT SAMPLE A

Now, I am going to read you a series of statements people have given on this issue and I want you to tell me whether you be more or less likely to support providing school-based after school programs based on that statement. [If more/less likely, ask: Is that much/somewhat more/less likely?]

	Much more likely	Smwht more likely	Smwht less likely	Much less likely	DK
[ROTATE Q.114-Q.116]					
__114. In order to make our schools safer we need after school programs in place to provide children with a supervised environment which gives them structured activities, instead of allowing them to spend so much free time unsupervised	44	48	5	2	1
__115. We need to invest in quality after school programs for the work force of the future. Business leaders recognize the importance of a good solid education which encompasses both time in school and time spent out of school. They know without a sound education system our children will not be productive members in the workplace and compete in the global economy of the 21st century. We need to support our schools and after school programs so we can all graduate to a better future.	52	38	7	2	1
__116. The hours after school are just as important as the time they spend in school and we need to provide an environment which allows them to continue the learning process and develop to their fullest potential. These hours should be used to strengthen basic skills and allow children to explore new skills. This is time which should be focused on individual development and we need to give all children this opportunity.	53	41	4	2	1

[END SPLIT SAMPLE A, GO TO Q.121]

SPLIT SAMPLE B

Now, I am going to read you a series of statements people have given on this issue and I want you to tell me whether you be more or less likely to support providing school-based after school programs based on that statement. [If more/less likely, ask: Is that much/somewhat more/less likely?]

Much more likely	Smwht more likely	Smwht less likely	Much less likely	DK
------------------------	-------------------------	-------------------------	------------------------	----

[ROTATE Q.117-Q.120]

__117. We need to provide quality school-based after school programs for our children so that latch key kids will have a place to go which provides them a stimulating and safe environment. Too often these days children have to go home after school with only the television for company. Providing them with after school programs will allow our kids to have the socialization they need and the stimulation they need to continue learning when they are out of school. [Does this make you more or less likely to support providing school-based after school programs. Is that much more/less or somewhat more/less likely?] 40 52 5 2 1

__118. We are all stakeholders in the education of our children. We rely on children and their education today to support us tomorrow. The older generation will depend on the younger generation. Chances are you will depend on the airline mechanic, the nurse or electrician for your health and safety who will be a product of the time they spend both in school and out of school. Everyone's future depends on the children and we need to prepare them to face the future. They will be the ones taking care of us. Youth are 25 percent of the present and 100 percent of the future. 38 50 8 2 1

__119. We need after school programs because of the changing economy. Nowadays both parents in many families need to work in order to make ends meet. This means many children come home after school to empty homes. We need to provide these parents with peace of mind knowing their children are safe and being looked after by caring adults 39 49 10 2 1

__120. Police chiefs tell us that the after school hours are the most dangerous for children and teens. Everyday in America 5 million children are left home alone after school. It is during this time period that more juvenile crimes occur and more teen pregnancies happen. We need to establish after school programs for all of our children. By taking them off the street we will all be safer. 45 45 5 3 1

[END SPLIT SAMPLE B, GO TO Q.121]

RESUME ASKING ALL

__121. We need parents to take more responsibility for raising and caring for their children. While after school programs can have a positive effect, they would not do as much for making children's lives better as parents making more of an effort to spend time with their children. Much of the discipline problems with young people today stems from the fact that too many parents are relying on others to raise their children, instead of taking responsibility themselves 47 39 9 4 1

122. Sometimes during the course of a survey people change their minds. Now let me read you the description of the program again. This program would use public school buildings during after school hours to provide children with fun, enriching learning opportunities that extend beyond school's traditional academic style, that challenge them, and that give them more individualized attention.

Having heard this description would you favor or oppose putting this program into schools in your community? (If favor/oppose, Ask: Is that strongly/not so strongly?)

Strongly favor	73	90
Not so strongly favor	17	
Not so strongly oppose	4	
Strongly oppose	3	7
(don't know)	3	

Thank you. The few remaining questions are for classification purposes only.

123. Generally speaking, do you think of yourself as a Republican, a Democrat, an independent, or something else?

[IF REPUBLICAN OR DEMOCRAT ASK:] Do you consider yourself a strong (Republican/Democrat) or a not so strong (Republican/Democrat)?

[IF INDEPENDENT ASK:] Would you say that you lean more toward the Republicans or more toward the Democrats?

strong Republican	19	32
not so strong Republican	8	
indep. leans Republican	4	
independent	25	
indep. leans Democratic	6	
not so strong Democrat	13	
strong Democrat	16	35
dk/na/other	9	

124. On political issues do you consider yourself a liberal, a conservative, or a moderate?

(IF LIBERAL OR CONSERVATIVE:) Would you call yourself a strong (liberal/conservative), or somewhat (liberal/conservative)?

(IF MODERATE:) Do you think of yourself as closer to being liberal or being conservative?

Strong liberal	13	25
Not strong liberal	6	
Moderate - lean liberal	6	
Moderate	32	
Moderate - conservative	9	
Not strong conservative	9	
Strong conservative	17	35
(Other)	1	
(Don't know/refused)	6	

125. What is your age? [CODE ACTUAL AGE. REFUSED=99] _____
126. IF REFUSED: I am going to read you some age categories. Stop me when we get to your category:
- | | |
|----------------------|----|
| 18-24 years | 9 |
| 25-29 | 9 |
| 30-34 | 11 |
| 35-39 | 12 |
| 40-44 | 11 |
| 45-49 | 9 |
| 50-54 | 9 |
| 55-59 | 6 |
| 60-64 | 5 |
| Over 64 | 18 |
| (refused/don't know) | 3 |
127. Are you married, single, separated, widowed, or divorced?
- | | |
|--------------------|----|
| Married | 61 |
| Single | 22 |
| Separated/divorced | 9 |
| Widowed | 7 |
| (Don't know) | 0 |
128. [IF MARRIED MALE] Does your wife work, half-time or more outside the home, or would you say that her work is mainly at home?
- | | |
|--------------|----|
| Employed | 62 |
| At home | 36 |
| (Don't know) | 3 |
129. [IF FEMALE RESPONDENT] Do you have a paid job, half-time or more or would you say that your work is mainly at home?
- | | |
|--------------|----|
| Employed | 54 |
| At home | 42 |
| (Don't know) | 4 |
130. Do you have any children 18 years of age or younger?
- | | |
|----------------------------|----|
| Yes [GO TO Q.131] | 38 |
| No [GO TO Q.134] | 62 |
| (Don't know) [GO TO Q.134] | 1 |
131. What is the age of your youngest child? ____
132. How many children do you have in your household? _____
133. Do your children attend public school, private school, or parochial or religious school?
- | | |
|-------------------------------|----|
| Public school | 72 |
| Private school | 6 |
| Parochial or religious school | 6 |
| (attend more than one type) | 4 |
| (don't know) | 13 |

RESUME ASKING EVERYONE

134. Do you have any grandchildren?
- | | |
|--------------------|----|
| Yes | 31 |
| No | 67 |
| (Don't know) | 2 |
135. What is the last year of schooling that you have completed?
- [CIRCLE ONE - DO NOT READ]**
- | | |
|--|----|
| 1 - 11th grade | 9 |
| High school graduate | 29 |
| Non-college post H.S.(e.g. tech) | 4 |
| Some college (jr. college) | 21 |
| College graduate | 27 |
| Post-graduate school | 9 |
| (Don't know) | 1 |
136. How would you describe the area in which you live--Do you live in a city with over a million people, in a smaller city, in a suburban area outside a city, in a small town, or in a rural area?
- | | |
|-------------------------|----|
| City (1 million+) | 15 |
| Smaller city | 22 |
| Suburban area | 24 |
| Small town | 24 |
| Rural area | 13 |
| (Don't know) | 1 |
137. What is your race? Do you consider yourself an hispanic, latino or a Spanish-speaking American?
- | | |
|---|----|
| White | 77 |
| Black | 11 |
| Hispanic (Puerto Rican, Mexican-American, etc.) | 8 |
| Native American | 1 |
| (Other) | 3 |
| (Don't know/refused) | 1 |

PRESIDENT CLINTON: REDUCING YOUTH CRIME AND INCREASING ACADEMIC PERFORMANCE

June 17, 1998

"We all agree that our children should have teachers and responsible adults as role models, not drug dealers and gang leaders. I am confident that Congress will act soon to fully fund the 21st Century Learning Centers Initiative, and help our children say no to drugs, alcohol, and crime, and yes to reading, soccer, computers and a brighter future. That is the kind of bipartisan support America needs to meet our greatest national challenges. Whenever we choose progress over partisan politics, the American people win."

President Bill Clinton
June 17, 1998

Today, at a Rose Garden event, President Clinton is joined by First Lady Hillary Rodham Clinton, Attorney General Janet Reno, Secretary of Education Richard Riley, Senator James Jeffords (R-VT), and Rep. Leonard Boswell (D-IA) in announcing new grants to establish and expand after-school programs across the country through the 21st Century Community Learning Centers Program. The President will also release a report by the Departments of Justice and Education which shows that after-school programs can work to lower juvenile crime rates, reduce tobacco, drug, and alcohol use among children and improve academic performance.

A DEMAND FOR AFTER-SCHOOL PROGRAMS. Reports show that over 28 million school-age children have both parents, or their only parent in the workforce. At least 5 million, and possibly as many as 15 million children are left alone at home each week. Incidents of violent crime by juveniles more than double in the hour after most schools let out and our children are at the greatest risk of being the victim of a violent crime in the hours immediately after school lets out. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use drugs, alcohol, and tobacco, commit crimes, receive poor grades and drop out of school than those who are involved in supervised, constructive activities.

A PRESIDENTIAL PLAN FOR ACTION. Today, the President announces new grants to establish 21st Century Community Learning Center after-school programs for our nation's children. The grants will be disbursed to 315 schools in 36 states who will provide programs for children after school, and during the weekends and summers, in safe, drug-free and supervised environments. This was one of the most competitive grant programs ever managed by the Department of Education; over 2,000 applications were received, but only 1 of 20 applicants could be funded.

AFTER-SCHOOL PROGRAMS CAN REDUCE JUVENILE CRIME AND BOOST ACADEMIC PERFORMANCE. The President will release a new report issued by the Departments of Justice and Education, which shows the positive effects after-school programs can have on children:

- Many communities that have adopted after-school initiatives have experienced lower juvenile crime rates and lower tobacco, drug, and alcohol use among young people;
- Quality after-school programs improve academic performance -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back.

A CHILD CARE AGENDA FOR THE 21ST CENTURY. The President's child care agenda proposes a dramatic investment in the 21st Century Community Learning Centers Program to benefit up to one-half million children each year. The President's proposal requires that schools work closely with community organizations in establishing these programs, and provides funding for community-based organizations to establish or expand their own after-school programs. The 21st Century Community Learning Centers Program is part of the President's historic child care initiative to help families pay for child care, improve the safety and quality of care, and promote early learning.



06/17/98
08:58:15 AM

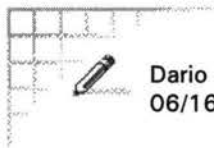
Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject: After School

----- Forwarded by Neera Tanden/WHO/EOP on 06/17/98 09:07 AM -----



Dario J. Gomez
06/16/98 07:31:30 PM

Record Type: Record

To: Sharon K. Gill/WHO/EOP, Bronson J. Frick/WHO/EOP, Neera Tanden/WHO/EOP

cc: Broderick Johnson/WHO/EOP, Janet Murguia/WHO/EOP, Mindy E. Myers/WHO/EOP

Subject: After School

Sharon, this is the most up to date list of attendees. In addition to Members, I will need 11 staff seats somewhere in the audience. If this is a problem, I'll understand. Also, Rep. Boswell's wife and daughter will be attending, so I'll need two seats available for them, preferably up close.

Confirmed To Attend:

Sen. Jim Jeffords
Sen. Barbara Boxer
Sen. Herb Kohl
Sen. Joe Biden
Rep. Leonard Boswell
Rep. Loretta Sanchez
Rep. Lynn Woolsey
Rep. Ben Cardin
Rep. Donald Payne
Rep. Bennie Thompson
Rep. Harold Ford, Jr.
Rep. William Jefferson
Rep. Zoe Lofgren
Rep. John Baldacci

Pending:

Sen. Edward Kennedy
Rep. Harold Rogers

Jordan Tamagni

06/17/98 08:09:20 AM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject: I'll still write in a few changes to POTUS copy 

Revised Draft 6/16/98 6:00pm

Jordan Tamagni

**PRESIDENT WILLIAM J. CLINTON
REMARKS FOR AFTER-SCHOOL EVENT
THE WHITE HOUSE
June 17, 1998**

Acknowledgments: Sec. Riley; AG Reno; Sen. Jeffords; Sen. Boxer [*for early leadership in supporting after-school programs*]; Rep. Boswell; Baltimore Police Chief Tom Frazier; Gloria Nava [nah-vah] [*parent of child in after-school program receiving grant*].

As Hillary and Gloria made so clear, for millions of Americans, "Home Alone" is not a funny movie -- it's a high cost too many children and parents pay. On any given school day in America, in big cities, in suburbs, and small towns, as many as 15 million children with working parents are left to fend for themselves after school lets out. During those critical hours, away from the watchful eyes of caring adults, a troubling, even frightening world often emerges where too many children are left to idle in front of the television set, or roam the streets.

All too often, it is a lawless world of gangs and drugs and guns. We know that nearly one third of the crimes -- and nearly half of all violent crime -- committed by young people occurs between the hours of 2:00pm and 8:00pm. In fact, incidents of violent crime by juveniles more than double in the hour after most schools let out at 3:00pm. And our children are at greatest risk of becoming victims of violent crime in the hours immediately after school lets out.

But in communities where children have something positive to do in the hours between the time school lets out and when parents come home from work, youth crime is dropping -- and academic performance is on the rise.

Today, the Justice Department and the Department of Education are releasing a

report that shows just how much of a difference after-school programs can make in our communities and in our children's lives. This report, which will be sent to every public school district in the country, highlights after-school programs that are working to make our communities safer and our children's futures brighter.

In Chicago, for example, the Lighthouse program is reaching more than 110,000 children, in nearly 250 schools around the city, with intensive instruction in reading and math. This remarkable program doesn't just nurture students' minds, it nourishes their bodies with three square meals a day, something I am proud that the U.S. Department of Agriculture helps make possible. Since the Lighthouse program began, gang activity is beginning to go down, and reading and math scores have begun to go up.

We must do everything we can to give every community in America the tools to follow Chicago's lead. Today, I am pleased to announce nearly \$40 Million in competitive grants to help more than 300 schools to start after school programs of their own. These grants are part of the 21st Century Learning Center initiative started by Senator Jeffords, which uses the enormous resource of our public schools to give thousands of children a safe place to go before and after school. They will fund after-school activities ranging from anti-drug education to tutoring and homework help, to recreation and community service.

For example, San Francisco's school system will use its grant to create after-school programs specifically designed to help those students most at risk for joining gangs or using drugs. Baltimore County, where afterschool programs are already helping bring down the juvenile crime rate in the city of Baltimore, will use its grant to focus on improving academic performance.

These grants are an important step -- but they are just a beginning. Because for every grant we were able to give, another 20 schools applied. And for every child lucky enough to be in an existing after-school program, another child must do without.

This January, I was proud to announce our historic plan to invest \$20 Billion to make affordable, quality child care available to every working family who needs it. Our plan also made the largest commitment to after-school programs in our nation's history -- investing \$200 million a year to expand the 21st Century Learning Centers program to reach half a million children every year.

I am pleased that after-school programs have such broad bipartisan support. We all agree that our children should be in school, not on the streets. We all agree that our children should have teachers and responsible adults as role models, not drug dealers and gang leaders. And I am confident that Congress will act soon to fully fund the 21st Century Learning Centers Initiative, and help our children say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future.

That is the kind of bipartisan support America needs to meet our greatest national challenges. Whenever we choose progress over partisan politics, the

American people win.

With the economy doing well, we have more time and resources to attack other problems that stand in the way of our children's future. We have to keep it going.

That is why I am very concerned about a movement on Capitol Hill that is not bipartisan and that threatens our economic progress -- the superficially appealing but misguided and risky plan to abolish the entire tax code.

For nearly six years, we have worked hard to build our economy and expand opportunity for our families, by reducing the deficit, opening new markets to American goods and services, and investing in our people. Today, our economy is the strongest in a generation: our budget balanced -- with a surplus -- for the first time since 1969 ... more than 16 million new jobs ... unemployment at a 28 year low ... and the lowest percentage of people on welfare in 29 years.

We have worked hard to establish the confidence and sound policies that helped to spur this growth. This is no time to risk all that by throwing out the current tax code without a replacement system in place, especially with so much economic instability in other parts of the world. Because businesses large and small, and individuals, would no longer know the tax consequences investments, abolishing the tax code without a replacement could destabilize our financial markets, undermine confidence, and threaten the fiscal strength we have built. It could very well put our families' health insurance, home values, and retirement savings at risk.

We have cut taxes and made it easier for people to pay taxes. We are supporting a major reform of the IRS, which has passed both houses of Congress, and which should already have been sent to me to sign into law. And we are willing to examine any sensible proposal to simplify the tax code. But we cannot afford to gamble our hard won prosperity on what amounts to a roll of the dice. Congress should refuse to "sunset" the tax code unless and until it has a sensible, fiscally responsible replacement system that honors our commitments to our families and to our future.

Thank you.

THE WHITE HOUSE
WASHINGTON

June 16, 1998

21st CENTURY LEARNING PROGRAMS EVENT

Date: Wednesday, June 17, 1998
Time: 11:00 - 11:45 am
Location: Rose Garden
From: Bruce Reed

I. PURPOSE

To highlight your proposal to expand the 21st Century Community Learning Centers Program to \$200 million each year, or \$1 billion over five years. You will announce the 1998 winners of the grants to establish or expand after-school programs in communities across the country, and you will release a new report that shows that quality after-school programs can both decrease juvenile crime and improve the academic performance of participating children.

II. BACKGROUND

New Announcements:

You will announce nearly \$40 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The 98 grants will enable 315 rural and inner-city schools in 36 states to provide safe, drug-free and well-supervised programs after school, and during weekends and summers. This was one of the most highly competitive programs ever managed by the Department of Education: the Department received nearly 2,000 applications from every state in the country; only one out of every 20 applicants could be funded.

You will also release a new report titled *Safe and Smart: Making After-School Hours Work for Kids* by the Departments of Justice and Education. The report shows that after-school programs work: communities that have adopted after-school initiatives have experienced lower juvenile crime rates and lower tobacco, drug and alcohol use. The report also shows that quality after-school programs improve the academic performance of children -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back.

Proposal to Expand 21st Century Learning Center Program

As a part of your child care initiative, you proposed a dramatic expansion of the 21st Century Learning Center program, from its current level of \$40 million to \$200 million each year, for a total of \$1 billion over the next five years, which would enable up to

500,000 children to participate in after-school programs each year. You have also proposed some important modifications of the program, including a new local match; a requirement that schools work closely with community organizations in establishing these programs; and a set-aside of up to 10 percent of funds for community organizations to establish or expand their own after-school programs.

III. PARTICIPANTS

Pre-Brief Participants:

The First Lady
Secretary Riley
Attorney General Reno
Bruce Reed
Larry Stein
Melanne Verveer
Jen Klein
Neera Tanden

Event Participants:

The First Lady
Secretary Riley
Attorney General
Air Force Technical Sergeant Gloria Nava, mother of 12 year old daughter in an after school program in San Antonio, TX that is receiving a grant to expand.
Baltimore Police Commissioner Tom Frazier
- Rep. Leonard Boswell
Sen. James Jeffords

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

- YOU will be announced into the Rose Garden accompanied by the First Lady, Secretary Riley, Attorney General Reno, Rep. Boswell, Sen. Jeffords, Baltimore Police Commissioner Tom Frazier, and Sergeant Gloria Nava.
- The First Lady will make welcoming remarks and introduce Rep. Boswell.
- Rep. Boswell will make remarks and introduce Sen. Jeffords
- Sen. Jeffords will make remarks and introduce Baltimore Police Commissioner Tom Frazier.
- Baltimore Police Chief will make remarks and introduce Sergeant Gloria Nava.
- Sergeant Gloria Nava will make remarks and introduce YOU.
- YOU will make remarks and then depart.

VI. REMARKS /

Provided by Speechwriting.

**PRESIDENT CLINTON ANNOUNCES NEW EFFORTS
TO KEEP CHILDREN SAFE AND HELP THEM LEARN IN THE AFTER-SCHOOL HOURS**
June 17, 1998

Today, President Clinton will unveil new efforts to keep our children safe and help them learn after school. He will announce nearly \$40 million in new grants to establish or expand after-school programs in communities across the country through the 21st Century Community Learning Centers Program -- a program he has proposed dramatically expanding by \$1 billion over five years in order to reach up to half a million children each year. The President will also release a new report that shows that quality after-school programs can both decrease juvenile crime and improve children's academic performance.

New Grants to Communities Will Support After-School Initiatives Throughout the Country.

Today, the President will announce nearly \$40 million in new grants to establish 21st Century Community Learning Center school-based after-school programs for our nation's children. The 98 grants will enable 315 rural and inner-city schools in 36 states to provide programs after school, and during weekends and summers, in safe, drug-free and supervised environments. This was one of the most highly competitive programs ever managed by the Department of Education: the Department received nearly 2,000 applications, requesting \$700 million to fund programs in over 6,000 schools in every state in the country. Only 1 out of 20 applicants received grants this year.

New Report Shows After-School Programs Can Lower Juvenile Crime, and Improve Academic Performance. President Clinton will also release a new report titled *Safe and Smart: Making the After-School Hours Work for Kids*, by the Departments of Justice and Education. The report shows that after-school programs work; many communities that have adopted after-school initiatives have experienced lower juvenile crime rates and lower tobacco, drug, and alcohol use among young people. The report also shows that quality after-school programs improve academic performance -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back. In addition, the report identifies key components of high-quality programs, and highlights model after-school initiatives. *Safe and Smart* will be sent to community-based organizations and every school district in the country in order to help them address the huge demand for after-school programs.

A Huge Demand for After-school Programs. Over 28 million school-age children have both parents or their only parents in the workforce. At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week. 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.

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.

President Clinton's Child Care Agenda - Building on What Works for Kids. As part of his balanced budget request, the President proposed to invest \$200 million each year for a total of \$1 billion over five years in the 21st Century Community Learning Centers Program, in order to reach up to half a million children. (The program is currently funded at \$40 million for FY 1998.) The President's proposal requires that schools work closely with community organizations in establishing these programs, and includes a set-aside of up to 10 percent of funds for community-based organizations to establish or

expand their own after-school programs. The 21st Century Community Learning Centers Program is part of the President's historic child care initiative which would invest over \$20 billion over five years to help working families pay for child care, improve the safety and quality of care, and promote early learning.

**PRESIDENT CLINTON ANNOUNCES NEW EFFORTS
TO KEEP CHILDREN SAFE AND HELP THEM LEARN IN THE AFTER-SCHOOL HOURS**
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expand their own after-school programs. The 21st Century Community Learning Centers Program is part of the President's historic child care initiative which would invest over \$20 billion over five years to help working families pay for child care, improve the safety and quality of care, and promote early learning.

21st Century Community Learning Centers Event

Questions & Answers

June 17, 1998

Q: What is the President announcing today?

Today, President Clinton will unveil new efforts to keep our children safe and help them learn after school and will urge Congress to pass his proposal to expand after-school programs to reach up to a half million children each year. He will announce nearly \$40 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The 98 grants will enable 315 rural and inner-city schools in 36 states to provide programs after school, and during weekends and summers for roughly 35,000 children.

In addition, the President will release a new report titled *Safe and Smart: Making the After-School Hours Work for Kids*, by the Departments of Justice and Education. The report shows that after-school programs work; many communities with after-school initiatives have lowered juvenile crime rates and tobacco, drug, and alcohol use among young people. The report also shows that quality after-school programs improve academic performance -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back.

The President will also challenge Congress to enact his proposal to expand the 21st Century Community Learning Centers program dramatically, from its current level of \$40 million to \$200 million each year, for a total of \$1 billion over the next five years. This program would enable up to 500,000 children to participate in after-school programs each year.

Q. Is there really a need for new investment?

- A. There is a huge, and largely unmet, demand for quality after-school programs that can help children learn and develop in a safe, supervised location. Today, roughly 28 million school-age children have both parents or their only parent in the workforce. At least 5 million latchkey children -- and possibly as many as 15 million -- are left unsupervised each week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs, and alcohol use. In fact, statistics show that most juvenile crime takes place between the hours of 2 p.m. and 8 p.m., and that children are also at much greater risk of being the victims of crime during the hours after school. But the majority of the nation's public schools do not offer after-school programs, often because of a lack of resources. Among seventh and eighth graders, less than 1 percent were enrolled in after-school programs.

Q. What are the prospects on the Hill for the President's proposed expansion of the 21st Century Community Learning Centers Program?

A. Despite the tight budget caps in both the House and the Senate, there is a great deal of bipartisan support for expanding the 21st Century Community Learning program. Senator Jeffords sponsored the legislation that established this program and has been a real leader in working to expand it. In the House, a number of Republicans support increased appropriations for the program, as indicated by a letter to Appropriations Committee Chair Bob Livingston (R-LA), which was signed by over 60 Members from both sides of the aisle.

Q. Who are receiving grants and how were they chosen?

A. Ninety-eight communities are today receiving nearly \$40 million in grants to establish 21st Century Community Learning Center after-school programs. These three-year grants will support 315 school-based centers in 36 states that will serve roughly 35,000 children. The grants range in size from \$47,600 (for one rural center) to \$2,279,838 (for 12 urban centers) per year.

This was one of the most highly competitive programs ever managed by the U.S. Department of Education. The Department received nearly 2,000 applications, participated in regional workshops attended by over 5,000 educators and community organization representatives, and responded to nearly 20,000 inquiries about the competition. Applications were received from every state, the District of Columbia, Puerto Rico, the Virgin Islands, and several Pacific territories. The sites chosen were required to serve middle-school children in rural or urban areas and were evaluated based on their quality. The total amount of funding for after-school programs requested by the applicants was nearly \$700 million per year. Unfortunately, only 1 out of 20 applicants could receive grants at the 1998 funding level.

Safe and Smart: Making the After-School Hours Work for Kids:

Q. What are the highlights of this report?

A. The key finding of this report is that quality after-school programs can both decrease juvenile crime and improve children's academic performance. The report shows that after-school programs work -- many communities with after-school initiatives have lowered juvenile crime rates in surrounding neighborhoods. The report also shows that quality after-school programs improve the academic performance of children -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back. In addition, the report identifies key components of high-quality programs, and highlights model after-school initiatives in communities across the country. *Safe and Smart* will be sent to community-based organizations and to every school district in the country in order to help them address the huge demand for

after-school programs.

Child Care

Q. The Kerry-Bond amendment targeted funds from the tobacco legislation specifically to child care. Will you support this proposal in the House if the tobacco bill makes it out of the Senate?

A. The President believes that some funds from tobacco legislation should be spent on child care. We were pleased that we were able to reach agreement with Senator McCain before he brought the bill to the floor to add important language to the bill's spending provisions to provide funding for child care. The Kerry-Bond amendment adds greater certainty to child care funding. As the bill moves forward, we will continue to work with the Governors and Members of Congress to ensure adequate child care funding.

Q. What is your child care initiative?

A. The President's balanced budget proposal includes **over \$20 billion over five years for child care, the largest single investment in child care in the nation's history.** This initiative responds to the struggles our nation's working parents face in finding child care that they can afford, trust, and rely on. The President's proposal will 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.

- **Doubles the number of children receiving child care subsidies** to more than two million by the year 2003 by increasing funding for the Child Care and Development Block Grant by \$7.5 billion over 5 years.
- **Increases tax credits for three million working families to help them pay for child care** by investing \$5.1 billion over 5 years in the Child and Dependent Tax Credit. The President's proposal also provides a new tax credit for businesses that offer child care services for their employees.
- **Provides after-school care for 500,000 children per year** by expanding the 21st Century Community Learning Center program by \$800 million over 5 years to provide funds to school-community partnerships to establish or expand programs for school-age children.
- **Improves child care safety and quality and enhances early childhood development** by establishing a new Early Learning Fund as well as supporting enforcement of state child care health and safety standards, providing scholarships to up to 50,000 child care providers per year, and investing in research and consumer education.

Child Care Block Grant Increase	\$7.5 billion over five years
Child and Dependent Tax Credit Reform	\$5.1 billion over five years
Tax Credit for Businesses	\$500 million over five years
After-School Program	\$800 million over five years
Early Learning Fund	\$3 billion over five years
Head Start Increase	\$3.8 billion over five years
Standards Enforcement Fund	\$500 million over five years
Child Care Provider Scholarship Fund	\$250 million over five years
Research and Evaluation Fund	\$150 million over five years
TOTAL:	\$21.6 billion over five years

PRESIDENT CLINTON: REDUCING YOUTH CRIME AND INCREASING ACADEMIC PERFORMANCE

June 17, 1998

"We all agree that our children should have teachers and responsible adults as role models, not drug dealers and gang leaders. I am confident that Congress will act soon to fully fund the 21st Century Learning Centers Initiative, and help our children say no to drugs, alcohol, and crime, and yes to reading, soccer, computers and a brighter future. That is the kind of bipartisan support America needs to meet our greatest national challenges. Whenever we choose progress over partisan politics, the American people win."

President Bill Clinton
June 17, 1998

Today, at a Rose Garden event, President Clinton is joined by First Lady Hillary Rodham Clinton, Attorney General Janet Reno, Secretary of Education Richard Riley, Senator James Jeffords (R-VT), and Rep. Leonard Boswell (D-IA) in announcing new grants to establish and expand after-school programs across the country through the 21st Century Community Learning Centers Program. The President will also release a report by the Departments of Justice and Education which shows that after-school programs can work to lower juvenile crime rates, reduce tobacco, drug, and alcohol use among children and improve academic performance.

A Demand For After-School Programs. Reports show that over 28 million school-age children have both parents, or their only parent in the workforce. At least 5 million, and possibly as many as 15 million children are left alone at home each week. Incidents of violent crime by juveniles more than double in the hour after most schools let out and our children are at the greatest risk of being the victim of a violent crime in the hours immediately after school lets out. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use drugs, alcohol, and tobacco, commit crimes, receive poor grades and drop out of school than those who are involved in supervised, constructive activities.

A Presidential Plan For Action. Today, the President announces new grants to establish 21st Century Community Learning Center after-school programs for our nation's children. The grants will be disbursed to 315 schools in 36 states who will provide programs for children after school, and during the weekends and summers, in safe, drug-free and supervised environments. This was one of the most competitive grant programs ever managed by the Department of Education; over 2,000 applications were received, but only 1 of 20 applicants could be funded.

After-School Programs Can Reduce Juvenile Crime And Boost Academic Performance. The President will release a new report issued by the Departments of Justice and Education, which shows the positive effects after-school programs can have on children:

- Many communities that have adopted after-school initiatives have experienced lower juvenile crime rates and lower tobacco, drug, and alcohol use among young people;

- Quality after-school programs improve academic performance -- helping more children stay in school, increasing aspirations for college, and lowering the number of children who must be kept back.

A Child Care Agenda For The 21st Century. The President's child care agenda proposes a dramatic investment in the 21st Century Community Learning Centers Program to benefit up to one-half million children each year. The President's proposal requires that schools work closely with community organizations in establishing these programs, and provides funding for community-based organizations to establish or expand their own after-school programs. The 21st Century Community Learning Centers Program is part of the President's historic child care initiative to help families pay for child care, improve the safety and quality of care, and promote early learning.

**21st Century Community Learning Centers --
1998 Grant Awards**

STATE	# OF APPLICANTS	# OF GRANTEES
ALABAMA	30	3
ALASKA	20	0
ARIZONA	70	6
ARKANSAS	31	1
CALIFORNIA	165	13
COLORADO	42	1
CONNECTICUT	20	3
DISTRICT OF COLUMBIA	9	0
DELAWARE	4	0
FLORIDA	36	3
GEORGIA	50	1
HAWAII	14	0
IOWA	33	1
IDAHO	12	0
ILLINOIS	63	4
INDIANA	21	1
KANSAS	28	1
KENTUCKY	71	3
LOUISIANA	20	0
MAINE	29	1
MARYLAND	25	1
MASSACHUSETTS	41	0
MICHIGAN	72	4
MINNESOTA	37	1
MISSISSIPPI	33	4
MISSOURI	46	3
MONTANA	25	0

STATE	# OF APPLICANTS	# OF GRANTEES
NEBRASKA	8	0
NEVADA	10	0
NEW HAMPSHIRE	10	0
NEW JERSEY	42	4
NEW MEXICO	28	2
NEW YORK	103	4
NORTH CAROLINA	46	1
NORTH DAKOTA	16	1
OHIO	51	2
OKLAHOMA	56	3
OREGON	41	2
PENNSYLVANIA	53	0
PUERTO RICO	5	0
RHODE ISLAND	7	0
SOUTH CAROLINA	44	3
SOUTH DAKOTA	28	1
TENNESSEE	39	2
TEXAS	99	6
UTAH	18	2
VIRGINIA	33	0
VERMONT	23	1
WASHINGTON	60	2
WEST VIRGINIA	24	3
WISCONSIN	49	4
WYOMING	15	0
ISLAND TERRITORIES	4	0
TOTALS	1959	98

21st Century Community Learning Centers

Seven Examples of Efforts to Keep Our Kids Safe and Smart

Baltimore County Public Schools

Baltimore, Maryland

\$794,254 first year/\$2,438,469 total funding

AAA Community Learning Centers (After-Care, Access, and Achievement) will be established at four middle schools to create extended school day and extended year program, which will focus on tutoring in reading, math, and writing, as well as computer education. These learning centers will work to improve student's academic performance, a concern of the community. Marjorie Marie Mayor, Coordinator of Title I and Child Care Services, will attend the announcement at the White House.

Barre City School District

Barre, Vermont

\$200,000 first year/\$600,000 total funding

The **Cityscape** program at Barre City Elementary and Middle Schools will help students in grades 5-8 who are at high academic risk by teaching reading, mathematics, science and social studies. The program will also include violence prevention and substance abuse education and counseling. The focus of this initiative is to reduce at-risk behaviors and to improve the academic performance of participating children. Thomas T. Hayward, Director of Washington County Youth Bureau, will attend the White House event.

School District of Bayfield

Bayfield, Wisconsin

\$262,500 first year/\$787,500 total funding

The **Lighthouse Project** will provide educational, social and cultural programs for middle school students, including tutoring in reading, technology education programs, social services, recreational and cultural programs, and parent education. The project has two major goals: to improve the academic achievement of all participants and to excite about their future work opportunities. Bruce La Rose, District Administrator, will be in attendance at the White House announcement.

Olympic Educational Service District 114

Bremerton, Washington

\$759,917 first year/\$2,279,751 total funding

The **Rural Western Washington Consortium of Community Learning Centers** is a collaboration between six rural schools and two Educational Service Districts. The community has been plagued by academic failure, juvenile crime, rising tobacco and alcohol consumption, drug use, and gang involvement. The Learning Centers will offer a safe environment and variety of educational activities for underserved youth in grades 6-9. Planned activities include: technology programs; integrated education, health, social service and recreation programs; and vocational education. Superintendent Frank M. Deebach will attend.

San Francisco Unified School District

San Francisco, California

\$785,859 first year/\$2,357,577 total funding

The San Francisco Unified School District's Office of Youth Development and four middle schools will implement the **Learning Centers for Learning Communities** initiative in the Bayview, Hunters Point, Mission and Visitacion Valley Enterprise Communities. The effort will expand after-school, weekend and summer programs, with a particular focus on youth at risk of gang involvement and substance abuse; improve literacy and math skills among students at risk of academic failure; expand access to technology; and expand access to parenting education. John Flores, a Coordinator for the initiative at Visitacion Valley Middle School, will attend.

Marshalltown Community School District

Marshalltown, Iowa

\$382,092 first year/\$1,146,276 total funding

The **Caring Connection Project** will provide services through before- and after-school programs and summer recreation, including tutoring and homework support, substance abuse and violence prevention, outreach to "unconnected" students and their families, and adult education programs. Marshalltown is a rural community in Central Iowa that is partnering with several community agencies, local businesses, and the local community college to establish these initiatives in two middle schools. Todd Redalen, Coordinator of the Caring Connection, will attend the White House event.

Jefferson County School District

Fayette, Mississippi

\$448,409 first year/\$1,345,227 total funding

As part of a consortium with Claiborne and Franklin County School Districts, Jefferson County leads the **Tri-County After School Community Learning Centers Program**, serving 300 students in grades 5-8 from rural and sparsely populated poor communities. After-school and summer programs will provide targeted help in reading, math, science, technology, and telecommunications, along with tutoring, field-trips, and parenting classes. Superintendent of Education John E. Dickey will attend the White House event.

21st Century Community Learning Centers (21st CCLC) 1998 Awards

State	Estimated First Year/Total Year Funding
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ALABAMA

<u>Bellingrath Junior High School</u> , Montgomery	\$599,704/\$1,799,112
Star Search , an after-school and summer program, offers student as well as parental support activities.	

Huntsville City Schools, Huntsville
\$279,008/\$2,499,710

Camp Success offers students academic support in a summer and extended day program.

<u>Mobile County Little Rock District</u> , Mobile	\$505,174/\$1,515,522
The Links to Success project links a variety of services within the community to the schools.	

ARKANSAS

<u>Little Rock School District</u> , Little Rock	\$380,401/\$1,027,323
Little Rock LEADERS provides academic support as well as medical services and adult education.	

ARIZONA

<u>Alhambra Elementary School District</u> , Phoenix	\$348,246/\$1,044,738
The Kids-At-Work Neighborhood Learning Center fosters academic growth with parental support.	

<u>Amphitheater Public Schools</u> , Tucson	\$258,864/\$734,192
Camp MID provides youth with comprehensive extended day, intersession and summer school programs.	

Coolidge Unified School District, Coolidge
\$159,241/\$472,975

The Coolidge 21st CCLC programs target improved academic performance and help parents acquire parenting skills.

<u>Red Mesa Unified School District</u> , Teec Nos Pos	\$495,795/\$1,420,171
The Red Mesa 21st CCLC encourages family participation in academics and cultural activities.	

<u>Santa Cruz Valley Unified School District</u> , Rio Rico	\$185,887/\$504,461
The Calabasas Middle School 21st CCLC plans to produce higher test scores and increase parent literacy skills.	

<u>Tucson Unified School District</u> , Tucson	\$316,219/\$948,657
Project Sano y Salvo provides integrated drug and violence reduction and enrichment programs.	

CALIFORNIA

<u>Alum Rock Union Elementary School</u> , San Jose	\$239,116/\$671,475
The ARUSD 21st CCLC focuses on education in the After-School Homework Centers.	

<u>Desert Sands Unified School District</u> , La Quinta	\$196,438/\$591,814
The Digital-Family Project uses educational software and various on-line services to conduct after school classes.	

Emery Unified School District, Emeryville
\$100,379/\$268,297

The Emery Middle School District CLC plans to reduce juvenile crime and substance abuse through achievement.

<u>Golden Plains Unified School District</u> , San Joaquin	\$253,613/\$760,839
Project PACT provides literacy education, encourages physical fitness, and promotes drug and violence prevention.	

<u>Hayward Unified School District</u> , Hayward	\$347,673/\$1,043,019
The Hayward 21st CCLC engages students in art, recreation, academic enrichment, and technology, with mentors.	

<u>Lake County Office of Education</u> , Upper Lake	\$286,818/\$829,214
The Community & Family Network provides life skills curriculum, community service, and mentoring.	

<u>Modesto City Schools</u> , Modesto	\$342,444/\$1,027,332
The Modesto 21st CCLC will offer links from school to work, including employment training, and placement.	

Oakland Charter Academy, Oakland

\$170,381/\$511,143

The **La Familia Center** offers leadership development, computer skills, and workplace visits.

Oakland Unified School District, Oakland

\$310,000/\$930,000

The **Renaissance Quartette** offers visual and performing arts programs, and school-to-school transition programs.

Ontario-Monclair School District, Ontario

\$117,000/\$351,000

The **Cougar 21st CCLC** has summer and weekend literacy programs and parenting classes.

San Francisco Unified School District, San Francisco

\$785,859/\$2,357,577

The **Learning Centers for Learning Communities** plans for technology, as well as theater/creative writing programs.

Santa Ana Unified School District, Santa Ana

\$600,000/\$1,800,00

The **Santa Ana Youth Empowerment CLC** will offer a neighborhood advisory council and an integrated academy.

Sausalito School District, Sausalito

\$111,210/\$333,630

The **ACE Program** arranges drug prevention, adult literacy, and family oriented recreation and cultural activities.

COLORADO

Denver School District #1, Denver

\$200,000/\$600,000

The **Denver 21st CCLC** includes School-to-Career services, technology training, and employment services.

CONNECTICUT

Danbury Board of Education, Danbury

\$141,025/\$448,969

The **Danbury 21st CCLC** will support academic learning and positive role models in a structured environment.

Hartford Public Schools, Hartford

\$189,110/\$578,764

The **Hartford Public School System** plans to offer tutoring, as well as development in the areas of math and reading.

Waterbury School District, Waterbury

\$352,051/\$1,056,153

The **After School Option** provides academic assistance in addition to enrichment programs for students.

FLORIDA

Duval County Public Schools, Jacksonville

\$800,000/\$2,400,000

The **Duval County 21st Century CLC** provides activities based on experiential learning of skills.

Pinellas County School Board, Largo

\$140,211/\$430,856

The **21st CCLC** includes science exploration using field studies, and enrichment in the arts.

Miami-Dade County School Board, Miami

\$400,000/\$1,200,000

The **Miami-Dade CLC** addresses students' educational and employment needs, while keeping kids safe.

GEORGIA

Ben Hill County School System, Fitzgerald

\$145,879/\$392,785

The **Ben Hill County CLC** will develop intervention, remediation, and prevention of youth problems.

ILLINOIS

Alton Community Unit School District #11, Alton

\$598,920/\$1,796,760

The **21st Century CLC** allows students and parents access to the computer center and athletic events.

East Louis Board of Education School District #189, East St. Louis

\$390,000/\$1,170,000

The **East St. Louis CLC** offers an academically oriented after-school program in addition to recreational opportunities.

Lincoln Elementary School District #27, Lincoln

\$127,035/\$464,742

Time for Our Children provides mentoring, training for child-care personnel, and workshops on health/nutrition.

Prairie-Hills Elementary School District, Markham

\$200,000/\$600,000

The **PHASER project** focuses on parental involvement in its summer and after-school programs.

INDIANA

New Albany-Floyd County Consortium School Corp., New Albany \$79,070/\$237,210
Lillian Emery 21st Century Learning Village offers technology education, and senior citizen services.

IOWA

Marshalltown Community School, Marshalltown \$382,092/\$1,146,276
The Caring Connection provides drug abuse and violence intervention, adult education, and outreach to families.

KANSAS

Lawrence Unified School District 497, Lawrence \$347,005/\$1,041,015
The Central School Project includes academic enrichment, a life skills program, and recreation.

KENTUCKY

Clinton County School District, Albany \$115,389/\$349,886
The Clinton County 21st CCLC engages youth in academic activities and parents in GED classes and job training.

Ohio Valley Educational Cooperative, Shelbyville \$600,000/\$1,800,000
The Ohio Valley 21st CCLC has activities in recreation, arts, clubs, health/nutrition, and technology.

Wayne County, Monticello
\$106,063/\$318,189
The Wayne County 21st CCLC will provide personalized and individualized subject instruction to students.

MAINE

Maine School Administrative District #46, Dexter \$511,763/\$1,501,763
The Maine 21st CCLC focuses on reducing drug use and violence among rural youth.

MARYLAND

Baltimore County Public Schools, Towson \$794,254/\$2,438,469
The AAA CLC provides a safe extended school day and extended year program that emphasizes academic success.

MICHIGAN

Armada Area Schools, Armada \$1,999,668/\$3,999,119
The Middle School Clubhouse Consortium Partners will establish a network of middle school computer classes.

Benton Harbor Area Schools, Benton Harbor
\$160,816/\$482,448
The Benton Harbor 21st CCLC will produce stronger literacy, technology and conflict resolution skills.

Grand Rapids Public Schools, Grand Rapids
\$620,613/\$1,865,562
The Grand Rapids Middle School CLC will offer programs after school hours, during the week and on the weekend.

Highland Park School District, Highland Park \$373,850/\$1,126,371
The Highland Park CLC provides recreational, educational, and enrichment activities to serve the community.

MINNESOTA

St. Paul Public Schools, ISD #625, St. Paul \$198,750/\$595,722
Achievement Plus Family Learning plans to improve achievement in 4th - 8th grades and offer parent skill training.

MISSISSIPPI

Humphrey's County School District, Belzoni \$478,050/\$1,439,668
The Humphreys County 21st CCLC will offer mentoring, safety programs, and drug abuse and violence prevention.

Jackson Public School District, Jackson \$551,048/\$1,653,144
21st CCLC will offer enrichment to the community during afternoons, evenings, Saturdays, and the summer.

Jefferson County School District, Fayette \$448,409/\$1,345,227
The Tri-County After School CLC plans tutorial assistance, educational enrichment, and field trip experiences.

New Albany Public School District, New Albany

\$189,805/\$570,437

The **Community Connections Project** includes parent education, alternative education, and youth apprenticeship.

MISSOURI

Independence School District, Independence

\$191,100/\$573,300

21st CCLC establishes an after school literacy program to avoid the problem of latch key kids.

Seneca R-7 School District, Seneca

\$209,210/\$627,630

The **Seneca 21st CCLC** sites offer a wide variety of education, cultural, social services, and health activities.

St. Louis Public Schools, Saint Louis

\$1,109,827/\$3,059,481

Connections for Youth: A 21st Century CLC Program provides an after-school academic and recreation program.

NEW JERSEY

Leap Academy Charter School, Camden

\$100,000/\$300,000

LEAP Academy 21st CCLC focuses on extending the school day and enhancing weekend and summer programs.

Newark Public Schools, Newark

\$1,800,000/\$5,400,000

Newark Public Schools 21st Century CLC provides nutrition, health programs, and technology education programs.

Plainfield Board of Education, Plainfield

\$414,520/\$1,243,560

The **Plainfield Partnership for Learning** provides integrated education, literacy courses, and parenting skills.

Union City Board of Education, Union City

\$200,000/\$600,000

The **Washington School CLC** includes arts/drama, conflict resolution training, and social service counseling.

NEW MEXICO

Albuquerque Public Schools, Albuquerque

\$458,504/\$1,375,512

The **Connections for Learning Family Focus Centers** include a site-based computer lab and home lending program.

Springer Municipal Schools, Springer

\$47,600/\$142,800

The **Springer CLC** will focus on reading, writing, and computer skills, using a learning center.

NEW YORK

Community School District 5, New York

\$398,680/\$1,173,580

The **Literacy Plus Centers** provides expanded library hours, computer classes, and integrated education.

Community School District 7, Bronx

\$200,000/\$600,000

At **Super Saturday Plus**, youth engage in instructional technology, art/drama, and recreation.

Ithaca City School District, Ithaca

\$200,000/\$600,000

A Bridge Across Cultures intends to reduce drug abuse, violence, and self-destructive behaviors.

New York City Board of Education, New York

\$150,000/\$435,000

Family Enrichment Center for Continued Education includes exercise classes and cultural enrichment.

NORTH CAROLINA

Watauga County Board of Education, Boone

\$102,927/\$308,773

The **Watauga LEADERS** includes mentoring, recreational activities, and technology education.

NORTH DAKOTA

North Valley Vo-Tech Center, Grafton

\$198,500/\$538,500

The **Westview CLC** will improve academic achievement, arts education, and fitness for kids.

OHIO

East Cleveland School District, East Cleveland

\$194,583/\$583,749

The **Kirk Community Learning Center** will provide health education, computer technology, and career preparation.

Port Clinton City Schools, Port Clinton \$100,000/\$323,062
Port Clinton 21st CCLC offers adolescents after-school education, enrichment, and health and wellness services.

OKLAHOMA

Cushing Public Schools, Cushing \$238,101/\$529,929
The **Cushing CLC** has specialized career information and skills, and age-appropriate recreational activities.

Oklahoma City Public School District I-89, Oklahoma City \$459,525/\$1,284,772
The **OKC CLC** provides educational, recreational, cultural, life skills, arts, and community service experiences.

Osage County Interlocal Cooperative, Hominy \$407,348/\$1,063,704
Project BRIDGE will provide after-hours activities that offer significant expanded learning opportunities.

OREGON

Jackson County School District #6, Central Point \$125,980/\$568,958
The **Options Project** includes extended day activities, monthly family nights, and evening classes.

Salem-Keizer Public Schools, Salem \$200,000/\$600,000
The **Lighted Middle Schools** will expand to create school-based community learning centers.

SOUTH CAROLINA

McCormick County School District #1, McCormick \$556,032/\$1,553,458
The **Alliance for Rural Kids** improves academic progress in reading, mathematics and science.

Richland County School District #1, Columbia \$364,571/\$1,093,713
Connections: Improving Academic Achievement focuses on computer technology, sports and community services.

Spartanburg School District #3, Glendale \$889,737/\$2,610,197
Addressing the Three Faces of Need promotes a union of school and out-of-school services to improve achievement.

SOUTH DAKOTA

Todd County School District, Mission \$336,698/\$1,010,094
The **Todd County 21st CCLC** focuses on integrated education, employment counseling, job training, and technology.

TENNESSEE

Hamilton County Board of Education, Chattanooga \$650,177/\$1,950,531
The **Lights On** focuses on guiding the healthy development of children, while providing a safe haven.

Memphis City School, Memphis \$1,273,645/\$3,661,697
21st Century CLC moves students through four modules focused on learning and using technology to solve problems.

TEXAS

Crosbyton Consolidated Independent School District, Crosbyton
\$48,300/\$118,900
The **Hub of the CLC** will offer parenting, after-school, and summer recreation programs.

Houston Independent School District, Houston \$2,279,838/\$6,554,588
Houston Builds Strong Communities focuses on family literacy and equitable access to technology for kids.

Irving Independent School District, Irving \$103,026/\$290,078
The **Austin Middle School CLC** plans homework assistance, counseling and guidance courses, and technology classes.

Martin's Mill Independent School District, Ben Wheeler \$148,217/\$482,577
The **PRIDE Center** allows students to participate in academic enrichment activities, such as math, reading and science.

North East Independent School District, San Antonio \$200,000/\$600,000
The **Nimitz Academy CLC** will participate in academic improvement, career awareness, and community service.

Rio Hondo Independent School District, Rio Hondo \$199,574/\$598,772
The **Rio Hondo 21st CCLC** prepares to provide literacy, technology, and extended school programs.

UTAH

Board of Education Ogden School District, Ogden \$300,000/\$900,000
The **Community CARES Learning Center** coordinates community efforts in child care and summer programs.

San Juan School District, Blanding \$945,362/\$2,836,086
The **San Juan School District 21st Century CLC** will follow a hands-on, active learning framework in small settings.

VERMONT

Barre City School District, Barre \$200,000/\$600,000
Cityscape will work to achieve out-of-school learning opportunities, and decrease gaps in community services.

WASHINGTON

Olympic Educational Service District 114, Bremerton
\$759,917/\$2,279,751
The **Olympic 21st CCLC** plans technology programs, vocational exploration, and social services.

Renton School District #403, Renton \$231,080/\$689,768
The **Renton CLC** project serves students with academic, recreation, arts, and social support services

WEST VIRGINIA

Gilmer County Board of Education, Glenville
\$298,400/\$895,200
The **Gilmer County Lighted Schools Project** benefits educational, social, cultural, health, and recreational needs.

Monongalia County Schools, Morgantown \$600,000/\$1,800,000
The **Kaleidoscope CLC** trains parents to help at after-school and summer centers where students receive mentoring.

Ritchie County Board of Education, Harrisville \$135,843/\$349,443
The **CLEAR** project provides after-school youth remediation in addition to adult education.

WISCONSIN

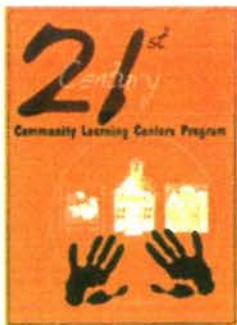
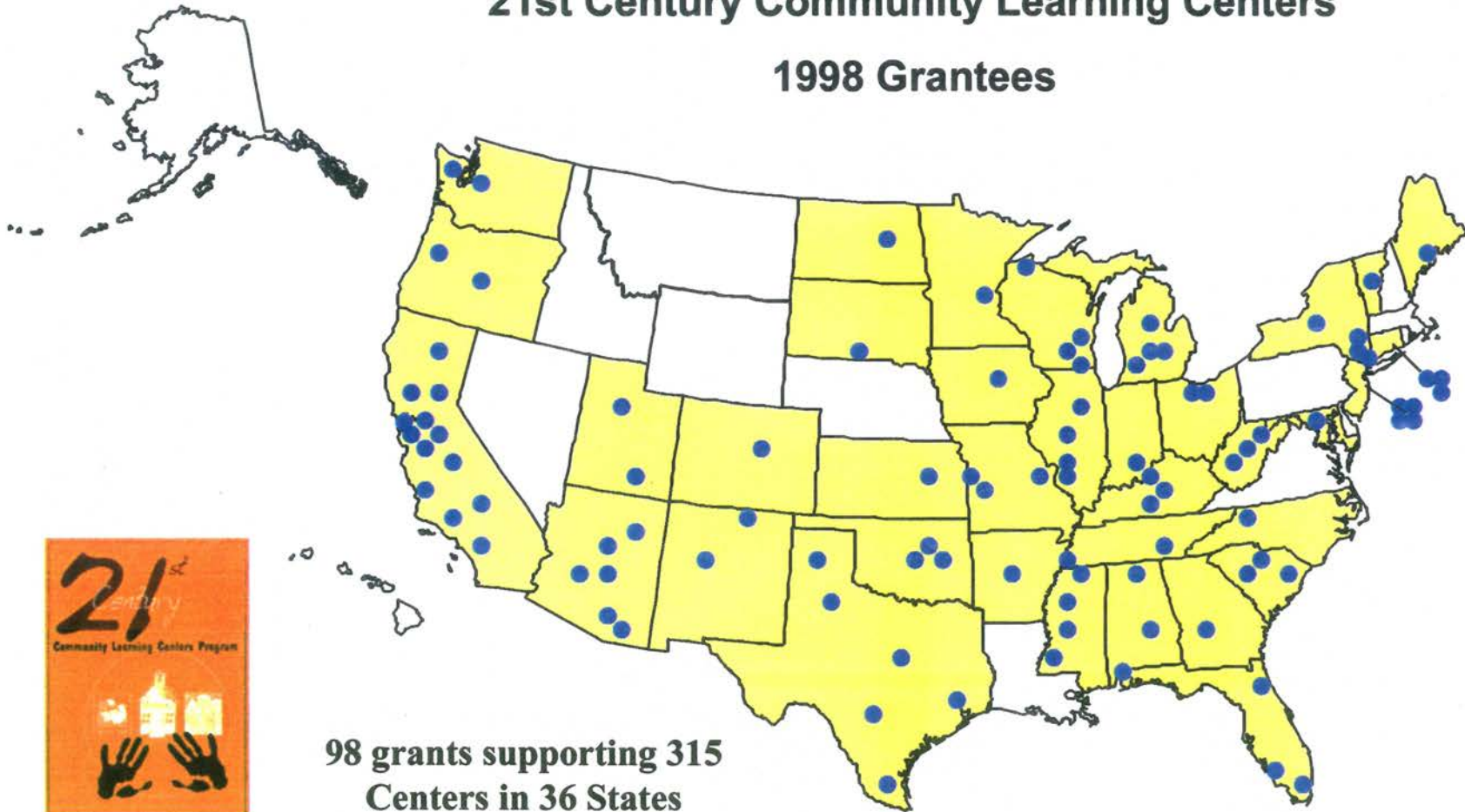
Kenosha United School District No. 1, Kenosha \$375,410/\$1,126,230
The **Kenosha 21st CCLC** provides activities to improve academic skills and prevent drug abuse or gang involvement.

Milwaukee Public Schools, Milwaukee \$1,446,222/\$4,338,626
The **Milwaukee CLC** provides recreation and academic assistance.

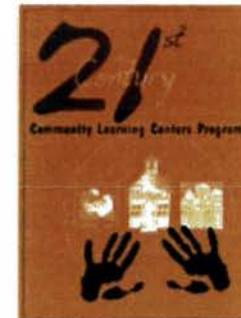
Racine Unified School District, Racine \$125,000/\$375,000
The **Racine CLC** provides academic support and social activities for its students in a safe environment.

School District of Bafield, Bayfield
\$262,500/\$787,500
The **Lighthouse Project** plans to advance the academic and educational skills of all its participants.

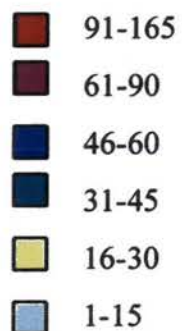
21st Century Community Learning Centers 1998 Grantees



21st Century Community Learning Centers 1998 Applicants

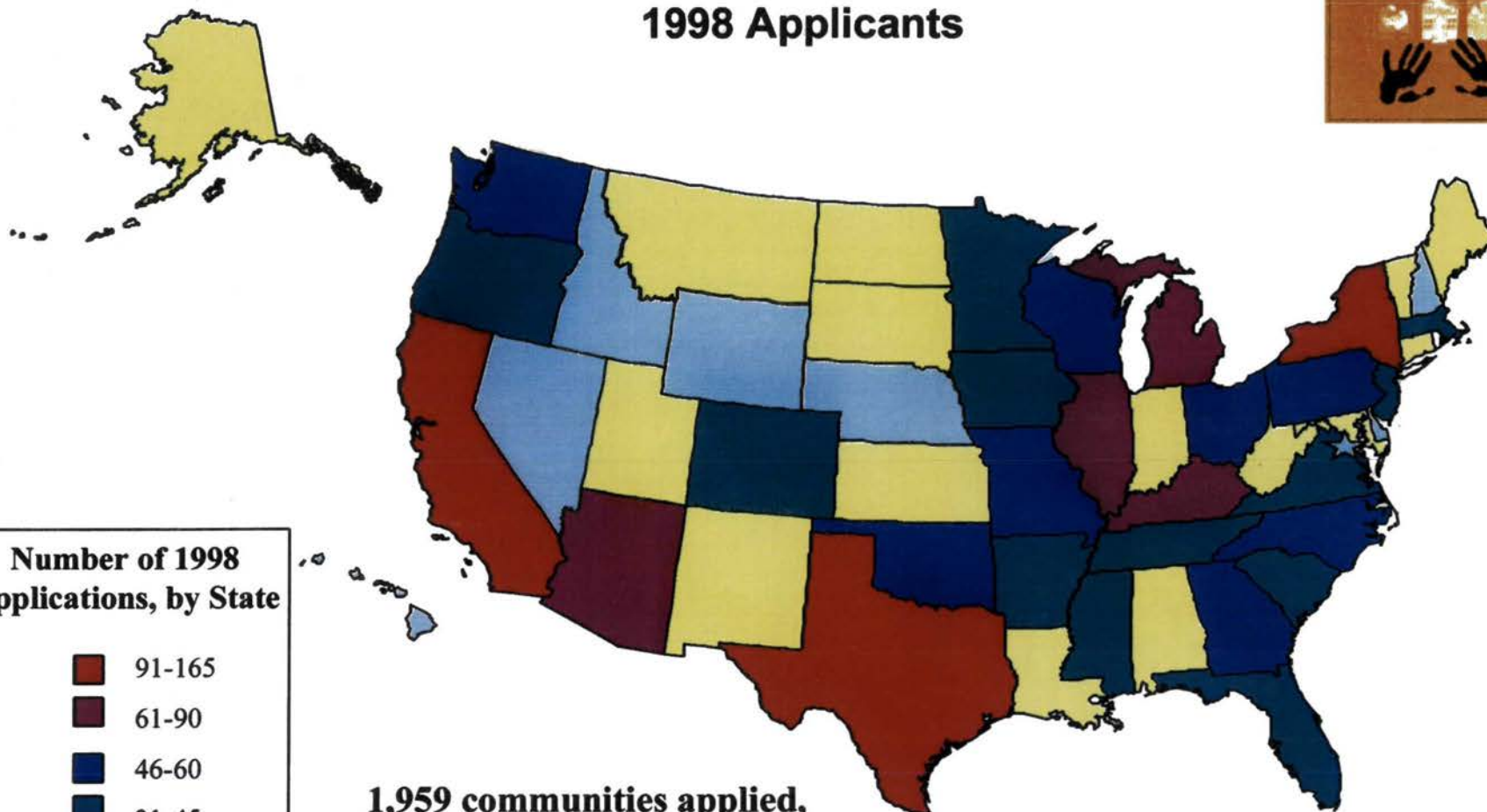


Number of 1998 Applications, by State



**1,959 communities applied,
representing every state
and most of the Territories**

Puerto Rico and
Island Territories



WHSO LAYOUT DRAFT 2

a/o 6/16/98 L. Schwartz

21st CENTURY SCHOOLS

Wednesday, June 17, 1998

Rose Garden/rain Site 450 OEOB

Gate Opens: 10:00 a.m.
 Invite Time: 10:30 a.m.
 Principal Time: 10:20 a.m. Brief
 10:50 a.m. Meet
 11:00 a.m. Event

Approx. 130 Guests/Open Press/Business Attire
 6 Social Aides

7:00 a.m. Rain call: extension 66755, code 7246

9:45 a.m. IN PLACE TIME

10:00 a.m. Guests begin to arrive at the East Visitors Gate and are directed to the Rose Garden by Social Aides.
Contact: Bronson Frick + interns.

SET UP NOTES: 10x24, stage on west end in garden in front of steps; US and Presidential flags behind Blue Goose; rope and stanchion around stage; Blue Goose; water at podium; 130 chairs in garden; 8 chairs on stage; WHCA announce in colonnade; press risers along south side with one cutaway on north east side - all rope and stanchioned; water provided by ushers if weather is hot.

10:20 a.m. **THE PRESIDENT** and **THE FIRST LADY** receive briefing in the Oval Office.

Contact: Bruce Reed, Neera Tanden, Jen Klein

10:50 a.m. **THE PRESIDENT** and **THE FIRST LADY** meet stage participants in the Oval Office.

<u>Participants</u>	
Secretary Riley	Attorney
General Reno	
Sen. James Jeffords	Rep.
Leonard Boswell	
Baltimore Police Chief - Tom Frazier	
Air Force Technical Sergeant Gloria Nava - parent	

11:00 a.m. THE PRESIDENT and THE FIRST LADY accompanied by Attorney General Reno, Secretary Riley, Sen. James Jeffords, Rep. Leonard Boswell, Air Force Technical Sergeant Gloria Nava and Baltimore Police Chief Tom Frazier are announced into the Rose Garden.

PROGRAM BEGINS

THE FIRST LADY makes welcoming remarks and introduces Rep. Boswell.

Rep. Leonard Boswell makes remarks and introduces Sen. James Jeffords.

Sen. James Jeffords makes remarks and introduces Baltimore Police Chief Frazier (T).

Baltimore Police Chief Frazier (T) makes remarks and introduces Air Force Technical Sergeant Gloria Nava.

Air Force Technical Sergeant Gloria Nava makes remarks and introduces **THE PRESIDENT**.

THE PRESIDENT makes remarks.

11:45 a.m. THE PRESIDENT has the option to work a ropeline following the event and departs.

Guests depart South West Gate.

KEEPING CHILDREN SAFE AND ENCOURAGING LEARNING

Clinton Administration Record

Today, President Clinton will unveil new grants to establish or expand after-school programs through the 21st Century Community Learning Centers program. This initiative builds upon the President's comprehensive efforts to keep America's child safe and to encourage learning and improve academic performance.

Making Our Schools and Communities Safer

- **Providing After-School Opportunities for Up to Half a Million Children a Year.** Last year, the President fought for, and won, a \$40 million expansion of the 21st Century Community Learning Centers program. Building on the success of this program, the President's FY99 budget includes a \$200 million major expansion, which will provide safe and educational after-school opportunities for up to 500,000 children. This increase will give more school-age children in rural and urban communities across the country positive learning opportunities and keep more kids off the streets in the after school hours when most violent juvenile crime occurs.
- **Strengthening and Expanding the Safe and Drug-Free Schools and Communities Act.** President Clinton expanded the Drug-Free Schools Act into the Safe and Drug-Free Schools Act of 1994, making violence prevention a key part of this program. The Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts. Schools use these funds to keep violence, drugs and alcohol away from students and out of schools. The President's FY99 budget expands the Safe and Drug-Free Schools program by \$50 million to fund 1,300 Drug and Violence Prevention Coordinators that will help junior high and middle schools across the country develop and implement effective strategies to keep our kids safe and away from drugs.
- **Enforcing Zero Tolerance for Guns and Other Weapons in Schools.** In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. In school year 1996-97, the U.S. Department of Education estimates that, under zero tolerance policies, 6,093 students were expelled from public schools for bringing a firearm to school.
- **Encouraging Schools to Adopt School Uniform Policies.** School uniforms have been found to be a promising strategy to reduce violence while promoting discipline and respect in school. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniforms manual prepared by the Department of Education in consultation with local communities and the Department of Justice.

- **Cracking Down on Truancy.** Truancy prevention initiatives have been shown to keep more children in school and dramatically reduce daytime crime. The President, through the Education Department, issued a guidebook to the 15,000 school districts nationwide which outlines the central characteristics of a comprehensive truancy prevention policy and highlights model initiatives in cities and towns across the country.
- **Supporting Curfews at the Local Level.** Because of the success of curfews in helping to fight juvenile crime and keeping children safe, the Clinton Administration has encouraged communities to adopt curfew policies. Studies have shown, including one issued by the Justice Department, that community-supported curfew programs are often successful in combating juvenile crime. For example, New Orleans' curfew program, in combination with summer jobs and recreational programs, resulted in a 27% drop in juvenile crime during curfew hours in 1994, compared to the previous year.

Promoting Learning, Improving Academic Performance and Strengthening Local Schools

- **Reducing Class Size.** President Clinton has included in his FY99 budget a proposal to help schools provide small classes with qualified teachers in the early grades. The initiative will reduce class size in grades 1-3 to a nationwide average of 18, and will help school districts hire an additional 100,000 well-prepared teachers.
- **Modernizing And Building Schools To Improve Student Learning.** In order for students to learn and compete in the global economy, schools must be well-equipped and able to accommodate smaller class sizes. The President's FY99 budget proposal includes federal tax credits to modernize and build more than 5,000 new schools.
- **Teaching Every Child to Read by the 3rd Grade.** The America Reads Initiative is providing tutors for after-school and is helping parents help their children learn to read. America Reads is part of the President's strategy -- involving teachers, families and communities -- to ensure that all children learn to read well and independently by the end of the third grade.
- **Expanding Choice and Accountability in Public School.** President Clinton has dramatically increased funding for public charter schools. Because of this increase, the nation will go from only one charter school in 1993 to nearly 1,000 charter schools by the end of 1998.
- **Striving for Excellence with National Education Standards.** Seeking high national standards for all students, the President has proposed a first-ever national test of 4th grade reading, 8th grade math. Additionally, **Goals 2000** is helping States plan and implement steps to raise educational achievement and establish voluntary standards of excellence for all children.

- **Raising Standards for Over Ten Million Low Income Students with Title I.** The Clinton Administration overhauled Title I in the Improving America's Schools Act of 1994 and has increased funding for this education program. Title I provides extra help with basic and advanced skills to more than 10 million disadvantaged students in elementary and secondary schools.
- **Preparing for the 21st Century with Greater Education Technology.** The Clinton Administration created the Technology Literacy Challenge Fund to help connect every classroom to the Internet by 2000, increase the number of multimedia computers in the classroom, provide teachers with technology training, and promote the development of high-quality educational software. This Administration has also secured an e-rate (discounts worth over \$2.5 billion every year) for schools, libraries, rural health clinics and hospitals to connect to the Internet.