

TESTIMONY

on behalf of

THE NATIONAL SCHOOL BOARDS ASSOCIATION

on

H.R. 812

The Link-Up for Learning Demonstration Grant Act

before the

Education and Labor Subcommittee on Elementary,
Secondary, and Vocational Education
U.S. House of Representatives
2257 Rayburn House Office Building
Washington, D.C.

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I. INTRODUCTION

I am Arlene Penfield, President of the National School Boards Association (NSBA) and a member of the Board of Cooperative Educational Services of Clinton-Essex-Warren-Washington Counties of New York. I am pleased to have this opportunity to testify before the House Subcommittee on Elementary, Secondary, and Vocational Education on behalf of the 97,000 local school board members across the country who set policy for the education of our school children.

NSBA is the only major education organization representing locally elected and appointed school board members across the nation. Currently marking its fifty-second year of service, NSBA is a federation of state school board associations with direct local school board affiliates, constituted to strengthen local lay control of education and to work for improving public education. Nationwide, local school board members are politically accountable to their constituents for the prudent operation and fiscal management of the local school districts they serve. As government officials, school board members are uniquely positioned to judge federal legislative programs purely from the standpoint of public education, without consideration to their personal or professional interests.

II. THE NEED FOR THE LINK-UP FOR LEARNING BILL

A. Overview

Local school board members have become increasingly concerned that large numbers of children in America are growing up under conditions that create the risk of academic failure. Almost every school district in America faces the difficult task of educating students who are living in poverty, are poorly housed and suffering from inadequate nutrition or health care. In addition, many children are faced with problems in their families that are becoming more prevalent across all income levels, particularly in times of recession. These include the effects of drug or alcohol abuse, family violence and sexual abuse, divorce and living in single parent families, job loss and declining income.

At the same time, the nation's political and business leaders have greatly raised their expectations for our schools to produce graduates prepared to compete at world class standards of excellence. For example, President Bush and the nation's governors have set national goals that include making American students first in the world in mathematics and science achievement by the year 2000. To succeed in the world economy of the 21st century, America needs all its children to become literate, independent, and productive citizens.

School board members are willing to embrace these goals and strive to meet these expectations. But they know that the schools cannot achieve them alone. What has become very clear is that the nation's educational and social needs have radically changed, while our schools and social service agencies have not. That is why NSBA is

urging Congress to pass H.R. 812, a bill that will greatly assist local schools to meet the needs of our nation's at risk students. H.R. 812, the Link-up for Learning bill establishes a \$50 million demonstration grant program in the Department of Education to encourage a coordinated approach by parents, schools, and social service agencies to improve the educational performance of at-risk youth.

B. Children At-Risk of Academic Failure

In the past, the schools could count on the active support of parents and family, the church, and the wider community in assuring that children were ready and able to participate in classroom instruction. Where there were gaps in these social supports for children, a safety net of programs provided assistance. Unfortunately, at the same time that the population of at-risk youth has grown, the nation's public and private support system for these children has eroded. Moreover, the costs of many of these services, such as health costs, can no longer be met through volunteer organizations.

Just a few of the multitude of risk factors begin to paint the picture:

- Twenty-five percent of young children live at or below the poverty line. But only 40 percent of eligible children receive free or reduced price lunches or benefit from food stamps, 25 percent are not covered by health insurance, and only 20 percent are accommodated in public housing.
- Half a million are the children of teen mothers -- and we know that the single largest cause of dropouts is teen motherhood, and that the single highest predictor that a child will drop out of school is having a mother who dropped out of school.
- More than a million children from both lower and middle income families see their parents divorced each year.
- Large numbers of children are recent immigrants or children of recent immigrants with limited English proficiency and significant unmet educational needs.
- Adding to these risks are widespread substance abuse, inadequate health care, and a lack of affordable housing that leads to overcrowding and, at the extreme, homelessness.

Research increasingly points to a demonstrable and fundamentally troubling correlation between the risk factors outlined here and educational achievement. If current patterns hold, at least 25 percent of America's young people will not graduate from high school, and those who live in urban areas or who come from poor families face even more dire prospects.

C. Obstacles to Collaboration

The problems that plague at-risk children and youth rarely occur one at a time. It is increasingly common for one family to confront many of these circumstances simultaneously -- dramatically increasing the risk and complexity of solutions. When the family looks for help, too often it must look to a patchwork quilt of diverse agencies that compounds the problem.

Because the disadvantages of an increasing proportion of our youth are so intertwined, the agencies and resources needed to deal effectively with the situation should mesh in a corresponding fashion. Typically, they do not. Agencies function in isolation from one another and virtually none sees the whole picture confronting a family and how it affects the children -- a holistic view. Instead each human service provider views the child from a different perspective. The educator sees a student who may drop out. The health care provider sees a patient who may deliver a low birth-weight baby. The social service worker sees a client who may need public assistance and so on.

It is possible for family members to be served collectively by twenty or more social services units whose staff are unaware of each other or the services that the others are providing. As a result of this fragmentation, young people and their families often receive ineffective, duplicative, or inappropriate services. This experience can easily discourage them from seeking services altogether.

Some of the serious obstacles to collaboration and cooperation result from the fact that:

- Programs and services originate at several levels of government operating independently often resulting in the duplication of services in some areas and gaps in others.
- Services designed to correspond to discrete problems are administered by literally dozens of agencies and programs, each with its own particular target population, legislative mandates, eligibility criteria, source of funding, confidentiality requirements, regulations, and accountability requirements.
- Service providers in the schools and social service agencies often lack basic knowledge of and access to all the available services for at-risk students and their families in the community.
- School personnel and other service providers have few resources or incentives to coordinate services, such as cross-agency training opportunities or interagency case management.
- Moreover destructive turf battles frequently occur when agencies have to compete for increasingly scarce resources.

While formidable, NSBA does not regard these barriers as insurmountable. NSBA believes the escalating needs of children and youth highlighted earlier are motivating educational and social service agency leaders to develop closer working relationships to design programs that address the needs of the whole child and their families. Indeed, the President's emphasis on national education goals and his call for greater community participation in their achievement in his America 2000 plan presents a unique opportunity to pursue a collaborative agenda.

III. THE TREND TOWARD COLLABORATION

A. Survey by NSBA's Council of Urban Boards of Education

NSBA has conducted surveys of its own school districts that reveal that significant collaboration efforts are already underway in diverse communities throughout the United States. Through its Council of Urban Boards of Education (CUBE) as well as through a general sampling of other school districts, NSBA has gathered examples of about 150 collaborative projects. We are in the process of preparing a comprehensive resource guide on examples of collaboration which we would be pleased to share with you upon its completion. Some examples are:

- In Yonkers, New York, the Yonkers Public Schools and the City of Yonkers are the lead agencies for the Adolescent Pregnancy Prevention Service Project that operates out of the Commerce Community Center and has case managers in all secondary schools as well as community agencies. It receives funding from the New York State Department of Social Services.
- In Sunbury, Pennsylvania, the Children's Clinic provides a joint, multi-disciplinary pool of county and school system resources to plan, coordinate, and monitor all services to at-risk children.
- In Des Moines, Iowa, a school-based youth services program operates in conjunction with Community Focus, Inc., United Way, and several social service agencies. The program provides employment, health, and social services in a comprehensive "one stop shopping" manner for identified students and their families.
- In San Diego, California, the New Beginnings project represents a model school-based collaborative initiative to bring together services for at-risk young children and their families.

These examples reflect a collaborative thrust that will be burgeoning in the years ahead. They augur a future in which the special needs of children and families will have to be

met by a radically reconfigured education and human service delivery system more closely attuned to the unique needs of today's children and families.

B. The Wingspread Conference Statement on Collaboration

Local school boards as governing entities are not alone in recognizing the need for dealing with our children's complex education and human service needs in a holistic manner. In fact, in February of 1991, for the first time ever, the elected leadership of national associations representing local government -- school boards, school administrators, mayors, county supervisors, town and townships, and city managers -- met at the Wingspread Conference Center in Racine, Wisconsin to explore the critical need to develop a collaborative approach to the delivery of services to children. This historic meeting resulted in an agreement among the participating agencies whose constituents are among the major providers of services to children.*

The consensus was that a greater commitment must be made by all governmental agencies, at all levels of government to serve youth. Further, the organizations committed themselves to work together in pursuing a multi-pronged strategy to assist their respective memberships in establishing a collaborative base for the delivery of services. These services would include a priority for early intervention and, in all instances, be provided in a holistic, child-centered manner, emphasizing collaboration among local governmental agencies.

At the local level when budgets are tight, collaboration requires a tremendous amount of risk because of finances, political jurisdiction, as well as the personnel issues bound to arise when people from different agencies are brought together. However, recognizing the problem, the elected leadership of the organizations represented at the Wingspread Conference as well as their respective memberships have endorsed the joint statement as well as collaboration. In spite of the risks, the participating associations are confident that interagency collaboration will benefit children and will build a strong and prosperous nation. The joint statement that emerged from this meeting also emphasizes the need for a federal dimension and is attached for the Committee's review.

*The signatory groups are: National School Boards Association, American Association of School Administrators, National League of Cities, National Association of Counties, International City Management Association, National Association of Towns and Townships, U.S. Conference of Mayors.

IV. THE FEDERAL ROLE: DEMONSTRATION, DISSEMINATION, AND DEREGULATION

A. Development of H.R. 812

On the basis of the crisis confronting at-risk students, the desire of other local governmental agencies to embark on a collaborative course, and the experiences gleaned from our surveys of current interagency collaboration efforts, NSBA determined that an urgent need existed for federal legislation that encourages a coordinated effort linking the resources of the schools with parents and community social service agencies to improve the education of students. NSBA was pleased to work with Representative Nita Lowey, a member of this Committee, to craft a legislative proposal embodying this concept that became the Link-up for Learning Demonstration Grant Act.

The Link-Up for Learning Act was introduced as H.R. 812 in the House by Representatives Nita Lowey (D-NY) and Constance Morella (R-MD) on February 5, and in the Senate as S. 619 by Senators Bill Bradley (D-NJ) and Edward Kennedy (D-MA) on March 12. The bill enjoys bipartisan support and has attracted fifty-four cosponsors to date in the House.

B. Schools as the Linchpin for Collaboration

A key feature of H.R. 812 is its recognition that schools can provide the critical organizational center for coordination and collaboration of youth services. Schools are the major resource for children in most communities. They provide the most sustained and ongoing contact with children outside the family setting. School staff can tell when a child's health, nutrition, or social service needs are not being met. Because of existing physical sites in every neighborhood, schools are the logical infrastructure around which to build collaborative services. The school can also become the site or broker of numerous services. Most importantly, schools are the institution most committed to improving learning among at-risk students -- the goal of the Link-up bill.

C. Eligibility and Uses of Funds

H.R. 812 targets educationally disadvantaged students and their families for collaborative services. Under the bill, a Chapter One eligible school district collaborating with a public agency, a non-profit organization, an institution of higher education, or a Head Start agency would apply for a three-year grant. Recipients would use funds to coordinate and improve access to school-based or community-based education support services for disadvantaged youngsters. Such services can include nutrition, health screening and referrals, counseling, substance abuse prevention, extended school day programs, tutoring, literacy, parent education and involvement, child abuse services, welfare services, juvenile delinquency, job training and placement and others.

Funds also could be used to establish "one-stop shopping" locations for services in schools, community centers, public housing sites or other central locations; to facilitate interagency communication, design unified eligibility procedures, coordinate case management, and train staff across agencies. Special consideration in awarding grants would be given to urban and rural areas and areas with high proportions of at-risk students. Not more than one-third of each grant would be used for planning a coordinated service program and not more than 50 percent of each grant would be used for the delivery of services. The federal share of the cost of the activities would be 80 percent.

D. Local Demonstration Projects

The Link-up bill would provide the extra resources needed by schools to achieve coordination with other community agencies and resources. The bill envisions three models of collaboration: 1) school-based projects, 2) community agency based projects, and 3) new joint agency projects.

H.R. 812 also recognizes that there is no one perfect model of collaboration for all communities. After all, there are over 80,000 neighborhood schools located in 16,000 school districts which in turn are located in 3,800 counties and thousands more cities and townships across the United States. In other words, the diversity of student needs and the existing political and service mechanisms that are in place are so varied that collaboration cannot follow any singular top-down model, but must be developed on a community by community basis. These local collaboration models should be assisted but not determined by Washington. H.R. 812 will enable local communities to adopt aspects of funded demonstration projects through the replication grant provisions.

E. Deregulation

Many local agencies want to collaborate but cannot because of restrictive laws, regulations and policies including confidentiality requirements that prevent multiple use of information by more than one agency, the ban on commingling of funds, and differing eligibility requirements. H.R. 812 also would create a federal interagency task force to identify and cut through bureaucratic and regulatory obstacles that hinder effective collaboration between federal education, job training, housing, and children's services programs at the local, state, and federal level. The task force is also charged to make recommendations to Congress for further legislative action needed to remove barriers to effective collaboration.

F. Funding

Given the current scenario of mounting state budget deficits which inevitably result in cutting back state education aid and social services, schools need federal funds to embark on collaborative projects to more effectively serve students with multiple problems. NSBA is convinced that such projects will soon yield financial benefits for all

participating agencies. Collaboration of services is more cost effective since duplication is eliminated and early intervention and prevention are stressed. Given what is at stake in terms of the critical need to serve our nation's youth, the federal investment required for H.R. 812, \$50 million, is modest and highly cost-effective.

V. CONCLUSION

In summary, what makes the Link-Up for Learning Act worthy of passage?

- Link-Up for Learning focuses on providing services to help children learn better, thus providing a rationale for education, housing, health, and social services agencies to collaborate.
- It is a low-cost demonstration program to put students and their families in touch with the services they need for academic success.
- By serving the whole family, it brings parents into the school, increasing the potential for parental involvement in the child's learning -- a critical factor in a child's academic success.
- Through collaboration, duplicative services can be eliminated and service gaps can be filled. Prevention can be substituted for expensive and less successful crisis intervention.
- H.R. 812 also establishes a mechanism to identify barriers to collaboration resulting from federal regulation.

Finally, the Link-Up for Learning Act offers Congress a powerful tool to break the cycle that leads to academic failure, teenage parenthood, school dropouts, low skill levels, unemployment and underemployment, and low income. Today's children cannot wait any longer for a success story to come to their community. A federal demonstration grant program will make the concept take off in school districts everywhere.

Thank you for this opportunity to testify.



By Mr. BRADLEY:

S. 98. A bill to establish a Link-Up for Learning grant program to provide coordinated services to at-risk youth; to the Committee on Labor and Human Resources.

LINK-UP FOR LEARNING GRANT ACT

• Mr. BRADLEY. Mr. President, the poverty, hunger, illness, and family breakdown that is the tragic condition of too many American children has placed tremendous stresses on our educational system. When we look at the failures of American education, at declining test scores, at the difficulty businesses have in finding young workers with basic skills, we have to face up to the fact that many youngsters come to school unready to learn.

An empty stomach, pregnancy, homelessness, chronic illness, sleepless nights spent listening to a domestic fight in the next room or a gunshot in the street can make it impossible to focus the mind on reading, spelling, and multiplication tables. America's teachers know this, and they work hard to help each student overcome the barriers to learning. In any circumstance, this is a daunting proposition. But with class sizes of 30 students or more, inadequate facilities and stressful classroom settings, this can be a nearly impossible task. The Link-Up for Learning Act will help schools, families, and teachers connect students with the social services that will help them come to school ready to learn.

Link-Up for Learning recognizes that in every region of the country, services for children are available from many private and local government agencies. But too often neither parents nor teachers are aware of all the possibilities, so children's needs go unmet. Bringing together families, teachers, school personnel, and community social service providers will make it possible to see all of a child's needs so that all the adults involved can work together to help that child reach his or her fullest potential.

There is no single model for connecting schools, families, and social service providers. The Link-Up for Learning bill, by establishing a \$100 million grant program in the Department of Education, will help various localities explore what works to meet the learning needs of at-risk kids in their schools. The common thread to all the projects will be that the districts must already be eligible to receive chapter I funds for disadvantaged students.

I expect that some of the projects funded will draw on New Jersey's School Based Youth Services Programs [SBYSP], which offer one of the most successful models for connecting schools with social services. The 29 centers established by this program offer a one-stop approach for students or dropouts between the ages of 13 and 19 who want an opportunity to complete their education or obtain other

services. Many new projects will look at other ways to make the whole array of social services available to a particular young person or family.

Other programs, I expect, will link educational programs designed to address or prevent a particular problem with community-based programs in the same area. The healthy mothers/healthy babies initiative underway in 10 New Jersey cities offers a good example of this approach. Schools, prenatal care providers, social service agencies, and community and church groups work together to educate young mothers and to keep both mother and infant healthy. A successful program can help the mother complete her schooling and help her child grow up ready to learn, thus preventing two human tragedies.

I mention these models only as examples of how connecting schools, families, and community resources can help save children. The purpose of this bill is to unleash the creativity in our schools and communities to come up with new and better ways to make this connection.

Before closing, I need to acknowledge the enormous contribution made by the nation's school boards and their national association to this effort. These community-minded individuals have always been at the forefront of creating an effective school program. Their development and support for this Link-Up for Learning is proof of their commitment, and I thank them for it.

Mr. President, if we fail to educate the children who are poor in America today, we will consign one in five Americans to a future of failure and low productivity. The millions of children who are victims of abuse and neglect each year, the 100,000 who are homeless, the millions who come from single-parent families bring enormous new problems to our schools. Teachers know that if they can find a way to address these problems, the process of learning can begin and succeed. Link-Up for Learning will help those kids find a way out of their problems so they can concentrate on learning and achieving the full potential of their minds and bodies.

EXTENSIONS OF REMARKS

THE LINKUP FOR LEARNING ACT

HON. NITA M. LOWEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, January 21, 1993

Mrs. LOWEY. Mr. Speaker, I rise today to announce the reintroduction of an important bill designed to advance school reform efforts throughout the Nation and to significantly improve our Nation's ability to educate our youth. This bill is the Linkup for Learning Act.

Many times, when students fail in school, it is because their basic social service needs are not being met. Large numbers of children in America are in desperate need of help with problems such as poverty, inadequate nutrition or health care, drug or alcohol abuse, and child abuse or neglect. Unless their vital needs are met, these students will continue to fail in alarming numbers. However, the current delivery system for social services is fragmented, ineffective, overregulated, and duplicative. We need to improve the delivery of these services so that our at-risk youth will be able to learn effectively and become productive members of society.

Fortunately, the answer is at hand. Around the Nation, communities are successfully experimenting with one-stop shopping for key social services in schools, community centers, or public housing sites. By linking together our Nation's families, schools, and social service agencies, we can provide coordinated and effective social services for America's youth, and significantly enhance their ability to succeed in school.

More than 20 percent of our Nation's children are living in poverty. Almost half of all children and youth live in single parent families for part of their lives. High proportions of disadvantaged and minority children are with teenage mothers who are struggling to fulfill academic programs themselves or have been forced to abandon hope.

Many of our Nation's children suffer from the effects of inadequate nutrition and health care. Some are victims of homelessness or violence. Still others have fallen victim to alcohol or drug abuse. And many are children of recent immigrants who face language and other barriers to educational success.

At the same time that the population of at-risk youth is growing, the Nation's support system for these children is eroding. For instance, 40 percent of eligible children do not receive free or reduced price lunches or benefit from food stamps. As many as 25 percent of our Nation's children are not covered by health insurance, and only 20 percent of those in need are accommodated in public housing.

Moreover, existing services for at-risk youth are fragmented, expensive, overregulated, ineffective, and duplicative. School personnel and other support service providers often lack knowledge of and access to available services for at-risk students and their families. Providers are constrained by bureaucratic obstacles

and have few resources or incentives to coordinate services for these youth.

These facts are indicative of a national crisis in the making. Unless we respond to the needs of at-risk youth now, we will pay the price as a nation later. Our at-risk youth will continue to fail in school at an alarming rate, and our Nation will pay the price in the costs of remedial education and job training, lost productivity, reduced competitiveness, and increased spending on our criminal justice system.

The Linkup for Learning Act, which I am introducing today, seeks to address these serious problems by enhancing the effectiveness of educational support services for at-risk youth. It does so by providing resources to link together our Nation's families with schools and community social service agencies in an effort to provide overall coordination of services for at-risk youth.

By uniting parents, educators, and social service providers in addressing these problems in a comprehensive fashion, we can make significant progress in improving educational programs for these children. We can also better ensure that the billions of dollars we invest in elementary and secondary education are not undermined by shortcomings in the environments in which children are raised.

The Linkup for Learning Act calls for the establishment of a grant program in the Department of Education to encourage a coordinated approach to the provision of educational support services for at-risk youth.

Local school districts collaborating with a public social service agency or a consortium of agencies will be eligible to receive grants under this program, so long as the local school district is also eligible to receive chapter 1 funds for disadvantaged students. Participating school districts will be able to select any eligible school, grade level, or program area for the establishment of coordinated educational support services for at-risk youth.

Local education agencies receiving grants under this act may use the funds for coordinating, expanding, and improving such school-based or community-based services as: child nutrition and nutrition education; health education, screening, and referrals; student and family counseling; substance abuse prevention; remedial programs; child care; tutoring; mentoring; special curricula; family literacy; parent education and involvement activities; and other appropriate services.

In addition, funds may be used to develop a coordinated services program for at-risk youth to increase their access to community-based support services, such as: foster care and child protective services; child abuse services; recreation; juvenile delinquency prevention and court intervention; job training and placement; and other appropriate services.

School districts may also use grant funds to facilitate interagency collaboration, coordinate case management, and train staff in the participating agencies. Special consideration will be afforded to school districts which have a particularly high proportion of at-risk students,

and to achieving geographical distribution of awards.

Finally, the bill creates a Federal interagency task force to facilitate interagency collaboration at the Federal, State and local levels, and it directs the Secretary of Education to conduct a study of funded projects and make recommendations to Congress to improve the coordination of educational support services.

The bill authorizes \$250 million for linkup for learning grants in fiscal year 1994, and such sums as are necessary in fiscal years 1995, 1996, 1997, 1998, and 1999.

I would like to take this occasion to thank the officials and members of the National School Boards Association (NSBA) for the major role that they played in the development of this important legislation. NSBA members, who are on the front lines in responding to the crises facing at-risk youth, recognize the severe impediments to success that are posed by today's system of fragmented services, and they understand that the concept embodied in this legislation will go a long way toward achieving success in educating America's most troubled youths. They were crucial in building extensive bipartisan support for this legislation during the 102d Congress, and I look forward to a close and productive working relationship with the NSBA in the coming year.

During the 102d Congress, I introduced very similar legislation in order to call attention to the desperate need for improved coordination in the provision of services for at-risk youth. More than 140 Members of Congress from both parties cosponsored that bill.

During a series of hearings in the Committee on Education and Labor on the problems facing American education, it became very evident that enhanced coordination of education with Health and Social Services is one of the most effective tools of school reform available today. In the wake of these hearings, the Committee on Education and Labor and the full House of Representatives passed comprehensive school reform legislation that sought to provide funds to local school districts in order to assist them in conducting this essential reform activity.

Unfortunately, the reform legislation did not meet with final approval from Congress prior to the end of the legislative session in 1992. However, throughout the process, there was strong agreement from most education leaders in the House and the Senate that this concept would be on the top of the legislative agenda during the 103d Congress, as we move toward consideration of legislation to support school reform and to reauthorize the extensive programs of the Elementary and Secondary Education Act. In light of the strong congressional interest in this legislation, as well as the promising new leadership in the White House, I plan to press for prompt action on this legislation during the 103d Congress, and I am hopeful that we will meet with success.

Mr. Speaker, the issue of educating at-risk youth is among the most important issues facing education today. The concept embodied in

the Linkup for Learning Act, which calls for a coordinated effort on the part of parents, educators, and social services agencies in responding to the needs of at-risk students, will help dramatically improve educational success of at-risk students. This, in turn, will reap benefits for our entire society in increased productivity, enhanced competitiveness, and reduced spending on social services.

I am joined today in introducing this legislation by my colleagues Mrs. MORELLA, Mr. ANDREWS of New Jersey, Mr. MILLER of California, Mr. OWENS of New York, and Mr. PAYNE of New Jersey. I urge all of my colleagues to join in this effort to improve our Nation's educational report card by cosponsoring the Linkup for Learning Act.



Summary of H.R. 520/S. 98 The Link-Up for Learning Act

1. Purpose and Target Population

Growing numbers of children live in economic conditions that greatly increase their risk of academic failure when they enter school. The *Link-Up for Learning Act* would provide funds to coordinate educational and social support services for at-risk youth in our nation's elementary and secondary schools, and enhances the effectiveness of these services. The legislation targets educationally disadvantaged students and their families.

2. Eligibility and Authorize Uses of Funds

A Chapter One eligible school district collaborating with a public agency, a non-profit organization, an institution of higher education, or a Head Start agency may apply for a three-year grant. Recipients may use funds to coordinate and improve access to school-based or community-based education support services for disadvantaged youngsters. Such services can include nutrition, health screening and referrals, counseling, substance abuse prevention, extended school day programs, tutoring, literacy, parent education and involvement, child abuse services, welfare services, juvenile delinquency, and job training and placement. Funds may also be used to establish "one-stop shopping" locations for services in schools, community centers, public housing sites or other central locations, to facilitate interagency communication, design unified eligibility procedures, coordinate case management, and train staff across agencies.

3. Limitations and Applications

Special consideration in awarding grants is given to urban and rural areas and areas with high proportions of at-risk students. Not more than one-third of each grants shall be used for planning a coordinated service program and not more than 50 percent of each grant shall be used for the delivery of services. The federal share of the cost of the activities shall be 80 percent.

4. Other Provisions

The bill establishes a Federal Interagency Task Force to develop a National Youth Policy and facilitate interagency collaboration at the federal, state and local levels. Finally, it directs the Secretary of Education to conduct a study of funded projects and make recommendations to Congress to improve coordination of education support services.

5. Authorized Appropriations

A total of \$250 million is authorized by H.R. 520 for grants in Fiscal Year 1994 and such sums as are necessary are authorized in Fiscal Years 1995 and 1996. S. 98 authorizes \$100 million.

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FOR LOCAL LEADERSHIP OF PUBLIC EDUCATION

SCHOOL BOARD NEWS

PUBLISHED BY THE NATIONAL SCHOOL BOARDS ASSOCIATION

For 1993 Convention Participants

Sunday, March 28, 1993

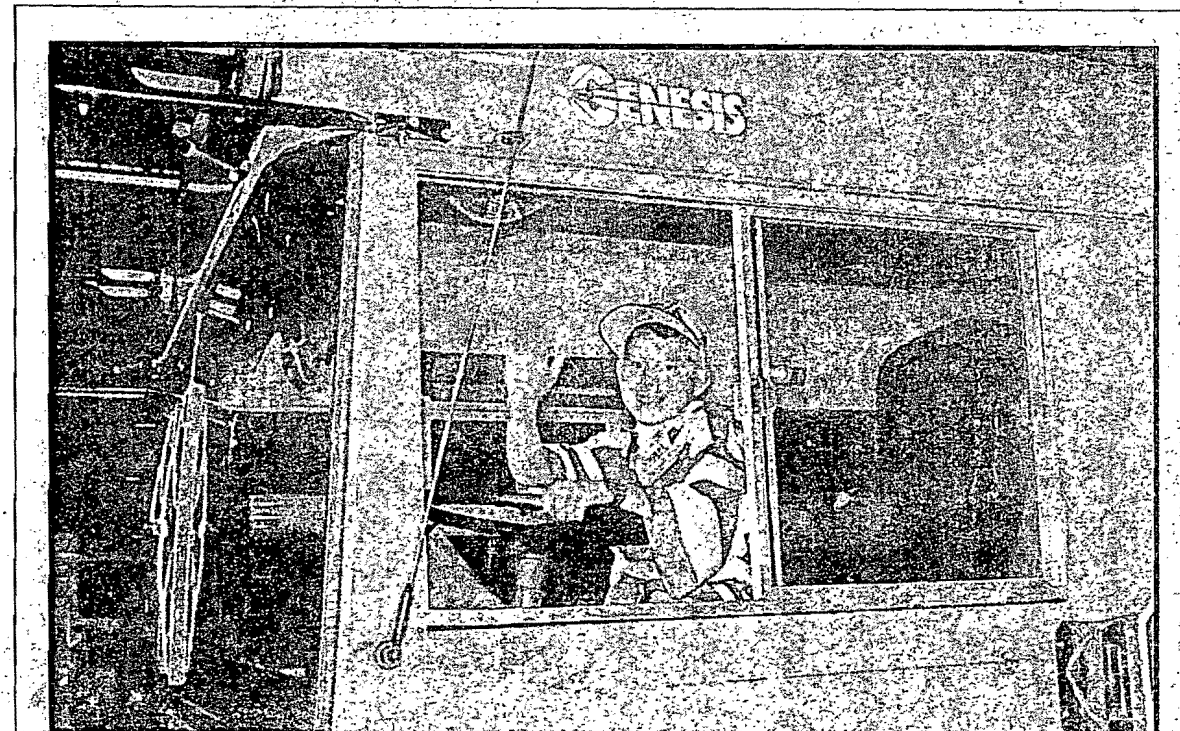
Riley calls for more dollars for education

Secretary seeks input from school board leaders

Calling President Clinton's *Goals 2000: Educate America Act* a "landmark bill," U.S. Secretary of Education Richard W. Riley says the measure will mean not only an "infusion of federal

be the first major federal education legislation designed to help put our nation 'on the move' to reach world-class standards rather than being gridlocked in a nation at risk."

Goals 2000 "is expected to be



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FOR LOCAL LEADERSHIP OF PUBLIC EDUCATION

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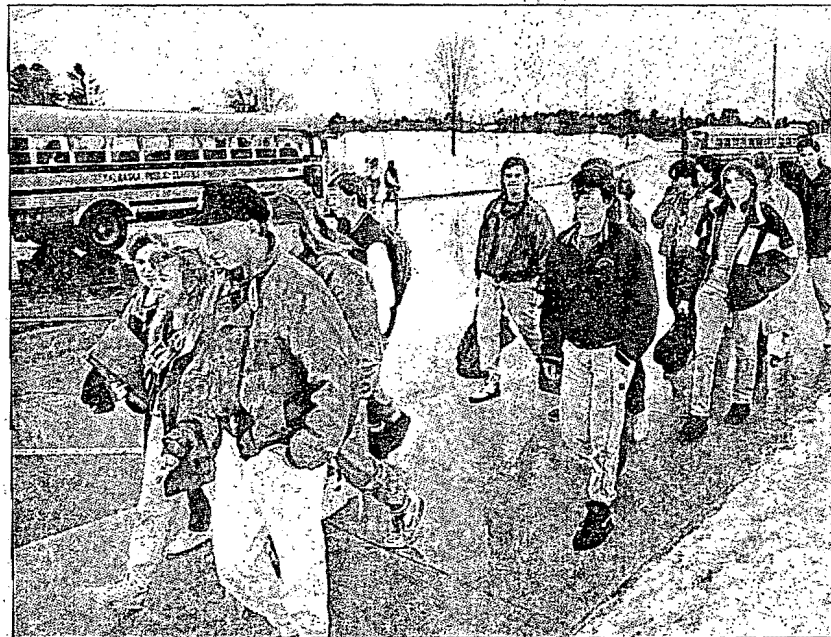
FAST REPORT

Math progress

■ The 1992 Mathematics Report Card, conducted by the National Assessment of Educational Progress, contains some promising results.

There was a significant gain nationwide between 1990 and 1992 for all three grade levels assessed—grades 4, 8, and 12. More students are attaining at least a partial mastery of the subject matter assessed.

Conversely, the proportion of students scoring below the "basic" level fell significantly.



School ended in March for these students at Kalkaska High School.

Clinton Administration supports holistic approach to children

“The Clinton-Gore Administration has an approach to children that is far more coherent and comprehensive than ever attempted before by the federal government,” says NSBA President William M. Soult.

That approach, which coincides with NSBA’s advocacy on serving children, was evident at the National Summit on Children and Families in Washington, D.C., earlier

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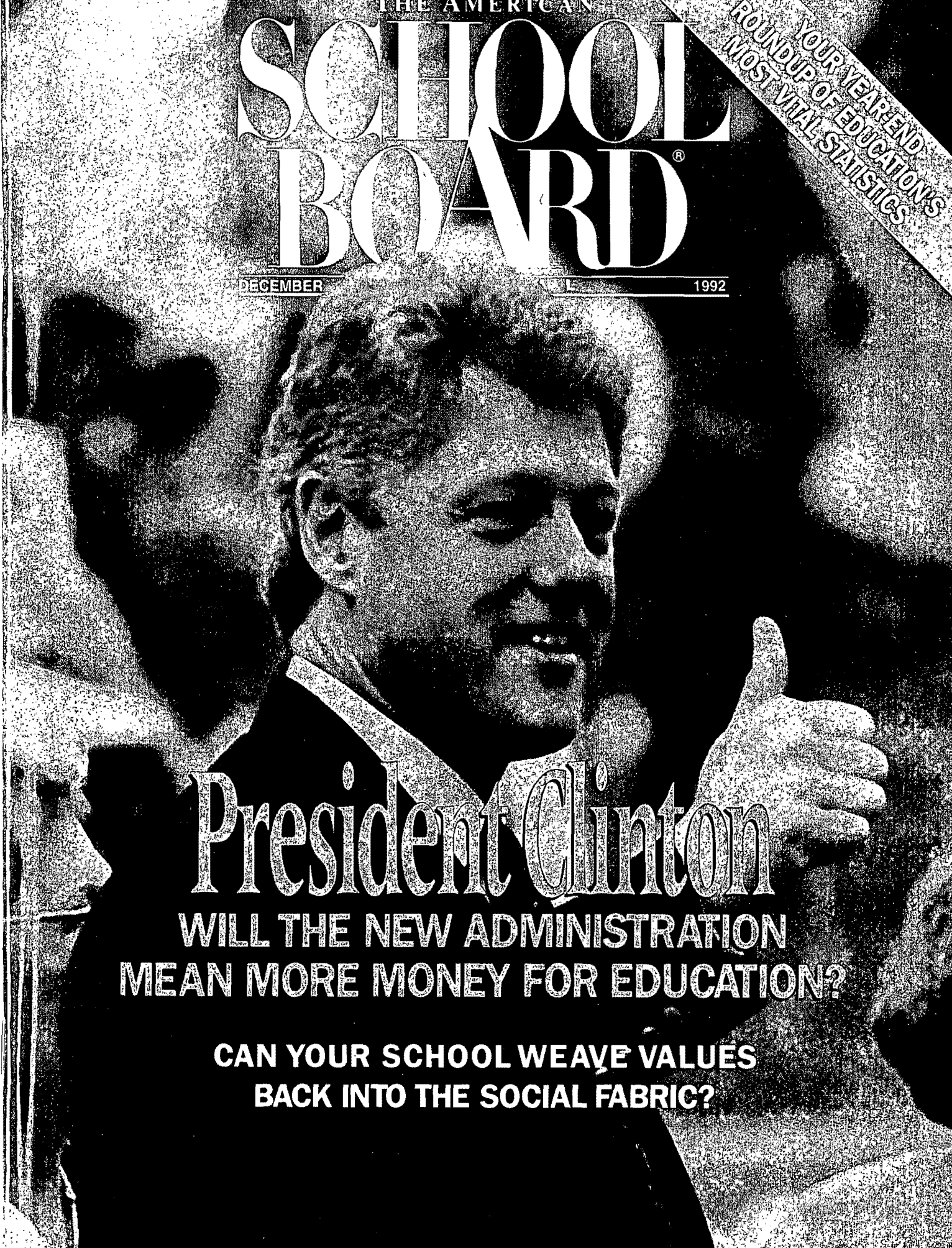
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