

106TH CONGRESS
1ST SESSION

H. R. 1307

To provide for grants, a national clearinghouse, and a report to improve the quality and availability of after-school programs.

IN THE HOUSE OF REPRESENTATIVES

MARCH 25, 1999

Mr. CASTLE (for himself, Mr. BOEHLERT, Mr. BOEHNER, Ms. BROWN of Florida, Ms. CHRISTENSEN, Mr. DOYLE, Mr. FOLEY, Mr. GALLEGLY, Mr. GILCHREST, Mr. GILMAN, Mr. GREEN of Texas, Mr. INSLEE, Mrs. JOHNSON of Connecticut, Mrs. JONES of Ohio, Mrs. KELLY, Mr. LAZIO, Mr. LUTHER, Mr. MCHUGH, Mr. QUINN, Mr. REGULA, Mr. SAWYER, Mr. SHAYS, Mr. SHOWS, Mr. UPTON, Mrs. WILSON, and Mr. WISE) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To provide for grants, a national clearinghouse, and a report to improve the quality and availability of after-school programs.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “After-School Children’s
5 Education (ACE) Act”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds the following:

1 (1) Children’s activities outside of school have
2 a critical and long lasting impact on school achieve-
3 ment and future success.

4 (2) Approximately 24,000,000 school-age chil-
5 dren are in need of adult supervision while their par-
6 ents are at work.

7 (3) Experts estimate that almost 5,000,000
8 school-age children spend time without adult super-
9 vision during a typical week and that these children
10 are more likely to engage in risky behavior such as
11 drug and alcohol abuse, sexual activity, loitering on
12 street corners, and truancy.

13 (4) The prosperity of the Nation depends upon
14 maximizing and fulfilling the potential of its young
15 people.

16 (5) Many parents report that they would like to
17 enroll their children in after-school enrichment ac-
18 tivities but that they are prevented from doing so by
19 prohibitive costs, transportation difficulties, worries
20 about neighborhood safety, and a shortage of avail-
21 able options.

22 (6) While there are gaps in the availability of
23 after-school programs, there are many outstanding
24 programs for the Nation’s youth, including programs
25 sponsored by the Boys and Girls Clubs of America,

1 the Boy Scouts of America, the Girl Scouts of Amer-
2 ica, YMCAs, mentoring programs, and athletic and
3 other programs operated by public schools, churches,
4 day care centers, parks, recreation centers, family
5 day care, community organizations, law enforcement
6 agencies, service providers, and for-profit and non-
7 profit organizations.

8 (7) Before the United States can meaningfully
9 expand the supply of after-school programs, accurate
10 information must be available regarding the number,
11 type, and appropriateness of after-school programs
12 available, significant areas of unmet need in the
13 quality and availability of after-school programs,
14 barriers which prevent or deter the participation of
15 children in after-school programs, and barriers to
16 improving the quality and availability of after-school
17 programs.

18 **SEC. 3. AFTER-SCHOOL PROGRAM GRANTS.**

19 The Child Care and Development Block Grant Act
20 of 1990 (42 U.S.C. 9858 et seq.) is amended—

21 (1) in section 657A(b)(3), by inserting “, in-
22 cluding after-school programs” after “child care”;

23 (2) in section 657B, by striking
24 “\$1,000,000,000” and inserting “\$1,010,000,000”;
25 and

1 (3) by inserting after section 658G the fol-
2 lowing new section:

3 **“SEC. 658H. AFTER-SCHOOL PROGRAM GRANTS.**

4 “A State that receives funds to carry out this Act
5 for a fiscal year shall use not less than 1 percent of the
6 amount of such funds, in coordination with child care re-
7 source and referral centers to the extent practicable for
8 activities that are designed to improve the quality and
9 availability of after-school programs, including one or
10 more of the following:

11 “(1) Informational assistance, including assist-
12 ance to kindergartens, elementary schools, and high
13 schools within the State, for placement of children in
14 kindergarten through high school in age-appropriate,
15 enriching after-school programs.

16 “(2) Coordination of after-school programs, in-
17 cluding those funded with Federal or State funds.

18 “(3) Development of innovative, age-appro-
19 priate, age-appealing, and enriching after-school pro-
20 grams.

21 “(4) Development of creative funding strategies
22 to help make after-school programs affordable for all
23 parents.”.

1 **SEC. 4. NATIONAL CLEARINGHOUSE FOR AFTER-SCHOOL**
2 **PROGRAMS.**

3 The Secretary of Health and Human Services,
4 through the Commissioner on Children, Youth, and Fami-
5 lies, and in consultation with the Secretary of Education,
6 the Attorney General, the Secretary of Agriculture, and
7 representatives from State child care agencies and child
8 care resource and referral centers, youth development or-
9 ganizations, State and local education agencies, relevant
10 private foundations, and other relevant organizations,
11 shall establish and maintain a national clearinghouse to
12 provide technical assistance regarding the establishment
13 and operation of after-school programs and models of
14 after-school programs. The national clearinghouse shall be
15 available to the public, including via Internet, and shall
16 serve as a resource for child care organizations, commu-
17 nities, and individuals seeking to improve the quality and
18 availability of after-school programs.

19 **SEC. 5. GENERAL ACCOUNTING OFFICE REPORT.**

20 Not later than 1 year after the date of the enactment
21 of this Act, the General Accounting Office shall transmit
22 to Congress a report containing the following:

23 (1) For each State, a description of the types
24 of after-school programs that are available for stu-
25 dents in kindergarten through grade 12, including
26 programs sponsored by the Boys and Girls Clubs of

1 America, the Boy Scouts of America, the Girl Scouts
2 of America, YMCAs, and athletic and other pro-
3 grams operated by public schools and other State
4 and local agencies.

5 (2) For 15 communities selected to represent a
6 variety of regional, population, and demographic
7 profiles, a detailed analysis of all of the after-school
8 programs that are available for students in kinder-
9 garten through grade 12, including programs spon-
10 sored by the Boys and Girls Clubs of America, the
11 Boy Scouts of America, the Girl Scouts of America,
12 YMCAs, mentoring programs, athletic programs,
13 and programs operated by public schools, churches,
14 day care centers, parks, recreation centers, family
15 day care, community organizations, law enforcement
16 agencies, service providers, and for-profit and non-
17 profit organizations.

18 (3) For each State, a description of significant
19 areas of unmet need in the quality and availability
20 of after-school programs.

21 (4) For each State, a description of barriers
22 which prevent or deter the participation of children
23 in after-school programs.

1 (5) For each State, a description of barriers to
2 improving the quality and availability of after-school
3 programs.

4 (6) A list of activities, other than after-school
5 programs, in which students in kindergarten through
6 grade 12 participate when not in school, including
7 jobs, volunteer opportunities, and other non-school
8 affiliated programs.

9 (7) An analysis of the value of the activities
10 listed pursuant to paragraph (6) to the well-being
11 and educational development of students in kinder-
12 garten through grade 12.

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