Part V: Application Content, Instructions, Assembly and Submission

Part VI: Appendices

- A. Executive Order 12372—State Single Points of Contact
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Part I. General Information

A. Legislative Authority, Purposes and Goals, and Funding

Congress enacted the Family and **Community Endeavor Schools Grant** Program as Subtitle D of Title III of the Violent Crime Control And Law Enforcement Act of 1994 (Public Law 103-322). This subtitle includes two programs: Community Schools, administered by the Department of Health and Human Services; and FACES, administered by the Department of Education. Congress intended that the legislation for these programs offer, through public-private partnerships between government and communitybased organizations, an opportunity to empower distressed and disconnected communities to prevent crime and violent behavior by:

Developing their resources and abilities in order to meet the needs of children,

Forging innovative solutions to the challenges confronting the development of the children in such communities, and

Creating environments where children grow up learning a healthy respect for themselves, for neighbors and for their communities.

The legislation mandates that publicprivate partnerships, including community-based organizations and schools, should provide a broad spectrum of supervised recreational, extracurricular, and academic programs. Recreational activities can include family-focused outings, a safe place to go, games, organized team or individual sports, supervised play and community service. Extracurricular and academic activities can include curriculum-based supervised educational activities, work force preparation, entrepreneurship experiences, cultural programs, health education, social activities, and tutorial and mentoring programs. The legislation also mandates that programs train teachers, administrators, social workers, guidance counselors, parents and school volunteers to provide concurrent social services for at-risk students.

Subtitle D of the Family and Community Endeavor Schools Grant Program is also designed to stimulate collaborative efforts that will assist urban, suburban and rural communities and neighborhoods in identifying the specific needs of their children, youth and families, and in using their resources and abilities to develop and implement programs that build on community strengths, respond to identified needs and reduce crime and violence.

Under the Community Schools program, HHS will make grants to private, community-based, nonprofit organizations in communities with significant poverty and juvenile delinquency for the provision of afterschool, evening, weekend, holiday, and summer education and recreation programs. The total authorization for HHS for FY 1995 is \$25.9 million. The amount of funds available to community-based organizations in each State is listed in the Table of Community Schools Funding Allocations by State (Part VI, Appendix B). In accordance with the Act, this distribution is based on the proportionate number of children in each State who live in families with incomes below the Federal poverty line. These funds do not, however, go to the States or pass through the States. Rather, funds will be awarded directly to successful community-based applicants in each State. Funds have also been set aside for grants to Federally recognized Indian tribes; for administrative purposes as allowed by the law; for training and technical assistance; and for evaluation.

Under the FACES program, ED will award grants to local educational agencies or community-based organizations to improve the overall academic and social development of atrisk students in public schools in communities with significant poverty, violent crime, and juvenile delinquency. The total authorization for FACES for FY 1995 is \$11.1 million.

Note: A Notice of Final Definition, Maximum Grant Award and Selection Criteria for the FY 1995 FACES Program is published by the Department of Education elsewhere in this issue of the **Federal Register**.

B. Development of the Program Announcement

In accordance with Congressional intent to develop programs that respond to the needs of individual children, youth and communities, HHS and ED have conducted 37 focus groups, involving more than 500 participants in Washington, DC, and each of the 10 Federal regions. A day for public comment was also held in Washington, DC.

Focus group participants have included more than 100 youth; parents

and other residents of communities with significant juvenile delinquency and high rates of poverty; academicians and researchers; service providers, including representatives from youth serving organizations; local and State officials; and foundation representatives. Focus groups were used to (1) provide information on the Community Schools and FACES programs and on the Federal youth development agenda; and (2) obtain information on important principles related to serving children and youth; on designing and implementing youth programs and making collaborations work; on the training and technical assistance needs of youth programs; and program evaluation.

Letters, papers and program descriptions were also solicited from a variety of sources across the country. Additionally, an Interdepartmental Work Group on Violence was convened in 1994 to obtain information about the best ways to serve youth, prevent violence and coordinate responses across Departments. These sessions and materials have led to the development of principles which guide this program announcement. The principles are explained below.

C. Development of Children and Youth Within the Context of Their Social Environment

Children and youth pass through a series of developmental phases which advance them from total dependence upon their parents and families to competent and independent adulthood. They struggle with adults for independence, affiliate with peers, take risks, and seek their place within the world. They need the help and support of family and community while they make the transition from adolescence to adulthood.

Most children in the United States are successful at making the transition from childhood to adolescence to adulthood. But for many, the crime and violence of their environment can effectively rob them of their childhood and deprive them of opportunities to carry out the developmental tasks associated with childhood and adolescence. With few outlets for recreational and creative activities and few positive role models, children and youth in many poor communities become involved in the violent activities of gangs, drugs and alcohol. The involvement of children at increasingly younger ages in these dangerous activities and the overall increase in youth violence is alarming:

Between 1988 and 1992, arrests of juveniles increased by 47 percent, more than twice the increase for adults.