

Remarks of Richard W. Riley  
U. S. Secretary of Education

**"The State of Mathematics Education:  
Building a Strong Foundation for the 21st Century"**

Conference of American Mathematical Society and  
Mathematical Association of America

Thursday, January 8, 1998

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Good morning, ladies and gentlemen. It is a pleasure to be here. I want to especially thank Gail Burrill for agreeing to switch her time slot with me, and John Ewing, Sam Rankin, Laura Todd and others who have helped make this logistical change possible.

I have to say that it is somewhat intimidating speaking to such an intellectually impressive group. When I saw that I was speaking among powerhouse lectures with titles like "Kleene algebra with tests" and "Non-linear wavelet image processing" I got a little worried that perhaps I should add some words like "algorithm," "derivatives" or "integrals" to the title of my speech.

This is just as bad as one of the first speeches I gave as Secretary of Education. I was squeezed between two very well known PhDs -- Bill Cosby and Dr. Ruth, the sex therapist.

Now, I'm sure there's a connection between Dr. Ruth and what I want to talk about today. Maybe it's that, in this information age, mathematics is sexy.

Suffice it to say that when I saw the kinds of topics being discussed at this conference, I knew that this would be an audience that would be particularly receptive to a discussion about the need to reach for high standards of learning in mathematics as an ever more important part of preparing our students to compete and succeed in an increasingly complex global economy.

Quite simply, a quality mathematics education *must* be an integral part of today's learning experience. In order to succeed in our information based society, students must have a solid understanding of the basics -- reading, science, history, the arts -- and, smack at the center of this base of essential knowledge -- must be mathematics. As William James wrote, "The union of the mathematician with the poet, fervor with measure, passion with correctness, this surely is the ideal."

It should come as no surprise then, that almost 90 percent of new jobs require *more* than a high school level of literacy and math skills. An entry level automobile worker, for instance, according to an industry-wide standard, needs to be able to apply formulas from algebra and physics to properly wire the electrical circuits of a car. Indeed, almost every job today increasingly demands a combination of theoretical knowledge and skills that require learning throughout a lifetime.

That is why it is so important that we make sure that all students master the traditional basics of arithmetic early on -- as well as the more challenging courses that will prepare them to take physics, statistics and calculus in much larger numbers in high school and college.

A recent U.S. Department of Education report demonstrates that a challenging mathematics education can build real opportunities for students who might not otherwise have them.

It found, for example, that young people who have taken gateway courses like algebra I and geometry go on to college at much higher rates than those who do not -- 83 % to 36%. The difference is particularly stark for low-income students. These students are almost three times as likely -- 71 percent versus 27 percent -- to attend college.

In fact, taking the tough courses, including challenging mathematics, is a more important factor in determining college attendance than is either a student's family background or income. This is the kind of direct link on which we need to build.

This undeniable and critical increase in the value of challenging mathematics for both individual opportunities and our society's long-term economic growth leads me to an issue about which I am very troubled -- and that is the increasing polarization and fighting about how mathematics is taught and what mathematics should be taught.

I will talk in more detail shortly about these so-called "math wars" in California and elsewhere. But let me say right now that this is a very disturbing trend, and it is very wrong for anyone addressing education to be attacking another in ways that are neither constructive nor productive.

It is perfectly appropriate to disagree on teaching methodologies and curriculum content. But what we need is a civil and constructive discourse. I am hopeful that we can have a "cease-fire" in this war -- and instead harness the energies employed on these battles for a crusade for excellence in mathematics for every American student.

One way to begin such a crusade is to start with the facts. Building on these facts, we can begin to spread the "gospel" of challenging mathematics -- not just to students, but to parents, teachers, and business and community leaders who, like yourselves, can and should play a critical role in building a culture of learning.

To begin with, we need to focus on raising the standards of teaching and learning in our K-12 schools, placing particular emphasis on improving the quality of mathematics education during these years. The payoff here affects all levels of society and we can not afford to give it short shrift.

Let me say that while our students aren't yet performing at the level we want, they are in fact doing better than many Americans think. Mathematics scores from the National Assessment of Education Progress (NAEP), the nation's report card, increased significantly from 1990 to 1996 at all levels tested. In addition, over the past two decades, more students are taking Advanced Placement mathematics courses, SAT and ACT mathematics scores are up, and more high school graduates are taking more years of mathematics -- in 1994, 51 percent of students completed three years compared to only 13 percent in 1982.

There is also some positive news when you compare our students with those of other nations. Here, I am speaking about the recent Third International Mathematics and Science Study (TIMSS), the most extensive international comparison of education ever undertaken. TIMSS compared the United States

with up to 40 other nations in curriculum, teaching, and student performance at the fourth, eighth, and twelfth grade levels, and provides us with some real opportunities to reflect on and improve our own practices.

The good news is that U.S. fourth graders scored above the international average in mathematics and science -- in fact, they are near the very top in achievement in science and can compete with the best in the world.

TIMSS also revealed some areas where we need to improve and concentrate our efforts. Most troubling was the drop off experienced by our nation's eighth graders. The United States was the only country in TIMSS whose students dropped from above average performance in mathematics at the fourth grade to below average performance in mathematics at the eighth grade.

This is disappointing. But I believe the evidence of this "math gap" and the careful analysis TIMSS provides about why it has occurred gives us not only a wake-up call, but also a road map for improvement.

While the curriculum in our classrooms continues to focus on basic arithmetic in the years after fourth grade -- fractions, decimals, and whole number operations -classrooms in Japan and Germany have shifted their emphasis to more advanced concepts -- including algebra, geometry, and probability. Unfortunately, in too many cases our eighth grade curriculum looks like the curriculum of 7th grades elsewhere.

Why is our competitive position dropping in the middle grades? It's surely not because our kids can't master challenging material. And it's not because most don't know the basic skills of arithmetic. In fact, NAEP trend data, released in August of this year, shows that fully 79 percent of eighth graders "can add, subtract, multiply, and divide using whole numbers, and solve one-step problems," up from 65 percent in 1978.

These students are ready to move ahead to more challenging concepts. Of course, we should do whatever it takes to increase that 79 percent mastery of basic arithmetic concepts by the middle school years. Students should get the extra help they need, whether it is in after-school tutoring or some other way. But, at the same time, we need to raise our standards higher and ensure that all students are learning more challenging concepts in addition to the traditional basics.

That is one reason why we encourage the development of a voluntary national test in eighth grade mathematics. This test, which is based on NAEP, but which will provide individual student results, will help give all teachers, parents, and students the knowledge to evaluate achievement and develop challenging course work -- at world-class levels of performance in the basics as well as at more advanced levels of study.

States that have developed challenging standards of learning, aligned their assessments to those standards, and provided substantial professional development for teachers, have demonstrated improvement in student achievement.

In North Carolina, for example, students improved dramatically after development of challenging standards of learning and a statewide assessment system aligned to those standards. After beginning the decade near the bottom of the state NAEP mathematics rankings, North Carolina posted the greatest achievement gain of any state in the nation.

Indeed, how we engage larger numbers of students in challenging mathematics courses is an area worthy of discussion for scholars like yourselves. Whether high school students should take calculus classes or focus on statistics -- how to best integrate technology into the mathematics curriculum -- these are issues of real importance -- as opposed to politically inspired debates that will serve to sidetrack us from real improvement.

Each of you can play an important role in achieving this by being a constructive voice in encouraging the development of high state and local standards in mathematics.

And you can work with middle and high schools and other partners to help ensure that students get a rigorous college preparatory curriculum, particularly in mathematics, so they are prepared for college level work and careers with a future.

This leads me back to the need to bring an end to the shortsighted, politicized, and harmful bickering over the teaching and learning of mathematics. I will tell you that if we continue down this road of infighting, we will only negate the gains we have already made -- and the real losers will be the students of America.

We are suffering here from an "either-or" mentality. As any good K-12 teacher will tell you, to get a student enthused about learning, you need a mix of information and styles of providing that information. You need to provide traditional basics, along with more challenging concepts, as well as the ability to problem solve, and to apply concepts in real world settings.

Different children learn in different ways and at different speeds. A good teacher will do whatever he or she can to reach that child and inspire him or her to learn.

That said, I believe that there is a "middle ground" between these two differing views of how to teach mathematics. In fact, if you take a close look at two opposing articles in the "The American Mathematical Monthly," by Professors Wu and Kilpatrick, and look beyond the rhetoric of this debate, I think you will see a good deal of common ground.

As Professor Wu asks, "who does not want to improve education?" Indeed, all Americans should be able to agree on much about mathematics. We all want our students to master the traditional basics -- to be able to add, subtract, multiply and divide, and be accurate and comfortable with simple mental *and* pencil and paper computation.

We all want our students to have the opportunity to master challenging mathematics -- which for K-12 students includes arithmetic and algebra, geometry, probability, statistics, data analysis, trigonometry, and calculus.

We also want our students to master the basics of a new information age -- problem solving, communicating mathematical concepts and applying mathematics in real-world settings as part of this challenging mathematics.

There are, of course, examples of questionable practices and teaching methods on both sides of this debate. As Professor Kilpatrick pointed out, "Change in education is notoriously complex, difficult, and unpredictable. Reform movements in mathematics education turn out neither as advocates hope nor as detractors fear. But these movements can energize those teachers who want, as Ed Begle once put it, to teach better mathematics and to teach mathematics better."

That is why we need your help to educate Americans on how important mathematics is in building a strong future for every American. All of you understand this and take it for granted. I would suggest, however, that this group is not a reflection of average America.

Perhaps a better description would be how the humorist Garrison Keilor described the children in his fictional hometown, Lake Wobegon -- "a place where all the kids are above average." Well, we need this above average community to focus on getting this very important message out to a society that is less mathematically oriented.

It is time we focused on the students and the interest of our nation -- on what really helps kids learn -- not on what the process for learning is called. I hope each of you will take the responsibility to bring an end to these battles, to begin to break down stereotypes, and make the importance of mathematics for our nation clear so that all teachers teach better mathematics *and* teach mathematics better.

This leads me to the final area I believe we need to focus on and in which all of you can play an especially important role -- and that is making sure that there is a talented, dedicated, and *prepared* teacher in every classroom. Every teacher should know not only the importance of a subject like mathematics, but also should have the training and the commitment to teach it well and to understand how to blend differing approaches.

Only in this way will we produce a generation that can learn the fundamentals and apply challenging mathematical concepts to the problems of the 21st century.

There are many wonderful teachers across the nation who give of themselves and who inspire students. Unfortunately, we are still falling short. We can do better, particularly in subjects like mathematics, which can require a special degree of skill and expertise.

Presently, 28 percent of high school mathematics teachers do not have a major or minor in mathematics. The average K-8 teacher takes three or fewer mathematics or mathematics education courses in college.

Furthermore, fewer than one half of 8th grade mathematics teachers have ever taken a course in the teaching of mathematics at this level. Equally distressing, the teacher qualifications are even lower in low income and minority schools.

We must do better. Recent studies have shown that student achievement is most influenced by teacher expertise, accounting for as much as 40 percent of the measured variance in students' mathematics achievement. According to NAEP, at grade eight, the teachers in the top-performing third of schools were almost 50 percent more likely to have majored in mathematics or mathematics education than the teachers in the bottom-performing third of schools.

It is time we took a good look at the way we train our teachers and the continuing support we give them. You have a direct impact on the future of the mathematics teachers this nation's schools turn out. According to the most recent CBMS [*Conference Board of Mathematical Societies*] survey figures available, at least 20 percent of mathematics majors completed high school teacher certification requirements. So the teachers of tomorrow are sitting in *your* classes today.

So I urge all of you to take a leading role in meeting this challenge -- and I offer several suggestions to achieve this. First, I hope you will make it a priority to prepare K-12 teachers. Work with your colleges' Schools of Education to improve the mathematical preparation of our teachers by ensuring that courses focus on rigorous mathematical content that is tied to the content that K-12 teachers will teach.

Second, it is time for you take a critical look at the curriculum and teaching methods used in undergraduate mathematics courses. It is only natural that a teacher will teach as he or she was taught. By improving this instruction we can simultaneously provide good examples and build for the future.

Third, we need to create more partnerships among your higher education institutions, teachers, and the many museums, technology centers, businesses, and other community institutions that are sources of learning. In this way we can take advantage of the other learning resources that are out there and help students see new ways that mathematics and other learning is applicable to daily life.

I'm pleased to note that some of this has already begun. The U.S. Department of Education is funding an effort by the MAA, the AMS, the National Council of Teachers of Mathematics, as well as other CBMS learned societies to develop over the next several years voluntary standards and a framework for the mathematical preparation of teachers of mathematics and for their induction into the profession. I hope you will work with them to expand this effort.

We need to have faith in our teachers who, when given the proper resources and training will teach to the highest standards. We need to have faith in our students who, when taught well at challenging levels, will be able to learn to the highest standards. And we need to have faith in the American public that given the facts about a subject as important as mathematics -- they will in turn put their creativity, discipline, energy and hard work to build a stronger future for America's students.

Make no mistake about it. There is a disconnect about mathematics in this country. A recent Harris poll revealed that while more than 90 percent of parents *expect* their children to go to college and almost 90 percent of kids *want* to go to college; fully half of those kids want to drop mathematics as soon as they can. It is time to impress upon a nation eager for learning and achievement the importance of advanced study in this field.

As the statistics I have related to you today make clear -- "Mathematics Equals Opportunity." There could be no more crucial message to send to the parents and students of America as we prepare for the coming century.

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*Last Updated -- January 8, 1998, (pjk)*



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Contact: Julie Green (202) 401-3026

Remarks as prepared for delivery by  
U.S. Secretary of Education Richard W. Riley

## Announcement of National Commission Mathematics and Science Teaching for the 21st Century

Washington, DC  
July 20, 1999

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**G**ood morning. It is a pleasure to be here today with such a distinguished group to announce this National Commission on Mathematics and Science Teaching for the 21st Century.

I am especially delighted to be able to announce this Commission on the day that we commemorate the historic achievement that challenged our nation to reach new heights in math and science - the landing of Apollo 11 on the moon. And, we look forward to celebrating the next chapter in our history of space success, with the launch of the shuttle Columbia, captained by the first female shuttle commander, Eileen Collins.

Like the name Columbia, the name of this Commission has a great deal of meaning. The very fact that it is a national commission, for instance, is evidence of the strong bipartisan understanding that there is an urgent need for higher student achievement in math and science and an understanding that greater achievement hinges, in large part, on the qualifications and support we give our teachers.

If we do not focus as a nation on preparing excellent teachers and providing them with quality initial preparation, professional development, and supportive working conditions - then we will fall short of our goals for students. These are issues critical national importance - even national security.

Quite simply, if we do not work to ensure that we have the intellectual power that has helped us become the world leader we are today, we can be sure that we will not have the capacity to be the leader of tomorrow.

That is why I am so pleased that Astronaut and Senator John Glenn has agreed to take on the leadership of this Commission as his next mission for his country. John Glenn understands as well as anyone - through personal experience as well as professional leadership - the importance of giving every one of our students an excellent math and science education.

This leads me to the second part of the Commission's title - "Mathematics and Science Teaching." We know more clearly than ever today the critical role that taking challenging mathematics and science classes can have in the development of a young person's mind. From the earliest years of learning through high school, math and science classes are doorways to higher knowledge and future success.

A student who is not taught the potential, meaning, and magic of mathematics and science is a student who is denied the opportunity of broader learning and exploration, whose dreams can go unfulfilled, and whose future is limited.

But to learn and to appreciate these critical subjects, a student needs the wise guidance, strong hand, and nurturing qualities of a well-prepared and committed teacher.

The need for quality teachers is especially important at this time. Over the next 10 years - as a result of the baby-boom echo (the record surge in school-age population), and a record number of teacher retirements - the United States will be facing a severe teacher shortage. We will need 2.2 million additional teachers. And nearly a quarter of a million of those will need to be math and science teachers.

This demand represents both a great challenge - and a great opportunity. It is an opportunity for us to bring qualified and committed people into the teaching profession. It is an opportunity to prepare the next generation of leaders and thinkers with a strong foundation in math and science. And it is an opportunity to lay the groundwork for a successful new century.

This leads me to the final portion of the Commission's title - the words "for the 21st century." Over the next several months, I can assure you we will hear many times over about the promises and possibilities of the 21st century, as well as its potential perils and pitfalls.

But, in thinking about the end of this century and the beginning of the next, I think it is important to recognize that the dawn of the 21st century itself does not represent a specific deadline or point of departure - as dramatic as any individual date change may be.

Instead, we must think about the century that is almost upon us as a new opportunity; a chance to build and prepare for the future. Nothing will happen overnight or by magic. It will require planning and foresight.

Nowhere will this kind of forward-thinking and long-term investment reap greater benefits than in education - particularly in fields like math and science, which are so crucial to our individual and national success. Knowledge in these fields is not just for future scientists and mathematicians. It is a critical base for a wide variety of careers and for learning generally.

Thirty years ago we landed a man on the moon and brought him back. Thirty years from now, we may land a person on Mars and bring her back.

As an aside, I should also note that we have the exciting Mars Millennium Project this coming school year to foster such creativity and discovery.

But to achieve this monumental goal in space - as well as many others right here on earth - will require us to focus on strengthening how and what we teach the next generation. It will require all students - boys and girls, young and old, rich and poor, those living in urban, suburban, and rural areas - to be challenged in school, to learn how to think, to love learning, and to foster creativity.

Today is the time to set the stage for advancements for the next 30 years. I look forward to the work and the reports of this Commission as we endeavor to ensure that every American student has the opportunity and desire to explore the exciting worlds of math and science.

I know of no better way to demonstrate this link between our nation's successes in the past, the present, and the future than to present to you the Chairman of this National Commission on Mathematics and Science Teaching for the 21st Century, a true American hero and national leader, Senator John Glenn.

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*This page last modified July 21, 1999 (cfr/jls)*



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*This page last modified July 21, 1999 (efh/jls).*

## 21st CENTURY COMMUNITY LEARNING CENTERS A 5-YEAR PLAN<sup>1</sup>

**PURPOSE:** The purpose of 21st Century Community Learning Centers is to provide quality extended-learning opportunities for children in safe and disciplined school-based, before- and after-school programs through building collaborations with schools, community based organizations, universities, and employers to develop and implement quality programs that will be sustained beyond the life of the federal funding cycle.

**GOALS:** The goals of the program have evolved over time since the program was first authorized in 1994 as part of the Improving America's Schools Act (the most recent expansion of the Elementary and Secondary Education Act of 1965). As articulated by the Charles Stewart Mott Foundation and the U.S. Department of Education, goals for the program over the next five years include:

Integrating learning into school-based or school-linked after-school programs for a balanced learning, enrichment, and recreational program

Expanding access to quality extended-learning programs

Ensuring program availability among low-income and hard-to-reach populations

Developing innovative, effective models and providing networks to be shared with the field

In order to accomplish these goals, activities for funding have been proposed on which we can benchmark progress over the next five years.

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<sup>1</sup> The Improving America's Schools Act, of which 21st Century Community Learning Centers is a part (Title V, Part 1) is up for reauthorization in 1999. For purposes of this plan, a five-year authorization is assumed spanning 1999 until 2004.

## **GOAL 1: Integrate learning into after-school programs**

This goal will be monitored by an advisory council that will review the work of each of the strategic projects outlined below.

**STRATEGY 1: Establish a technical assistance infrastructure and network in all 50 states that can sustain the training, technical assistance, and evaluation needs of after-school providers that focus on extending learning.**

- 11.1 Build the capacity of at least 60 existing training centers and networks in all 50 states to serve as a technical assistance provider for the training, information, and evaluation needs of local grantees. Designating at least one technical assistance entity in every state will facilitate training and technical assistance on extending learning in after-school programs at the local level for educators, agency leaders and community-based organizations, representatives from postsecondary institutions, and parents. These technical assistance entities, in addition to providing training, information, and hands-on assistance on implementing extended-learning programs in schools, before- and after-school, and subject area support training, will provide expertise on how to combine federal, state, local, and private funding sources to leverage and sustain projects. How to involve families will also be an integral part of the training. Finally, centers will provide technical assistance to local projects employing the continuous improvement project management guide developed in 41.3. Funds would be allocated to state entities on the basis of the school population in the state and number of 21st Century Community Learning Centers in a state. However, this technical assistance would be available to the entire after-school, provider field, not just 21st Century Community Learning Center grantees or projects only located in schools. Title I state school support teams will be linked into these efforts.**

**MOTT Proposed Funding: \$15 million over 5 years**

- 11.2 Develop and maintain a national training network using technology. First, a Website would be created that focuses on various aspects of the program (i.e., quality program outcomes, evaluation, staffing, facilities, behavior problems, collaboration**

issues, ideas for age- appropriate activities, homework help, etc.). A search engine could be created for finding all the appropriate and available activities that already exist on the Web and make it accessible via the 21st Century Community Learning Center Website. These community learning centers that do this could, in turn, become demonstration sites for future 21st Century Community Learning Centers. In addition, an email listserv would link grantees and keep them up to date on new events and help sites share their own problems and successes with one another. A "parent postcard" section could be developed so that after-school staff can write to parents and let them know how the after-school program builds on or enhances their child's learning in the regular school day. Finally, the email and internet connections could actually become an after-school activity where children and youth have access to making connections (pen-pals) with other children in other community learning centers and activities. These activities will be available to all after-school providers, whether or not a 21st Century Community Learning Center grantee, a school-based program, or a community-based program. Title I state school support teams will be linked into these efforts.

**MOTT Proposed Funding: \$1.3 million over 5 years**

11.3 Establish 4 regional, annual 2-day technical assistance summer institute for grantees. This annual event would bring together two grantees from each of the 21st Century Community Learning Centers projects, only, to come together and share ideas from across the country, work together on issues that are problematic, bridge the gap between rural and urban communities, and provide an opportunity to celebrate the successes. Grantees, who have networked via technology, could solidify their relationships among their colleagues. In addition, it would provide the opportunity for the U.S. Department of Education and the Mott Foundation to meet the practitioners. Funds would be used for trainers, materials, and publicity. Advisory committees for each of the four goals would tag on a one-day meeting to one of the regional conferences to share information and progress toward meeting the goal. Each conference is expected to cost about \$300,000 with approximately 2000 participants at each meeting.

**MOTT Proposed Funding: \$6 million over 5 years**

11.4 Establish a network of 60 best practice schools to host visiting schools. Every state or major region would have at least one best practice site that other programs could go to visit or call upon for guidance. Best practice schools must have a specific content area focus, such as technology applications, programs in the arts, music, and drama, basic skills activities--for example, reading, math, or science, a getting ready for college agenda, or emphasis on community service. Sites will be selected on the basis of these extended-learning programs, as well as their focus on collaboration, involving parents, and keeping kids safe and drug-free. Additional funds could go to the demonstration sites as a reward for a job well-done. Small grants to these schools would allow them to perform this function. In so doing, they would gain national attention and be rewarded for their effort. After-school programs other than 21st Century Community Learning Centers would be eligible to participate in this activity. Each of the 60 schools would be given \$8,000 a year over 5 years or \$40,000. The remaining \$600,000 would be used over the 5 year period to provide technical assistance to the best practice schools in responding to follow-up questions and assistance requested by visitors to the best practice schools.

**MOTT Proposed Funding: \$3 million over 5 years**

11.5 Provide federal assistance and referrals through the U.S. Department of Education's comprehensive technical assistance centers and the regional labs. All the Department of Education's technical assistance providers will be made aware of the after-school network that has been funded by the Mott Foundation and will refer their clients to the various activities, as appropriate.

**ED Proposed Funding: No additional funds**

11.6 Provide information to parents on best practices nationwide through a formal outreach mechanism. Joining together with other interested parties, a formal outreach strategy and awareness campaign on the need for quality after-school programming will be initiated with a private public relations firm. \$500,000 would be allocated the first year to begin the media campaign.

MOTT Proposed Funding: \$1 million over 5 years

TOTAL MOTT PROPOSED FUNDING GOAL 1: \$26.3 Million

TOTAL ED PROPOSED FUNDING GOAL 1: None planned.

## **GOAL 2: Expand access to quality, extended-learning programs**

This goal will be monitored by an advisory council that will review the work of the strategic projects outlined below.

**STRATEGY 1: Provide information and evidence of success to assist in Congressional decision making to expand the program by 500 percent.**

**21.1 Work with Congress to pass new legislation.** The Department of Education will work with members of Congress and other interested networks to pass the President's budget and legislative proposal for 21st Century Community Learning Centers.

**ED Proposed Funding: No Additional Funds**

**STRATEGY 2: Triple the number of children participating in quality after-school programs so that a large percentage of latch-key children will be served by the program.**

**22.1 Award \$200 million a year in grants for 21st Century Community Learning Centers as appropriated by Congress.** The Department of Education, through a competitive grants process, will award at least \$200 million a year to local grantees, once Congress passes an increased budget for the program. Grantees will be expected to match the funds, dollar for dollar, thus making a billion dollar program worth \$2 billion over 5 years. An annual review of the grant making process will be conducted.

**ED Proposed Funding: \$1 billion over 5 years**

**STRATEGY 3: Double the number of schools that provide quality after-school programs.**

**23.1 Develop a long-term and sustaining collaborative**

arrangement between ED and the Mott Foundation. In order for quality activities to be complementary to the 21st Century Community Learning Center program, a close, formal relationship will need to be established between the U.S. Department of Education and the Mott Foundation. In this effort, a letter of intent from the Mott Foundation to the Department would be drafted.

**ED Proposed Funding: No Additional Funds**

23.2 Evaluate program impact by surveying those requesting applications, those attending 11 technical assistance workshops, and those applying for the grants. Already, there is great interest in 21st Century Community Learning Centers. This interest is expected to escalate dramatically over the next 5 years. One means for measuring interest is by surveying those parties inquiring about the program, potential applicants attending the technical assistance work shops, and applicants. A random sample from these three groups will be selected and followed over the five years of the grant program.

**MOTT Proposed Funding: \$925,000 over 5 years**

23.3 Develop local capacity and provide seed money for communities to raise the required local match through working with local foundations. Many communities have developed community foundations. By providing a small grant to communities, they could focus on collaborative skill building and local foundation development to build capacity for raising the required local match in the 21st Century Community Learning Centers program.

**MOTT Proposed Funding: \$4 million over 5 years**

23.4 Hire personnel to administer and monitor grants. To ensure that an after-school discretionary grant program funded by the Department is successful, the Department will need to provide sufficient staff to conduct the awards competition and monitor the implementation of the program. This is especially true in light of the fact that a program in the \$200 million range could result in

thousands of grants being awarded. Indeed, these dollars would make grants to fund about 3800 centers. The Department currently operates a few discretionary grant programs of similar size. OBEMLA awards approximately \$200 million in discretionary grants. These funds result in about 800 grants. A staff of 25-30 work full-time to award the grants and to monitor them.

**ED Proposed Funding: To Be Determined**

**23.5 Run grants competition.** To run the current \$40 million competition is costing the Department \$400,000 in terms of reading and ranking applications through panels being held in 5 cities. A larger competition will cost more money.

**ED Proposed Funding: To Be Determined**

**23.6 Plan and run technical assistance workshops ("bidders' conferences").** Outreach about the availability of 21st Century Community Learning Center Funds and what constitutes quality was furthered greatly by offering 11 free-to-the-public technical assistance workshops. These workshops constitute a major grassroots outreach mechanism as experts meet with interested individuals in each of the Department of Education's ten regions. Future workshops will be revised on the basis of annual evaluations. The cost of eleven technical assistance workshops for the FY98 competition has cost the National Community Education Association about \$325,000. Conferences may be larger in the future because of increased demand. However, with more time to schedule and plan the workshops, which elicits cost savings, the costs should go down to about \$250,000 a year.

**MOTT Proposed Funding: \$1.25 million over 5 years**

**TOTAL MOTT PROPOSED FUNDING GOAL 2: \$6.175 Million**

**TOTAL ED PROPOSED FUNDING GOAL 2: At least \$1 billion**

### **GOAL 3: Ensure program availability among low-income and hard-to-reach populations**

This goal will be monitored by an advisory council that will review the work of the strategic projects outlined below.

**STRATEGY 1: Provide leadership to all public schools so that they understand that providing after-school learning programs is their core responsibility.**

31.1 Develop and air a PBS satellite program on quality after-school programs with local community outreach. In order to better reach hard-to-reach populations, a public television station strategy will be developed that includes taping a two-hour program for television viewing. Topics will include best practice examples of extended day programs, the connection between academic learning during the regular school day and the extended-learning program, and examples of parents and schools collaborating effectively in after-school programs (e.g., parent volunteers, parent universities, etc.).

**MOTT Proposed Funding: \$180,000 over 5 years**

31.2 Provide additional funds to make grants to "outliers"-- those applications that have potential and with technical assistance could run good programs. These funds would be used to fund about 30 proposed projects from applicants that do not make the initial cut but include innovative ideas in their application that have the potential to do business "outside of the box." A one-year mini-grant would be awarded to these applicants to build their local capacity to compete so they are equipped for selection as a grantee in the next year's competition. Applicants that promote extended learning, collaboration, and parent involvement would be given priority. With funding and targeted technical assistance, these programs could flourish. Title I schools will be a priority for this activity.

**MOTT Proposed Funding: \$6 million over 5 years**

**31.3 Provide a fund for special access projects (e.g., grant writing workshops through CBOs, train-the-trainer models, etc. and materials).** Many of the schools that need extended learning programs do not have the expertise in grant writing, do not understand how to reach out to the community and collaborate or involve parents, do not know how to integrate content into an after-school program, or lack other skills that could bring attention to their need. Five low-income communities, perhaps the same communities included in the President's after-school federal collaboration directive, would be identified and supported for this infrastructure development activity. For these potential applicants, workshops and technical assistance on sharpening their skills would be extremely beneficial.

**MOTT Proposed Funding: \$500,000 over 5 years**

**31.4 Establish a peer-to-peer project of 2 principals, 2 teachers, 2 community leaders, 2 agency heads, and 2 community foundation heads.** These expert peers will talk to their counterparts in poor communities to help them establish quality after-school programs. Communities would be selected on the basis of individuals found in the 21st Century Community Learning Center database as having expressed interest but being unable to get federal funding. Letters will be sent to these communities letting them know that this service is available to them.

**MOTT Proposed Funding: \$2.5 million over 5 years**

**31.5 Speak at major education and community conferences.** As part of the regular networking and outreach strategy of both the Mott Foundation, and the Department of Education, a consistent message on 21st Century Community Learning Centers and the benefits of extended learning, collaboration, and involving parents in after-school activities will be woven into conference presentations. Grantees will also be part of this speakers' bureau for 21st Century Community Learning Centers. Conferences already identified for presentations include conferences for: the Improving America's Schools Act, Council of Chief State School Officers, National Associations of Elementary and Secondary

School Principals, National PTA, National Governors Association, Title I State Coordinators, National Urban League, Council of Mayors, League of Cities, teacher unions, American Association of Retired People, National Alliance of School Age Child Care Providers.

**MOTT & ED Proposed Funding: No additional funds**

**31.6 Survey of principals' and superintendents' attitudes toward after school programs.** As part of a whole school administrator strategy, surveys to collect baseline data on attitudes toward extended learning programs in school buildings would be collected. A second data collection at the end of the five year 21st Century Community Learning Centers funding cycle would then measure changes in attitudes and growth in their skills regarding after-school learning programs over the duration of the funding.

**MOTT Proposed Funding: \$500,000 for 2 collections**

**31.7 Develop and mail materials to principals on the importance of extended learning programs with follow-on training through established principal associations.** Annual mailings to principals on the importance of extended-learning programs accompanied with annual training at the major principal association meetings would raise consciousness of 21st Century Community Learning Centers, specifically, and on after-school programs, generally. Five topical sessions at the state level would also be offered by the state centers.

**MOTT Proposed Funding: \$500,000 over 5 years**

31.8 Policy seminars for district leaders (superintendents and school board members) and state decision makers on how to start and implement extended-learning programs, including topics such as collective bargaining and annual mailings. Following through on the same strategy used with the principals above, annual mailings and training opportunities would be made available to major district-level and state-level decision makers as add-ons to annual meetings.

**MOTT Proposed Funding: \$1 million over 5 years**

31.9 Develop and mail materials to community, civic, and youth organizations on the importance of extended-learning programs with follow-on training through established community based organizations. Annual mailings to community based organizations on the importance of extended-learning programs accompanied with annual training at major CBO meetings would raise consciousness of 21st Century Community Learning Centers, specifically, and on after-school programs, generally. Five topical sessions at the state level would also be offered by the state centers.

**MOTT Proposed Funding: \$500,000 over 5 years**

31.10 Monitor patterns of applicants and awardees for 21st Century Community Learning Centers for representation of low-income communities and hard-to-reach populations. An analysis of applicants and grantees would be undertaken to determine patterns of awards (e.g., grants to poor versus rich districts, rural versus urban, etc.) and technical assistance support.

**MOTT Proposed Funding: \$250,000 over 5 years**

**TOTAL MOTT PROPOSED FUNDING GOAL 3: \$11.93 million**

**TOTAL ED PROPOSED FUNDING GOAL 3: None planned**

## **GOAL 4: Develop innovative models to be shared with the field**

This goal will be monitored by an advisory council that will review the work of the strategic projects outlined below.

**STRATEGY 1: Provide well documented research evidence on the effectiveness of extended learning programs, in particular the types of models that seem most effective.**

41.1 Identify a sample of best practices and undertake a comprehensive evaluation of the projects. From the first 400 centers funded in 1998, and from other nominated projects, a sample of no more than 20 extended learning models will be selected for an intensive evaluation on what practices and models work best in what circumstance, where, and with what populations. Projects will be selected on the basis of subject area enrichment linking with the regular school day, collaborations with other community organizations, and engaging families in the program. Because of its intensive nature, this will be an expensive undertaking. This evaluation will be coordinated with the evaluation planned by the Department of Education for 21st Century Community Learning Centers (with a \$200 million budget, evaluation funds from the Department will run \$1 million a year for 5 years -- see below).

**MOTT Proposed Funding: \$10 million over 5 years**

41.2 Undertake the mandated evaluation of the 21st Century Community Learning Center Program. The U.S. Department of Education will evaluate the 21st Century Community Learning Program. Evaluation activities for the 1998 program will examine start-up activities of the projects. As the program grows, a more in-depth examination of activities and program performance can take place.

**ED Proposed Funding: \$5 million over 5 years**

41.3 Provide guidance on continuous improvement to grantees and monitor local progress. The Department will design a project management continuous improvement guidebook already piloted with other ED-sponsored projects. Sent to each of the 21st Century Community Learning Center grantees, this guidebook will help them chart progress and make revisions in their planned programming over the life of their grant.

ED Proposed Funding: \$50,000 over 5 years

TOTAL MOTT PROPOSED FUNDING GOAL 4: \$10 million

TOTAL ED PROPOSED FUNDING GOAL 4: \$5.05 million

TOTAL MOTT FUNDING: \$54,405,000 over 5 years

TOTAL ED FUNDING: AT LEAST \$1 BILLION over 5 years

Soaring  
Beyond Expectations



# 21st Century Community Learning Centers

Providing Quality Afterschool Learning  
Opportunities for America's Families

U.S. Department of Education  
September 2000



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U.S. Secretary of Education

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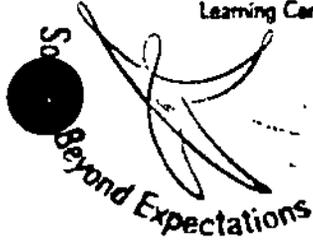
**September 2000**

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Adriana de Kanter, Rebecca Williams, Gillian Cohen and Robert Stonehill at the U.S. Department of Education wrote this report. Data and tables were prepared by Mathematica Policy Research for the national evaluation of the 21<sup>st</sup> Century Community Learning Centers program.



## 21<sup>st</sup> Century Community Learning Centers Providing Quality Afterschool Learning Opportunities for America's Families

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*Each of you, at your 21<sup>st</sup> Century Community Learning Centers, is bringing the magic of enriched learning opportunities to children and families in your community. You have demonstrated that you are "the best of the best."*

*- Statement by Richard W. Riley, U.S. Secretary of Education  
to the grantees at the 21<sup>st</sup> Century Community Learning Centers Summer Institute 2000*

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Each weekday afternoon in America, the ringing of the bell signals not just the end of the school day, but the beginning of a time when at least 8 million of our children are left alone and unsupervised. For working parents, ensuring appropriate supervision for their children during the afternoon can be an extremely difficult challenge. As a result, so-called "latch-key" youngsters can be found in our urban, suburban and rural communities where working parents, for a variety of reasons, are unable to arrange or afford a better alternative. Instead of being a time for growth and opportunity for these children, the hours immediately following the school day are their most dangerous, for these are the hours when children are most likely to commit or be the victim of crime. For many others, the afternoon hours are simply a period of idle and wasted time, when opportunities to be mentored and academically challenged are squandered.

The 21<sup>st</sup> Century Community Learning Center program, authorized under Title X, Part I, of the Elementary and Secondary Education Act, is a key component of the Clinton-Gore administration's commitment to help families and communities keep their children safe and smart. The 21<sup>st</sup> Century Community Learning Centers, supported by grants from the U.S. Department of Education, enable school districts to fund public schools as community education centers keeping children safe in the after-school hours. They also provide students with access to homework centers and tutors and to cultural enrichment, recreational, and nutritional opportunities. In addition, life-long learning activities are available for community members in a local school setting. Moreover, these programs provide America's parents and grandparents with something they value above almost everything else: confidence that while they are out earning a living, their children are well cared for and learning. For America's children, these programs help broaden their horizons, challenge their imaginations, and find the hero within.

Throughout the Clinton-Gore administration, the U.S. Department of Education has worked to make our children's afternoons a time when they can soar beyond expectations. The department has funded over 3,600 schools in more than 900 communities to become community learning centers. The hours that children spend at these centers are filled with academic challenges and enriching activities, supervised by responsible adults. This vision of the 21<sup>st</sup>

Century Community Learning Centers program has been reaffirmed by numerous evaluations of high-quality afterschool programs, and now by the results of the current grantees' annual performance reports.<sup>1</sup> The grantees' experiences confirm that investing in afterschool activities makes a significant difference in the lives of America's children, families and communities.

### ***Addressing the Needs of Children and Families***

According to the report *Working for Children and Families: Safe and Smart Afterschool Programs*, published in April 2000 by the Departments of Education and Justice, 69 percent of all married-couple families with children ages 6-17 have both parents working outside the home. In 71 percent of single-mother families and 85 percent of single-father families with children ages 6-17, the custodial parent is working. The gap between parents' work schedules and their children's school schedules can amount to 20 to 25 hours per week.

Statistics provided by the General Accounting Office (GAO), the National Institute on Out-of-School Time, and other surveys show that the lack of affordable, accessible afterschool opportunities for school-age children means that an estimated 8 million -- and up to as many as 15 million -- "latchkey children" on any given day go home to an empty house after school.<sup>2</sup> Forty-four percent of third graders spend at least a portion of their out-of-school time unsupervised, and about 35 percent of 12-year-olds are regularly left alone while their parents are at work.

Finally, studies by the FBI and youth-advocacy groups have found that the peak hours for juvenile crime and victimization are from 2 p.m. to 8 p.m. -- hours when youth are most often without supervision. Yet we know that students who spend one to four hours per week in extracurricular activities are half as likely to use drugs and one-third less likely to become teen parents.



**In over 900 communities across the nation, children now have a positive alternative to unsupervised, unstructured and uninspiring afternoons – 21<sup>st</sup> Century Community Learning Centers.**

### ***Working to Provide More Afterschool Programs***

According to 1999 and 2000 public polling data from the Mott/JCPenney afterschool survey, more than 8 out of 10 voters have agreed that access to afterschool programming in the community is important, and that this access must be available to all children. Yet, over the last three years, nearly two-thirds of voters have reported that it is difficult to find programs in the nation and in the community. Less than 4 out of 10 voters say their community actually provides afterschool programs. This number has remained consistent over the last three years.

<sup>1</sup> Submitted in April 2000

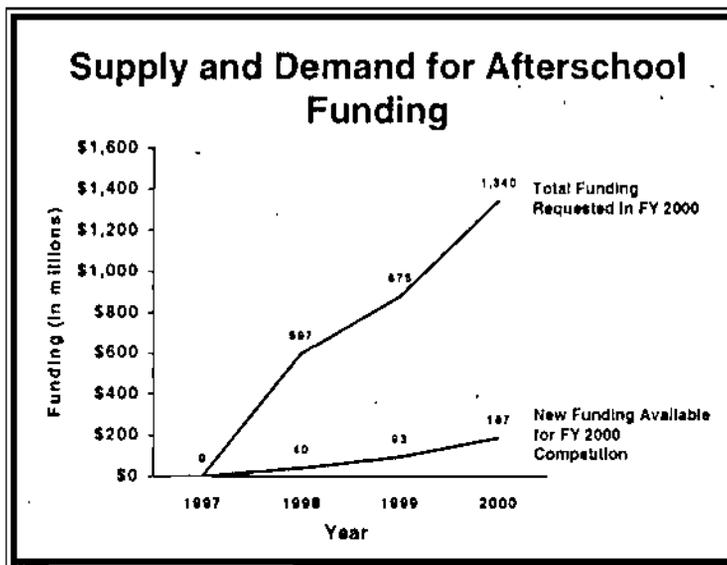
<sup>2</sup> Miller, Beth (June 2000). *Update of the National Child Care Survey of 1990*. National Institute on Out-Of-School Time; Seppanen, P., Kaplan de Vries, D., & Seligson, M. (1993). *National Study of Before- and After-School Programs*. Washington, DC: Office of Policy and Planning: U.S. Department of Education.

In some urban areas, the current supply of afterschool programs for school-age children will meet *as little as 20 percent* of the demand.<sup>3</sup> In rural areas, experts assert that the availability of school-age care could cover only about one-third of the population of children with employed parents.<sup>4</sup> As a result, millions of parents worry each day about where the children will go, and what they will be doing.

The Clinton-Gore Administration, through the 21<sup>st</sup> Century Community Learning Centers, is working to meet some of this demand. Nevertheless, in the last grant competition administered by the U.S. Department of Education, there was sufficient funding for only 310 of the 2,253 applications. More than 1,000 high-quality applications were unfunded. With more fiscal support, more afterschool programs could be awarded 21<sup>st</sup> Century Community Learning Center grants.

Of the \$1.34 billion in funding requested by schools across the nation to start afterschool programming this year, only \$185.7 million was available for this fiscal year, with an additional \$267 million committed to continue programs in communities which had previously received grants.

A total of \$1 billion has been requested by the Clinton-Gore Administration from Congress for this initiative in fiscal year 2001. If Congress passes this appropriation level, 2.5 million children will be served through the 21<sup>st</sup> Century Community Learning Centers. *This increase in funding could potentially eliminate as much as a quarter of the nation's "latch-key" problem for American families.*



To ensure that all school districts can prepare high-quality applications, the U.S. Department of Education has worked for the past three years with the Charles Stewart Mott Foundation, the National Center for Community Education, the National Community Education Association, the National Association for Bilingual Education and other regional and local organizations to provide numerous technical assistance opportunities for communities interested in applying. Workshop attendance over the past two years has been remarkable. Some 13,000 representatives from families, schools, community and civic organizations, local governments, foundations, faith-based organizations, and businesses came together to find out what quality, extended learning is, how to collaborate, and what are some models of best practice. For this year's competition, at least one workshop was provided in every state.

<sup>3</sup> United States General Accounting Office (1997, May). *Welfare Reform: Implications of Increased Work Participation for Child Care*. GAO/HEHS-97-75. Washington, DC: Author.

<sup>4</sup> The David and Lucile Packard Foundation (1999). When school is out. *The Future of Children*, 9(2). Los Altos, CA: Author.

The investment in assisting local communities to plan afterschool and community education programs seems to be working. Because of the extensive training provided to potential applicants, the quality of 21<sup>st</sup> Century Community Learning Centers applications has significantly improved over the past three years. The average standardized score has gone from 72 (in 1998) to 75 (in 1999) to almost 80 (in 2000). This year, over 1,300 applications (of the 2,253 received) earned an average rating of 75 or above.

### ***Making a Difference for America's Communities***

Principals, parents, community members, and state and local decision-makers want afterschool programs because they know they keep children safe and assist them academically. Children who regularly attend high-quality programs have better peer relations and emotional adjustment, better grades and conduct in school, more academic and enrichment opportunities, spend less time watching TV, and have lower incidences of drug-use, violence, and pregnancy.<sup>5</sup>

Achievement data from the 21<sup>st</sup> Century Community Learning Centers programs are not due until October 2000. However, in April 2000, grantees – through their annual progress reports and other sources – shared the following examples of how their programs are benefiting the children in their communities:

- ★ The behavior of students who regularly participate in Montgomery, Alabama's three Star Search afterschool programs is improving, even though discipline problems have increased among other students. Overall, there has been a 25 percent reduction in violence.
- ★ At Huock Middle School in the Salem-Keizer School District in Oregon, the 21<sup>st</sup> Century Community Learning Centers grant has allowed for a great expansion of programs that has led to a substantial drop in the use of drugs, alcohol, and tobacco among students in the past year.
- ★ Highland Park, Michigan reported a 40 percent drop in juvenile crime in the neighborhood surrounding the 21<sup>st</sup> Century Community Learning Centers afterschool program.
- ★ In Plainview, Arkansas, the 21<sup>st</sup> Century Community Learning Centers program implemented an abstinence program that resulted in no pregnancies in their high school graduating class for the first time in years. In 1998, there were six teen pregnancies, in 1999 there were only three, and in 2000, there were *no pregnancies* at the high school.
- ★ In rural McCormick, South Carolina, 120 students would have been retained in grade without the afterschool program.
- ★ Brooklyn, New York's Cypress Hills center reported that 72 percent of program participants improved their grades by 5 points on a 100-point scale in one or more of their classes.

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<sup>5</sup> *Working for Children and Families: Safe and Smart Afterschool Programs (2000)*. Washington, DC: U.S. Departments of Education and Justice.

- ★ Participants in Chattanooga, Tennessee, showed improved school attendance. At one school, absentee days dropped from 568 days to 135; at another the drop was from 148 to 23.
- ★ Preliminary findings from the 21<sup>st</sup> Century Community Learning Center program in Palm Beach County, Florida, indicate that students participating in the program have increased reading and math scores, as well as interpersonal self-management.
- ★ In Bayfield, Wisconsin, 7<sup>th</sup> through 10<sup>th</sup> graders no longer hang out near the grocery and liquor store in the Viking Mini-Mall – instead they hang out at school after school. They finish their homework, have a snack, work on a special project or play organized games with an adult learning assistant.

Recent evaluations of other afterschool programs all found improved school attendance, and documented improved reading and/or math scores or re-designation from the status of “limited English proficient.” For example:

- ✓ **The RAND Corporation**, when evaluating afterschool programs supported by Foundations, Inc. in the Philadelphia area, found that fourth-graders in the program outperformed comparison students in reading, language arts, and math.<sup>6</sup>
- ✓ **Columbia University**, which evaluated the Boys and Girls’ Clubs of America’s national educational enhancement program *Project Learn*, found that participants increased their grade average and showed improved school attendance and study skills.<sup>7</sup>
- ✓ **The University of Cincinnati**, when evaluating the Ohio Hunger Task Force’s urban afterschool initiative, found fourth-graders exceeded the statewide percentage of students meeting proficiency standards in math, writing, reading, citizenship, and science.<sup>8</sup>
- ✓ **The University of California at Los Angeles (UCLA)** has been evaluating the LA’S BEST afterschool program for more than 10 years. Higher levels of participation in LA’S BEST led to better school attendance, which in turn related to higher academic achievement on standardized tests of mathematics, reading, and language arts. In addition, limited-English-proficient students who participated in the LA’S BEST program were more likely to be redesignated as English proficient than their non-participating peers.<sup>9</sup>

### ***Serving Children Where They Are***

By locating 21<sup>st</sup> Century Community Learning Centers within public schools, we can see that students receive educational enrichment and academic assistance directly linked to their classroom needs. Principals have long seen a need for extended learning programs. In a 1989

<sup>6</sup> Hamilton, L.S. and Klein, S.P. (1998). *Achievement Test Score Gains Among Participants in the Foundations School-Age Enrichment Program*. Santa Monica, CA: RAND Corporation.

<sup>7</sup> Schinke, S. (1999). *Evaluation of Boys and Girls’ Club of America’s Educational Enhancement Program*. Atlanta, GA: Author.

<sup>8</sup> Partners Investing in Our Community of Kids and Ohio Hunger Task Force (1999). *Urban School Initiative School-Age Care Project: 1989-99 School Year Evaluation Report*. Columbus, OH: Authors.

<sup>9</sup> Huang, D., Gibbons, B., Kim, K.S., and Lee, C. (May 2000). *The Impact of the LA’S BEST After School Program on Subsequent Student Achievement and Performance*. Los Angeles, CA: UCLA.

Harris poll, 84 percent of school principals agreed that there is a need for before- and afterschool programs. In December 1999, the National Association of Elementary School Principals updated an earlier publication for their membership on quality standards for afterschool programs entitled *After-School Programs & The K-8 Principal*. In it, they recognize that "an extraordinary opportunity exists for principals to bring their schools and communities together to plan and support after-school programs."<sup>10</sup>

The 21<sup>st</sup> Century Community Learning Centers are located in public elementary schools, middle schools, and high schools. In addition, host schools can serve a range of student grades. The table below provides information on the grade levels served in 21<sup>st</sup> Century Community Learning Centers host schools.

**Grade Levels Served by 21<sup>st</sup> Century Programs**

Elementary	44%
Elementary and Middle	9%
Middle	31%
Middle and High School	4%
High School	7%
All grades	7%

These 21<sup>st</sup> Century Community Learning Centers will serve about 615,000 children and youth and 215,000 adults during the 2000-2001 school year. All programs serve children, but over 40 percent have reported about how they also serve adults.

Rural St. Mary's County, Maryland's 21<sup>st</sup> Century program serves about 100 at-risk students daily, as well adults. The program's strong adult literacy component focuses on GED preparation, computer training, counseling and career development. The St. Mary's program has been locally showcased for its development of community partnerships and use of volunteers to manage the centers. The program publishes a quarterly newsletter that features community collaborations and program success stories.

During the 2000-2001 school year, there are 903 grants operating in local school districts, with community partners, to implement public school-based 21<sup>st</sup> Century Community Learning Centers. These grants are in every state, the District of Columbia, Puerto Rico, the Virgin Islands, and the Federated States of Micronesia. The 21<sup>st</sup> Century Community Learning Centers grants provide high-quality academic enrichment and expanded youth services in 3,610 inner-city and rural schools. School district grantees operating the programs often manage three to four school-based centers. The typical overall number of students served by a school district's grant is 696, and an average of 248 adults is served by each grantee as well.

<sup>10</sup> National Association of Elementary School Principals (1999). *Afterschool Programs and the K-8 Principal*. Alexandria, VA: Author.

A typical school-based 21<sup>st</sup> Century Community Learning Center serves some 156 children. As recently as 10 years ago, evaluations of afterschool programs showed as few as 50 children participating in public school programs, and even fewer in non-school-based programs<sup>11</sup>. This contrasts sharply with the large number of children participating in most 21<sup>st</sup> Century Community Learning Centers, and strongly suggests that the high-quality range of services that are offered, combined with the school-based setting, is effective in encouraging program participation.

### Participation in 21<sup>st</sup> Century Programs

	Average Number Served
Students Served in a Local School District	696
Students Served at a Local School	156
Adults Served in a Local School District	248

*The Central Maine 21<sup>st</sup> Century Community Learning Centers project had a very successful second year. Over 1,000 of the four participating schools' 2,700 students regularly engaged in the wide variety of programs and services offered.*

In a Mott Foundation/JCPenney survey of registered voters conducted in June 2000, the public indicated that afterschool programs should be housed in schools and that schools and community organizations should share, rather than compete for, resources. That philosophy guides the way the 21<sup>st</sup> Century Community Learning Centers program is operated today.

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*Public schools, working with community partners, are the best place for afterschool programs. Not only are they convenient and reach the most children, but they are at the center of the community and in a great position to offer high-quality learning opportunities in a safe place.*

*--U.S. Secretary of Education, Richard W. Riley*

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### *Serving Those Most in Need*

The 21<sup>st</sup> Century Community Learning Centers serve populations in rural and inner-city locales, as about 55 percent of the 21<sup>st</sup> Century projects can be considered rural and 45 percent are inner city. As recently as the 1993-1994 school year, 70 percent of all public elementary and combined (e.g., K-12) schools did not have a before- or afterschool program. This picture was even bleaker in rural areas, where 82 percent of public schools did not have such programs.<sup>12</sup>

<sup>11</sup> Seppanen, et. al. 1993.

<sup>12</sup> National Center for Education Statistics (1996, September). *Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools*. Washington, DC: Author.

Schools with 21<sup>st</sup> Century Community Learning Centers' grants also serve more minority students and are far more likely to serve high-poverty students than the average school.

### Race, Ethnicity, and Poverty Level of Students in 21<sup>st</sup> Century Community Learning Centers

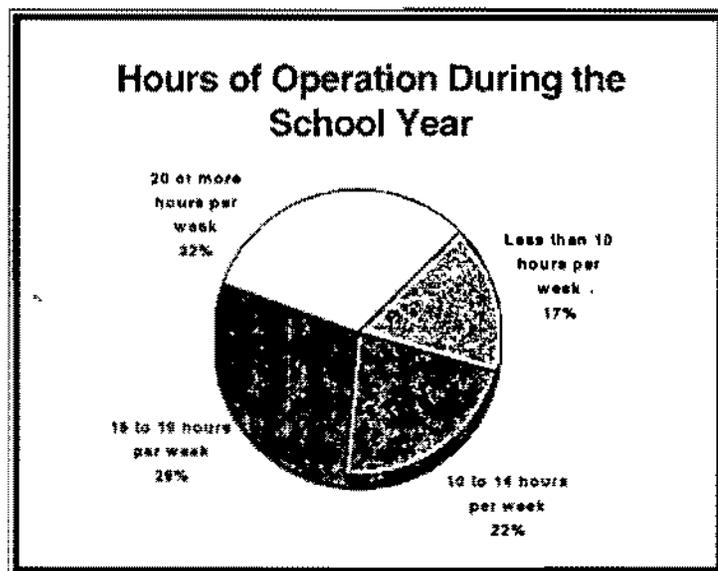
	White	African American	Hispanic or Latino	Asian, Hawaiian, Pacific Islander or Native America	High Poverty
21st Century Community Learning Centers (schools)	43%	26%	24%	6%	66%

*Esmeralda, a student in the low-income school district of La Quinta, California, improved her reading level from 2.75 to 5.80 through the Computer Curriculum Corporation program that provides reading software. She spent two hours a day, four days a week, in her school's computer lab, which was funded by a 21<sup>st</sup> Century Community Learning Centers grant.*

*In Huntsville, Alabama, 98 percent of students at Lincoln Elementary School receive free lunch. The Camp Success program provides low-income students opportunities to participate in activities they may be unable to access such as the Kiwanis Club, 4-H, art classes, chemistry camp, the Chess Club, sports teams, and Boy and Girl Scouts.*

### Extending Time to Be Safe and Smart

There is strong support for afterschool from the public safety community. For example, nearly 9 in 10 police chiefs said expanding afterschool programs will "greatly reduce youth crime and violence." Nine out of 10 chiefs also agreed that "if America does not make greater investments in after-school and educational child care programs to help children and youth now, we will pay far more later in crime, welfare, and other costs."<sup>13</sup>



<sup>13</sup> Fight Crime: Invest in Kids (November 1999). *Poll of Police Chiefs*, conducted by George Mason University professors Stephen D. Mastrofski and Scott Keeter. Washington, D.C.: Author.

Centers provide a safe place for students to go after regular school hours end. These figures describe how much additional time is provided:

- ★ A total of 78 percent of centers operate on a daily or semi-daily basis, and another 22 percent of centers provide only "special events" or operate on a non-daily system.
- ★ One-third of 21<sup>st</sup> Century Community Learning Centers are open 20 or more hours per week, and 61 percent of centers are open at least 15 or more hours each week.
- ★ More than one-quarter of grantees keep their learning centers open on school holidays and in-service days during the school year.

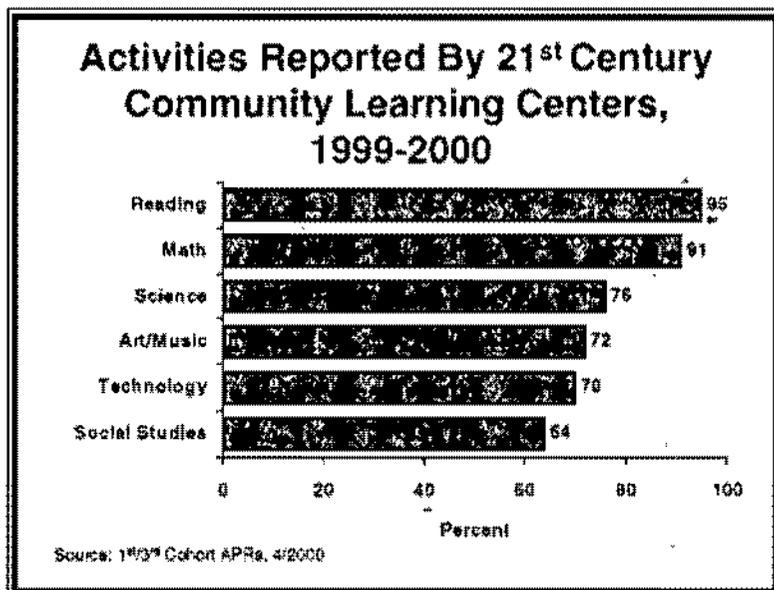
### *Providing Quality Afterschool Learning Opportunities*

*For students who enrolled in the Jefferson County School District After School program in Fayette, Missouri, 50 percent of those who were once below average are now average students, 10 percent are honor roll students, and 8 percent have become principal scholars.*

A June 2000 Mott Foundation/JCPenney afterschool survey asked voters what they wanted in an afterschool program. Americans said that in addition to helping working families, the most important outcomes of an afterschool program are to provide opportunities to learn and master new skills, and improve academic achievement. In addition, they identified afterschool programs as a place to build social skills and where homework can be done.

Afterschool programming sponsored by 21<sup>st</sup> Century Community Learning Centers' grants gives students more time to learn, improve their academics, and engage in other educational activities outside of the structured school day. The vast majority of centers provide activities focused on boosting achievement in core subject areas, as well as offering enrichment activities.

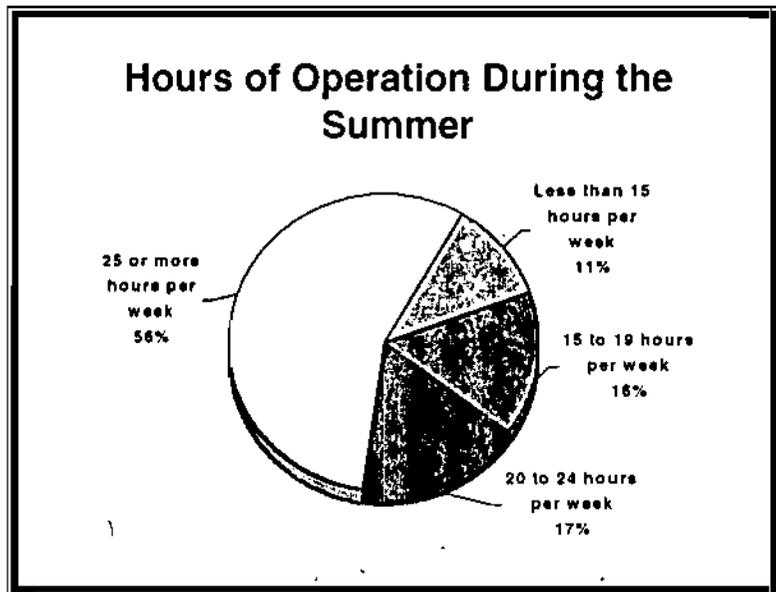
And to make sure that activities offered are of the highest possible quality, all 21<sup>st</sup> Century Community Learning Centers grantees are trained on quality elements of an afterschool program, including how best to provide academic enrichment, every fall and spring. The National Center for Community Education, funded by a grant from the Charles Stewart Mott Foundation, has been providing this training.



Overall, almost all of the centers provide activities meant to bolster students' grasps of reading, math and science. Additionally, 72 percent of centers offer students access to art and music enrichment, 64 percent offer social studies support activities, 70 percent engage in technology-related activities, and 76 percent offer other types of enrichment activities.

### *Keeping Learning Alive in the Summer*

Today, 25 percent of all school districts and 55 percent of those in high-poverty urban areas require summer school for struggling students. Not only does summer school help prevent loss of academic ground over vacation months, but it also helps close the achievement gap between disadvantaged students and those with more privileged educational opportunities at home. A study done by the University of Missouri showed that in more than 85 percent of summer-school evaluations of students who attended summer classes, attendees outperformed those students who did not have this opportunity.<sup>14</sup>



Summer schools serve a variety of purposes for students, teachers, families, and communities. They provide chances for remediation for students with learning deficits, repetition of failed courses for secondary school students, services for students with disabilities, supplemental help for disadvantaged students, enrichment opportunities for students with special talents, and a way for teachers to further their career development and increase their income.

*In rural Monongalia County Public Schools, West Virginia, parents say the center helps their children get their homework done and conveniently offers enrichment opportunities right in their own community. Classroom teachers have commented on the amount of discussion and excitement that carries over into their classes during the day. Title I teachers were surprised at how little ground was lost for their students last summer as they were able to pick up where they had left off the previous year after participating in the summer program.*

Funding from the 21<sup>st</sup> Century Community Learning Centers program allows more urban and rural schools to start summer school programs. Two-thirds of grantees operated a summer program of 25 or more hours per week, in addition to their school-year program last year.

<sup>14</sup> Cooper, H., Charlton, K., Valentine, J. (1998). *Making the Most of Summer School: A Meta-Analytic and Narrative Review*. University of Missouri-Columbia.

## ***Communicating with Teachers and Principals***

Research clearly shows that quality afterschool programs coordinate their activities with those offered during the regular school day. Communicating with the principal and the teachers in the regular school program regarding subjects like recruitment strategies, program goals and student progress is essential to establishing a successful afterschool program. The 21st Century Community Learning Centers grantees understand the importance of these day-to-day linkages with the regular school day program, as shown in the collaborative activities they are undertaking.

<b>Types of Linkages to School Day Program</b>	<b>Percent of Grantees</b>
Recruit/Refer Students	95%
Works at Program	93%
Provide Feedback on Students	93%
Set Goals and Objectives	92%
Share Instructional Practices	90%
Communicate School-Day Curricula to Center Staff	89%

## ***Creating Collaborating Communities***

*In Kenosha, Wisconsin, the 21<sup>st</sup> Century Community Learning Centers became involved with the Lincoln Neighborhood Community Center and collaborated with many other community organizations to provide families with a full-range of services.*

- ❖ The University of Wisconsin Extension Service offered a teen pregnancy prevention program.*
- ❖ The Spanish Center and the United Migrant Opportunities Services offered a cultural awareness class.*
- ❖ The Kenosha Library stopped their bookmobile in front of the centers each week.*
- ❖ The American Red Cross certified the students in babysitting.*
- ❖ The University of Wisconsin-Parkside offered weekly swimming lessons in their pool, leadership classes, student interns, admissions to college plays, peer mediation, and neighborhood assistance, specifically safety and improvement.*
- ❖ The Girl Scout Council wrote a grant so they could start troops in both 21<sup>st</sup> Century schools.*
- ❖ A family drug and alcohol program was offered in cooperation with about 10 community agencies.*

Collaboration helps build a common sense of community with mutual goals and vision. Collaboration is a cornerstone of the 21<sup>st</sup> Century Community Learning Centers program. Rural and inner-city public schools — in collaboration with other public and non-profit agencies, faith-based organizations, local businesses, postsecondary institutions, scientific and cultural organizations, and other community entities — benefit from the U.S. Department of Education funding for afterschool programs. All centers must work with community partners and faculty of

the regular school program to achieve a variety of goals.

Some 90 percent of 21<sup>st</sup> Century Community Learning Centers grantees report partnering with community-based organizations. Roughly one-third of grantees report partnering with faith-based organizations. Grantees say that they involve partners in service delivery. An informal survey of grantees suggests that about two-thirds of the grantees have entered into contracts with community-based organizations to provide program services. Grantees estimate that these contracts average to about 25 percent of total grant funding.

On average, 21<sup>st</sup> Century Community Learning Centers work with six community partners to provide services, share techniques for conducting activities, set goals and objectives, provide volunteer staffing, give feedback on students, make paid staff available, and raise funds (in order of most common to least common shared activity). Activities undertaken by community partners in 21<sup>st</sup> Century Community Learning Centers can be found in the table below:

Types of Activities Undertaken by Community Collaborators	Percent of Grantees
Provide Services/Goods	80%
Share Techniques	77%
Set Goals and Objectives	73%
Provide Volunteer Staffing	72%
Provide Feedback on Students	70%
Provide Paid Staffing	68%
Raise Funds	39%

### ***Creating a Unique Partnership to Support Afterschool Programs***

In large part, the unprecedented growth and quality of the 21<sup>st</sup> Century Community Learning Centers program can be traced to a philosophy of collaboration. The program is implemented nationally through a unique public-private partnership between the U.S. Department of Education and the Charles Stewart Mott Foundation of Flint, Michigan. Conceived following the 1997 White House Child Care Conference, the partnership today accounts for more than \$550 million in direct services, training, technical assistance, best practices identification, evaluation, and access/equity and public will activities. This is far above what would have been available by relying exclusively on federal funds.

*Frankly, this historic partnership between the U.S. Department of Education and the Mott Foundation is a symbol of the full spectrum of public and private partnerships that we can expect to spring to life as this initiative is embraced by communities all over the United States.*

*-- William S. White, President,  
C.S. Mott Foundation*

The U.S. Department of Education administers the program and supplies funds to local communities through a competitive proposal process.

The Charles Stewart Mott Foundation underwrites training and technical assistance, and provides training on how to create high-quality applications and implement community learning centers. In addition, the C.S. Mott Foundation funds program evaluations, access and equity analyses, and public awareness and outreach initiatives. Mott funding leverages federal funds and works toward the long-term sustainability of local projects.

The collaboration concept is mirrored at the local level. Every school district is required to work with community organizations like law enforcement agencies, local businesses, post-secondary institutions, and scientific, cultural or youth-serving groups. This collaboration encourages the community to unite in helping children develop into healthy, successful adults. It also allows communities the freedom to design school-based programs around their needs and interests as long as they contain a strong learning component.

The Charles Stewart Mott Foundation—U.S. Department of Education partnership has led to the creation of the *Afterschool Alliance*. The Afterschool Alliance is a coalition devoted to raising awareness and expanding resources for afterschool programs. It includes the U.S. Department of Education and the C.S. Mott Foundation, as well as JCPenney, the Advertising Council, Entertainment Industry Foundation, and Creative Artists Agency Foundation. The Afterschool Alliance's vision is to see that every child in America has access to quality afterschool programs by 2010. Toward this end, the Afterschool Alliance has secured millions of dollars in direct and in-kind contributions for programs such as:

- ★ a national public service advertising campaign ("Finding the Hero Within"),
- ★ a national day of recognition on October 12 ("Lights on Afterschool"), and
- ★ the identification and deployment of a cadre of practitioner "Afterschool Ambassadors" in every state to provide technical assistance and influence public will.

### ***In Conclusion—***

Afterschool programs are popular, effective in keeping kids safe and providing children with constructive opportunities to learn and grow, and are in great demand across the country. The 21<sup>st</sup> Century Community Learning Centers program has become a powerful model that demonstrates how schools can provide expanded support for children and their families. Nevertheless, the current supply of afterschool programs is not able to serve all of the children who want or need a safe and smart place to be after their schools have closed for the day. A total of 2,253 communities, representing 10,000 of our nation's schools, participated in this year's competition for 21<sup>st</sup> Century Community Learning Centers grants. They did so despite the fact that only one in seven applications could be funded.

The president and vice-president have requested that funding for 21<sup>st</sup> Century Community Learning Centers be dramatically increased, from its current FY 2000 level of \$453 million to \$1 billion in FY 2001. At that amount, the program will be able to assist 2,000 communities establish 8,000 schools as 21<sup>st</sup> Century Community Learning Centers. Partnering with local organizations and businesses, these centers would be able to serve up to 2.5 million children, or up to one-quarter of all the country's latchkey children. No single program can meet the needs of our children -- attaining that goal will take the combined efforts of families, schools,

youth-development organizations, faith-based groups, foundations, businesses, and federal, state, and local agencies. Increasing our investment in the 21<sup>st</sup> Century Community Learning Center program would be a step in the right direction.

***Contact Us!***

For more information on the 21<sup>st</sup> Century Community Learning Centers Program, contact the U.S. Department of Education at:

- Internet: [www.ed.gov/21stcclc](http://www.ed.gov/21stcclc)
- E-mail: [21stCCLC@ed.gov](mailto:21stCCLC@ed.gov)
- Fax: (202) 260-3420

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*Why are afterschool programs so important?  
Because children's minds don't close down at 3 p.m., and neither should their schools.*

*U.S. Secretary of Education, Richard W. Riley*

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Tom - This paper is very much a draft - I will email you an updated version on Fri tomorrow. I'll be an email

The 1999 Reauthorization of the Elementary and Secondary Education Act: *The whole time.*  
Reaching educational equity by ensuring that ALL students are taught to high academic standards

Thanks for your help! Have a nice Thanksgiving.  
- Ann

Background

In the 1994 reauthorization of the Elementary and Secondary Education Act, the Clinton Administration transformed the Federal role in elementary and secondary education by promoting high standards for all children, focusing on teaching and learning, increasing flexibility and accountability, improving parent and community involvement, and targeting resources to the highest poverty communities. These changes have complemented, enhanced, and accelerated reforms at the State and local level. (FACTS) Parents, teachers, and school administrators have embraced and applauded these reforms as a move away from the traditional top-down heavy-handed policies of the past to policies that build coalitions and partnerships with a goal of raising standards and improving student achievement. (MORE SUPPORTING FACTS)

As the Department of Education began work on the 1999 reauthorization, we used the 1994 themes as a base to examine the effectiveness of our efforts. Did the 1994 reauthorization: successfully promote the development and implementation of challenging academic standards? Have standards been used to improve teaching and learning and, thus, increase student achievement? Have States taken advantage of flexibility to further their locally driven reform efforts? Did our accountability provisions have a positive impact in turning around failing schools? Are more parents involved in their children's school? And, are we reaching the districts most in need of assistance?

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The answers to these questions led to emerging needs and themes for the 1999 reauthorization of ESEA - a continued commitment to improving achievement for all students with a specific focus on closing the gap between rich and poor and majority and minority students; a focus on the next stage of standards-based reform to help States and school districts implement standards in the classroom; the need to have a more significant focus on improving the quality of teaching for our most educationally disadvantaged students; the need to accelerate the pace of reform by strengthening accountability provisions; continuing flexibility for States and Districts to implement reforms, as well as flexibility for parents to choose what is best for their child in public schools; and, a continued commitment to promote equity by targeting ESEA programs to our highest poverty districts and providing quality support and technical assistance to these districts to improve teaching and learning for all students.

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Major Themes of the 1999 Reauthorization

**Improving Achievement for All Students and Closing the Gap.**

The Elementary and Secondary Education Act of 1965 was enacted to improve educational opportunities for students living in low-income school districts in order to ~~work towards~~ *reach* educational equality for all students. The 1994 reauthorization of ESEA renewed the original intent of ESEA by focusing on equity - not only providing all children with opportunities to receive a quality public education, but ensuring that all children are held to the same high academic standards. In 1999, the commitment to equity must include a continued commitment to high standards for all children, but must also include a commitment to close the achievement gap between rich and poor and minority and majority children.

In order to close the achievement gap, the 1999 reauthorization will need to strengthen Title I and focus local goals on the continuous improvement of

Support interventions that have proved effective in closing the gap – class-size reduction, certified teachers receiving on-going professional development, etc.

Strategy: Improve Title I Schoolwides by Focusing on Research-Based Practices

The 1994 reauthorization of Title I provided incentives for more schools to develop schoolwide programs by changing the poverty threshold from 75% to 50% and by allowing schools to combine most Federal education dollars with state and local dollars to upgrade the effectiveness of the entire school program. As authorized in section 1114, Title I schools with at least 50% poverty are now eligible to conduct schoolwide programs. Schoolwide programs are intended to address the educational needs of children living in impoverished communities by supporting comprehensive strategies for improving the whole school so every student, including the lowest achieving students, achieves high levels of academic proficiency. Schools are not required to identify children as eligible for particular services or track the combined federal resources to particular children or services. Rather, they may use the combined resources to improve the school's educational program while meeting the intent and purposes of the programs for which funds are allocated.

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The flexibility, instituted as part of the 1994 reauthorization, has resulted in a remarkable growth in the number of Title I schools operating schoolwide programs. In 1994-95, there were 5,050 Title I schoolwide schools (Chapter 1 participation report). By 1997-98 the total grew close to 16,000 of all Title I schools (Follow-up School survey, 1998). Although the gain in numbers is significant, preliminary evaluations suggest that the full potential for schoolwide programs to incorporate comprehensive strategies designed to support all students in reaching high standards has not been fully realized. Many Schoolwide programs still use Title I funds for traditional strategies, including: 51% serve targeted children in a pull-out setting and 81% serve targeted children in an in-class setting (same percentage as Title I Targeted Assistance Schools) (Draft tabulations, Follow-up Survey of Schools--school year 1997-98).

**Policy Recommendations**

- Upgrade the quality of schoolwide programs through emphasizing data-based decision-making, research-based programs with evidence of effectiveness, ensuring that schoolwide plans will improve the core academic program for the entire school, ongoing external assistance for every school, evaluation as a tool for continuous improvement, and peer review and approval.

**Outstanding Policy Issues**

- Should the schoolwide proposal include an expansion of schoolwides by dropping the poverty threshold further from 50% down to 35%?
- Should there be different requirements for new and existing schoolwides?

Strategy 2: Embed the Comprehensive School Reform Demonstration (CSR D) into Title I.

In 1998, the Comprehensive School Reform Demonstration (CSR D) program was authorized by the FY 1998 Department of Education Appropriations Act. The purpose of the program is to provide financial incentives for schools that need to substantially improve student achievement,

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particularly Title I schools, to implement comprehensive school reform programs that are based on reliable research and effective practices. Like Title I schoolwides, CSRD programs are intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. CSRD legislation builds on the schoolwide program concept currently authorized in ESEA. In fact, most of the components included in schoolwide program legislation and CSRD are very similar.

*Policy Recommendations*

- As a companion to the new schoolwide requirements, establish a **Comprehensive School Reform Challenge Fund** that will assist up to 10,000 schools over 5 years to initiate research-based comprehensive reform efforts. The fund will play a role very similar to that currently played by the CSRD demonstration – providing an extra incentive and start-up assistance to schools that need to raise achievement and that commit to implementing genuinely high-quality, comprehensive schoolwide reform programs based on evidence of effectiveness.

*Outstanding Policy Issues*

- Should Title I schools in school improvement be required to participate in CSRD?

**Standards-Based Reform: Phase II**

*Strategy I: Strengthen Title I Requirements for Standards, Assessment, and Accountability*

States have made great strides forward, but the hard work of standards-based reform takes time. Content standards are in place in almost every State (47 States plus D.C. and Puerto Rico) and twenty States have developed performance standards with aligned assessments. ESEA outreach sessions provided a resounding call to continue standards-based reforms while strengthening accountability.

Early research and evaluations suggest that States and districts have made significant progress since 1994 in developing challenging academic standards and, where states have used standards to change classroom practice, in improving student achievement. North Carolina and Texas, states with challenging content and performance standards aligned to rigorous assessments, made greater combined student achievement gains in math and reading on NAEP from 1992 to 1996 than any other state. These gains were sustained and significant (Rand, 1998). Preliminary research, however, also suggests that we need to do more to ensure that all States can move to the next stage of standards-based reform and use standards as a guide to reform curriculum, change instruction, and improve teaching in order to raise student achievement (Cohen and Ball, 1996).

*Policy Recommendations*

- Maintain current requirements in Title I – States must have approved content and performance standards by 1999-2000; must develop and administer statewide assessments aligned with the State's standards by 2000-2001; must develop and implement an accountability system to hold schools and districts accountable for continuous improvement in the performance of all students by 2000-2001.
- More clearly specify the inclusion of Limited English Proficient (LEP) students in statewide standards and assessments and hold schools and districts accountable for showing progress

among LEP students in the development of English language skills in addition to the core subject areas

- Strengthen state accountability by requiring public reporting of statewide and local assessment data and a plan for closing the achievement gaps between rich and poor and majority and minority students.
- Currently, all States are required to develop annual yearly progress indicators. Some states, however, set the bar low in order to make gains in progress. Change law to require States to include improvements for low performing students and require the definition of annual yearly progress to include a timeline for all students to reach State standards.

#### *Outstanding Policy Issues*

- Should the Voluntary National Test be included as part of the reauthorization of ESEA? If so, should it be included as originally conceptualized or should there be a national test that is a mandatory test for all Title I schools with the argument that the only way to close the gap is by holding schools accountable to a national test?
- Should we award competitive Goals 2000-like grants to States to continue the work of standards development and to work on getting standards into the classroom by developing curriculum aligned to State standards, providing professional development to improve instruction, and provide technical assistance? Is a Phase II Goals 2000 grant too politically dangerous?

#### **Quality Teachers in All Schools who Participate in On-going Professional Development**

The National Commission on Teaching and America's Future found that the least qualified teachers are most likely to be found in high poverty and predominantly minority schools and lower track classes. Other findings from the Commission's report revealed that many States' licensing and districts' hiring practices are out of synch with new student standards. They emphasize the issues surrounding the Nation's lack of systems to ensure that teachers get access to the kinds of knowledge and skills they need to help students succeed. Most school districts do not direct their professional development funds in a coherent way toward sustained, practical and useful learning opportunities for teachers. Startling statistics show that teacher's aides, with often no more than a high school diploma and no teacher training, are increasingly used as lead instructors and are being hired at more than twice the rate of Title I teachers (RNT, 1996); over 30% of math teachers do not even have a minor in the field (NCTAF, 1996); schools report that they have severe teacher shortages in certain subject areas – bilingual education (59%), math (46%), science (55%), and special education (55%) (RNT, 1996).

In the 1994 reauthorization, ESEA focused on teacher quality by expanding professional development – emphasizing professional development within Title I schools and expanding the use of Eisenhower Professional Development dollars to include all core subject areas and a greater focus on research-based principles of professional development. Despite these changes, recent evaluations of the Eisenhower professional development program found that most districts did not receive enough funding to conduct on-going intensive professional development.

#### *Policy Recommendations*

- Focus on changing Title I from a jobs program that employs under-qualified teacher's aides to teach our most educationally disadvantaged children to a program that hires the best teachers to teach our neediest children by eliminating the use of paraprofessionals as instructors in Title I schools.
- Expand the professional development authority to coordinate and integrate professional development across Titles and focus on all core subject areas.
- Provide support to new teachers to address the attrition rate (??% of new teachers leave within the first three years of teaching) by funding induction programs.
- Increase accountability for teachers by supporting performance-based assessments throughout a teacher's career.

#### *Outstanding Policy Issues*

- If a major teacher quality piece is included in ESEA, should all professional development authorities be folded into one title? Would the focus on special needs be lost (e.g. professional development in Title VII for bilingual teachers)?
- Should Goals 2000, Title VI, and Title II be rolled into one teacher quality authority? Or, should there be an expanded Title II?
- Should there be a set aside (suggested 10%) in Title I for professional development?

#### **Early Childhood Opportunities Focused on Language and Literacy Development**

The first National Goal is that all children should enter school ready to learn. Children's school success depends on a number of factors that include the building of strong developmental foundations and skills in early childhood (birth to age eight), meaningful involvement of families and communities gained by building on family and community strengths, access to high quality early childhood education programs and experiences (that include highly skilled parents and educators), and linking children's early development and learning experiences coherently to and across the first few years of formal schooling.

Recent research reports have traced the early roots of reading success and have identified early warning signs of later reading difficulty. The recent report released by the National Academy of Sciences, "Preventing Reading Difficulties in Young Children," contains many recommendations for supporting children's optimal growth and development in the early childhood years, particularly in the areas of language and literacy development.

Yet, in many, if not most, preschools around the nation that serve poor and minority children, including Head Start, precious little attention is given to academic preparation. As a result these children enter kindergarten without the skills and knowledge that almost all middle-income parents insist upon for their children. These include knowing the "letters", numbers from one to twenty or more, that print is read from left to right in English, and a basic sense for standard grammar.

#### *Policy Recommendations*

- Establish a Title I Ready to Learn Preschool Initiative that would promote and support school readiness with the goal of preventing reading difficulties in young children. Achieving these goals requires a literacy-focused but comprehensive approach to early childhood education services, with attention to the needs of diverse populations, as well as intensive professional development for early childhood educators. Ready to Learn can provide services to children

birth through kindergarten-age, their families, and early childhood educators and will permit a broad range of early childhood education-related services and programs that must include a research-based focus on early language, literacy, and reading development.

- This initiative would build on and expand existing community strengths and resources, such as Title I, Head Start, Even Start, America Reads, and 21<sup>st</sup> Century Community Learning Centers. It would also allow for local flexibility and autonomy while requiring accountability for results. The program would be guided by research on effective early childhood education practices within schools, families, and communities and incorporates the recommendations of the National Research Council's report, "Preventing Reading Difficulties in Young Children." Funds could be used to develop curriculum aligned to early childhood standards and benchmarks, provide professional development for childcare providers, and provide necessary coordination and connections from pre-school programs to kindergarten.

#### *Outstanding Policy Issues*

- Should we promote the development of standards and benchmarks for children ages zero to eight? If so, should we promote dissemination of NAEYC/IRA benchmarks or encourage development at State or local level?
- Should we expand the existing Even Start program?

#### **Public School Choices for Parents and Students**

Public school choice includes a range of options that allow families to select among public schools, and, in some cases, to participate in other educational opportunities within the public school system that do not involve changing their primary school setting. Public school choice encourages greater flexibility in what schools offer to address the needs of students, families, and communities, while maintaining accountability for students meeting challenging state or local standards of performance. Research suggests that public school choice also fosters a sense of ownership among school staff, students, and parents that promotes successful efforts toward common goals.

Currently, the Department supports the expansion of public school choice primarily through its Public Charter Schools and Magnet Schools Assistance programs and the work of the Equity Assistance Centers. Further, there is legislative authority for promoting choice in the Title I and Goals 2000 programs. However, there is no centralized approach or initiative that seeks to promote the development or research of a growing array of additional choice options such as inter- and intra-district choice, postsecondary options for high school students, and district-operated focus schools. (no)

The Public Charter School law was reauthorized in October 1998 and will, therefore, not be considered during ESEA reauthorization. The reauthorization encouraged the development of high-quality charter schools to meet the President's goal of 3,000 high-quality charter schools by the beginning of the next century. It also included provisions to strengthen accountability of charter schools, ensure that charter schools are held to the same high standards as all public schools, and a new authority for successful charter schools to serve as models for other charter schools and public schools, in general.

***Policy Recommendations***

- Refine current Magnet program to address issues associated with the desegregation/equity purpose of the program; to promote diversity in schools (social, economic, racial, ethnic) where this approach will best ensure that minority and poor students have access to high quality instruction; and, to increase the impact of the Magnet Schools Assistance Program on systemic reform.
- Develop new choice authority to promote and fund an array of choice options such as inter- and intra-district choice initiatives; national leadership activities including expanded technical assistance; and, demonstration programs to identify promising new public school choice models.

***Outstanding Policy Issues***

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**Technology Integrated into the Curriculum as an Instructional Tool**

**Flexibility for States and Districts**

The 1994 reauthorization increased flexibility at the State and local level through provisions that allow coordination across programs in order to meet the needs of State and local efforts to improve student achievement. Changes included: allowing States and districts to submit one application for various federal education program funds; allowing States to consolidate administrative funds across ESEA programs; providing more school districts with the opportunity to use federal funds to support the whole school's curriculum instead of a narrower range of services through the schoolwide programs; and, by providing waiver authorities to allow States and school districts to better address local needs with locally designed solutions. In addition, the Education Flexibility (Ed-Flex) Partnership Demonstration Program allows the Secretary to delegate up to 12 Goals 2000 States the authority to waive for their school districts and schools statutory or regulatory requirements of several ESEA programs and the Carl D. Perkins Vocational and Applied Technology Education Act. (NOTE: The Goals 2000: Educate America Act authorized the Secretary to select six states with approved Goals 2000 plans to participate in Ed-Flex. The Omnibus Consolidated Revisions and Appropriations Act of 1996 expanded the allowable number of Ed-Flex States to 12.)

***Policy Recommendations***

***Outstanding Policy Issues***

- Should we include the extension of Ed-Flex to all States?

**Safe, Disciplined, Drug-Free Schools**

**Improving Instruction for Limited English Proficient Children**

In 1994, Title VII was reauthorized to educate LEP students to meet the same rigorous standards for academic performance expected of all students. Title VII -- Bilingual Education, Language Enhancement, and Language Acquisition Programs -- is intended to provide funding for demonstration, innovation, planning, and reforming direct service program for limited English proficient students. It is not, however, intended to provide funding to pay for direct services to LEP students.

**Time for All Children to Practice and Further Develop Skills After-School**

**Parents and Communities as Partners in Their Children's Education**

**Helping States and Districts Meet Their Goals Through Improved Technical Assistance  
and Strengthened Accountability**