

# Promising Results, Continuing Challenges: Final Report of the National Assessment of Title I

## Executive Summary (Part 1 of 3)

### Context for Title I

#### **TITLE I-HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS** "SEC. 1001. DECLARATION OF POLICY AND STATEMENT OF PURPOSE."

"(a)(1) The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others."

First enacted in 1965 as a "War on Poverty" program, Title I of the Elementary and Secondary Education Act (ESEA) [P.L. 103-382] now provides over \$8 billion <sup>(1)</sup> per year to fund system-wide supports and additional resources for schools to improve learning for students at risk of educational failure. The program's central objective is to support state and local efforts to ensure that all children reach challenging standards by providing additional resources for schools and students who have farthest to go in achieving the goal.

**Title I is intended to help address the greater educational challenges facing high-poverty communities by targeting extra resources to school districts and schools with the highest concentrations of poverty**, where academic performance tends to be low and the obstacles to raising performance are the greatest. Ninety-five percent of the nation's highest poverty schools (those with 75 percent or more students eligible for free- or reduced price lunch) participate in Title I.<sup>(2)</sup> While the highest poverty schools make up almost 15 percent of schools nationwide, they account for 46 percent of Title I spending. About three-fourths (73) percent of Title I funds go to schools with 50 percent or more students eligible for free- or reduced price lunch.<sup>(3)</sup>

**Fully 99 percent of Title I dollars go to the local level.** School districts use 90 to 93 percent of their Title I funds for instruction and instructional support<sup>(4)</sup>—most often in reading and math. Although Title I accounts for a relatively small percentage of total funding for elementary and secondary education (just under 3 percent), the program plays a significant role in supporting local education improvement efforts. It provides flexible funding that may be used for supplementary instruction, professional development, new computers, after-school or other extended-time programs, and other strategies for raising student achievement.

**Title I also provides supplemental assistance to children who face unique educational barriers.** These include children who come from families with low literacy, the children of migrant agricultural workers, and children who are neglected or delinquent. The children of parents with poor literacy skills are less likely to receive early literacy training at home or to be enrolled in a preschool program, which increases the risk of school failure. Migrant children have families who move frequently to pursue agricultural work—and thus must change schools frequently—which has a detrimental effect on their achievement. Neglected or delinquent students are extremely educationally disadvantaged; most are

incarcerated in state juvenile and adult correctional facilities and have experienced numerous disruptions in their education.

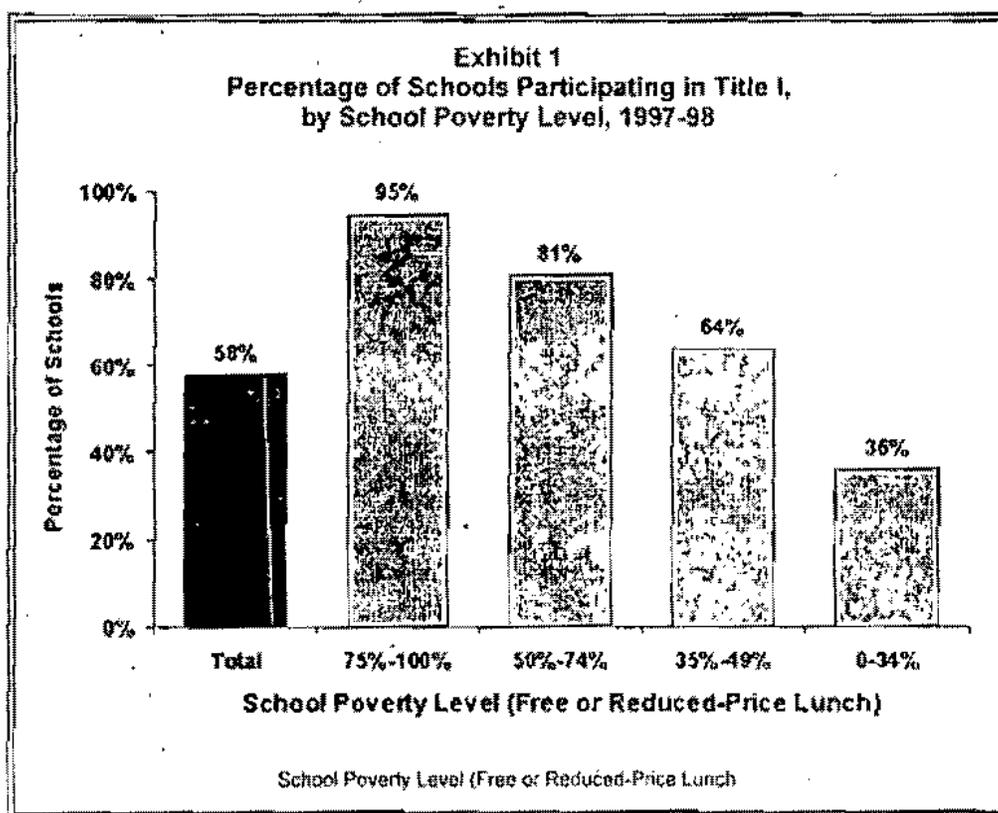


Exhibit reads: Almost all of the highest-poverty schools (95 percent) receive Title I funds, compared with 36 percent of the lowest-poverty schools.

Source: U.S. Department of Education, unpublished tabulations from the *Follow-Up Survey of Education Reform*.

**Title I reaches over 11 million students enrolled in both public and private schools—about two-thirds of whom are in elementary grades 1-6.** The percent of students in middle and secondary schools remains a small proportion of those served overall. Minority students participate at rates higher than their proportion of the student population. African American students represent 28 percent of Title I participants, 30 percent are Hispanic, 36 percent are non-Hispanic white, and the remaining 5 percent are from other ethnic/racial groups. Among those served by the Title I Part A program (local education agency program) are about 167,000 private school children, close to 300,000 migrant children, and over 200,000 children identified as homeless. Title I services are also available to about 2 million students with limited English proficiency, almost one fifth of all students served and growing in number, and 1 million students with disabilities.<sup>(5)</sup> In 1996-97, Even Start served (Part B) some 48,000 children and almost 36,000 adults.<sup>(6)</sup> Over 580,000 migrant children were served under the Migrant Education Program (Part C)<sup>(7)</sup>, and 200,000 neglected or delinquent youth were served in the Title I Part D program for neglected or delinquent youth.<sup>(8)</sup>

### **The 1994 Reauthorization of Title I of the Elementary and Secondary Education Act**

The 1994 reauthorization of ESEA, along with the Goals 2000: Educate America Act, introduced a new federal approach built around a framework of standards-driven reform. Challenging standards for all

students would promote excellence and equity, and better link Title I along with other federally-supported programs to state and local reform efforts. As the largest single federal investment in elementary and secondary education, the reauthorized Title I adopted each of the key principles outlined in the legislation:

- Support states in setting high standards for all children—with the elements of education aligned, so that they are working in concert to help all students reach those standards
- Focus on teaching and learning, through upgrading curriculum, accelerating instruction, and providing teachers with professional development to teach to high standards
- Provide flexibility to stimulate school-based and district initiatives, coupled with responsibility for student performance
- Create links among schools, parents, and communities
- Target resources to where the needs are greatest

Six years ago, the U.S. Department of Education reported to Congress on the effectiveness of the program as it operated as Chapter 1. That report, *Reinventing Chapter 1: The Current Chapter 1 Program and New Directions*, which drew from the Prospects longitudinal study, concluded that in order for the program to effectively support all students in meeting challenging standards, fundamental change was required. Indeed, as the prior National Assessment of Chapter 1 found, Chapter 1 programs reinforced low expectations of the students they served by providing students with remedial instruction and holding them to lower academic standards than other students.<sup>(9)</sup>

- Different expectations were clearly evident for students in high- and low-poverty schools. Indeed, when measured against a common test, an "A" student in a high-poverty school would be about a "C" student in a low-poverty school.<sup>(10)</sup>
- Program-supported services pulled most Chapter 1 students out of their regular classrooms for program-supported services, adding an average of only 10 minutes of instructional time per day, and often failing to relate to the rest of the student's educational experience.<sup>(11)</sup>
- Chapter 1 did not contribute to high-quality instruction, and often relied on teachers' aides who lacked educational credentials required to deliver high-quality instruction.<sup>(12)</sup>
- Chapter 1 had not kept pace with the growing movement, across the country, toward the establishment of challenging standards and assessments. Therefore, weaknesses in instruction were compounded by minimum competency assessments that tested primarily low-level skills.<sup>(13)</sup>

The reauthorized Title I legislation coupled flexibility in the use of resources with attention to accountability for results. Providing flexibility in tandem with performance accountability is the centerpiece of Title I, and an overall focus of the National Assessment of Title I. The National Assessment also examines the implementation of key Title I provisions at the state, district and school levels.

## The Mandate for a National Assessment of Title I

The final report of the National Assessment of Title I responds to Congress' mandate to examine the progress of students served by the program and implementation of key provisions, and suggests strategies for improved policies or changes in statutory requirements.

Key issues addressed include:

- The performance of students in high-poverty schools and low-performing students, the prime beneficiaries of Title I services
- The implementation of systems designed to support schools in helping students meet high standards, including the establishment of systems of challenging standards and assessments, the role of Title I in holding schools accountable for results, and targeting of Title I funds and the allocation and use of resources in states, districts and schools
- The implementation of Title I services at the school level, including strategies for providing challenging curriculum and instruction in high-poverty Title I schools, uses of schoolwide and targeted assistance approaches for providing services in Title I schools, qualifications of and support for staff (including aides) in Title I high-poverty schools, and Title I support for partnerships with families
- The implementation of additional Title I services targeted at special populations, including Part A Services to Students Enrolled in Private Schools, Even Start (Part B), Migrant Education Program (Part C), and Services to Neglected or Delinquent Children (Part D)

The National Assessment of Title I also reports progress on key indicators identified for the Title I program in response to the Government Performance and Results Act of 1993 (GPRA) [P.L. 103-62], which requires that agencies establish performance goals and track indicators for every program. These indicators address improved achievement for students enrolled in high-poverty schools, increases in the number of Title I schools using standards-based reform and effective strategies to enable all children to reach challenging standards, and accelerated state and local reform efforts and assistance to Title I schools.

The National Assessment of Title I benefited from the involvement of an Independent Review Panel composed of representatives of state and local education agencies and private schools, school-level staff, parent representatives, education researchers, and policy experts. The Panel, mandated under Sections 1501 and 14701 of the ESEA, has met three to four times a year since May 1995. It has defined issues for the National Assessment of Title I and the companion *Report on the Impact of Federal Education Legislation Enacted in 1994* to address. Panel members have also participated in reviews of study plans, data analysis, and draft text for both reports.

## KEY FINDINGS

### Progress in the Performance of Students in High-Poverty Schools

The impact of standards-based reform is beginning to be seen in improved achievement among students in high-poverty schools and among low-performing students—who are the primary recipients of Title I services.

#### *Performance on National Assessments of Reading*

Since 1992, prior to the reauthorization of Title I, national reading performance has improved for 9-year-olds in the highest-poverty public schools, (those with 75 percent or more low-income children) regaining ground lost in the late 1980s and early 1990s. Scores on the long-term trend assessment of the National Assessment of Educational Progress (NAEP) of 9-year olds in high-poverty public schools increased 8 points (close to one grade level) between 1992 and 1996 (Exhibit 2).

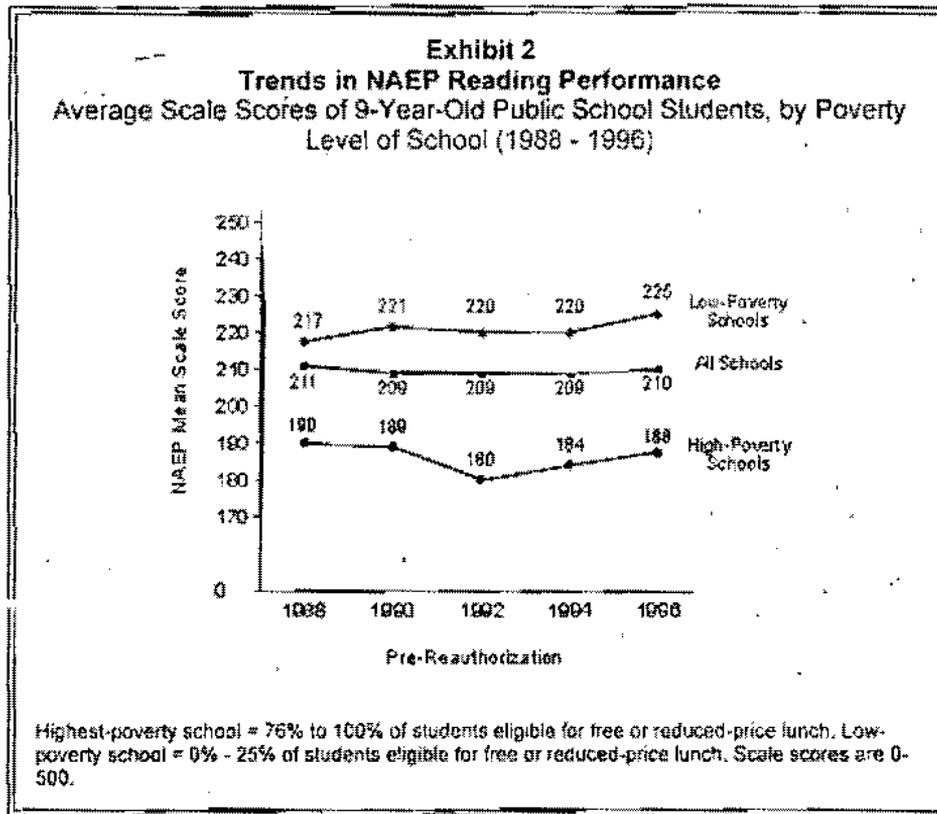


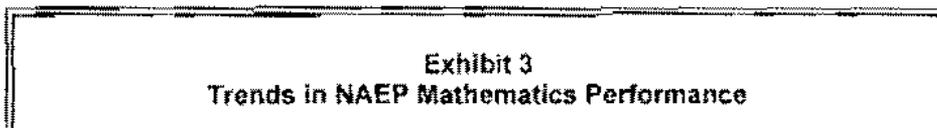
Exhibit reads: In 1996, the average reading scale score for 9-year-old students in the highest-poverty schools was 188.

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, NAEP Reading Trends, unpublished tabulations, 1998.

Among the lowest achieving public school 4th graders—those most likely to be served by Title I—there were fairly substantial improvements in reading between 1994 and 1998. Results of the Main NAEP reading assessment showing substantial gains for low achievers—9 points among the bottom 10 percent and 5 points among the bottom 25 percent—compared to the stable performance of other percentile groups, suggest that it was the performance of the lowest achievers that raised the national average of all fourth graders.

*Performance on National Assessments of Mathematics*

Math achievement has improved nationally, especially among students in the highest-poverty public schools. NAEP scores on the long-term trend assessment show an increase of about 10 points for all 9-year olds from 1986 through 1996 (Exhibit 3).



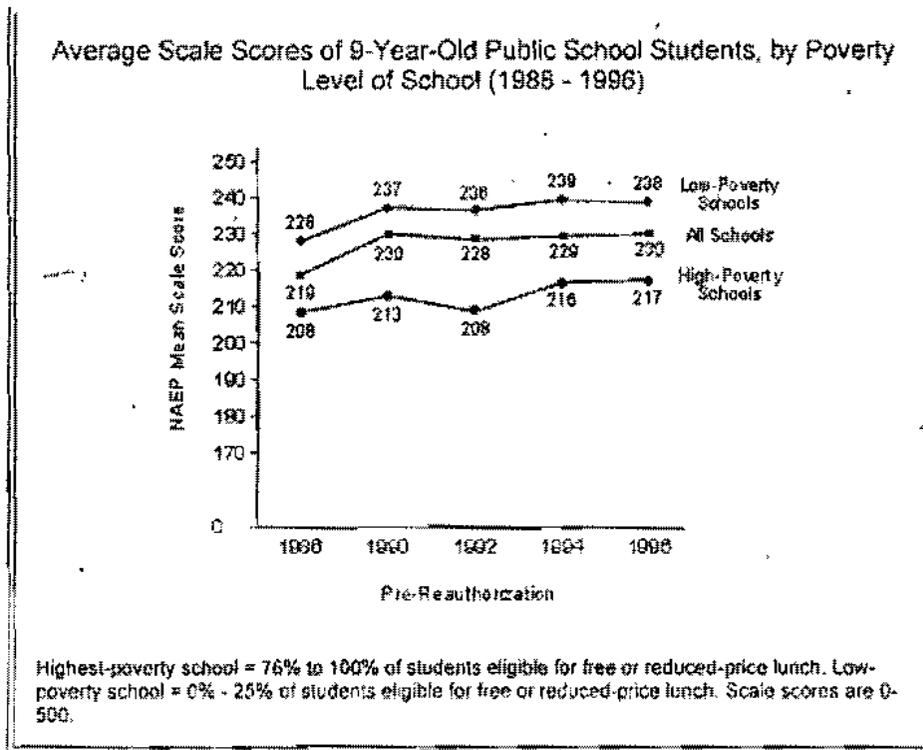


Exhibit reads: In 1996, the average mathematics scale score of 9-year-old students in the highest-poverty schools was 217.

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, NAEP Mathematics Trends, unpublished tabulations, 1998.

Math scores from the main NAEP assessment also improved substantially among public 4th grade students in the lowest percentiles of performance—those most typically targeted for Title I services. The main NAEP assessment shows that from 1990 to 1996, the average performance of the lowest achieving students improved steadily. NAEP scores of the lowest 25 percent improved by 8 points.

However, a substantial achievement gap remains between students in the highest- and lowest-poverty schools. In 1998, 32 percent of students in the highest-poverty schools met or exceeded the NAEP Basic level in reading, about half the rate nationally of students in public schools. In math, 42 percent of students in the highest poverty schools scored at or above the NAEP Basic level in 1996, compared with 62 percent in all public schools (Exhibits 4 and 5).

**Exhibit 4**  
**NAEP 4th-Grade Reading**  
 Percentage of Public 4th Graders Scoring At or Above Basic Level and Proficient Achievement Levels, by Poverty Level of School

**Exhibit 5**  
**NAEP 4th-Grade Math**  
 Percentage of Public 4th Graders Scoring At Basic Level and Proficient Achievement Levels, Level of School

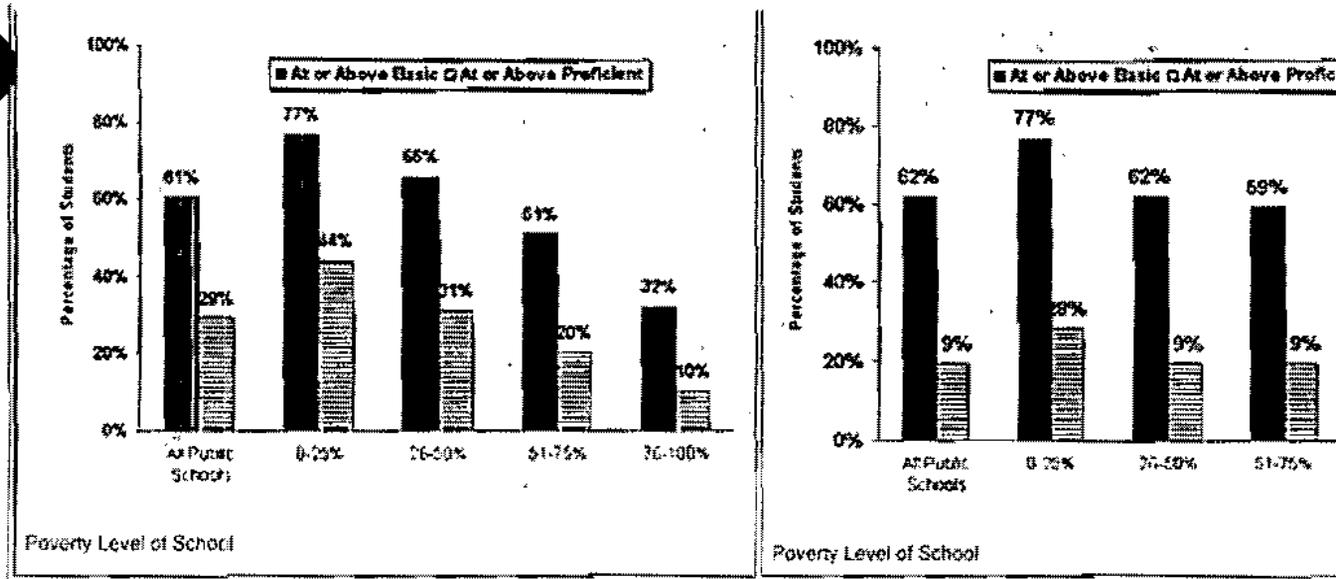
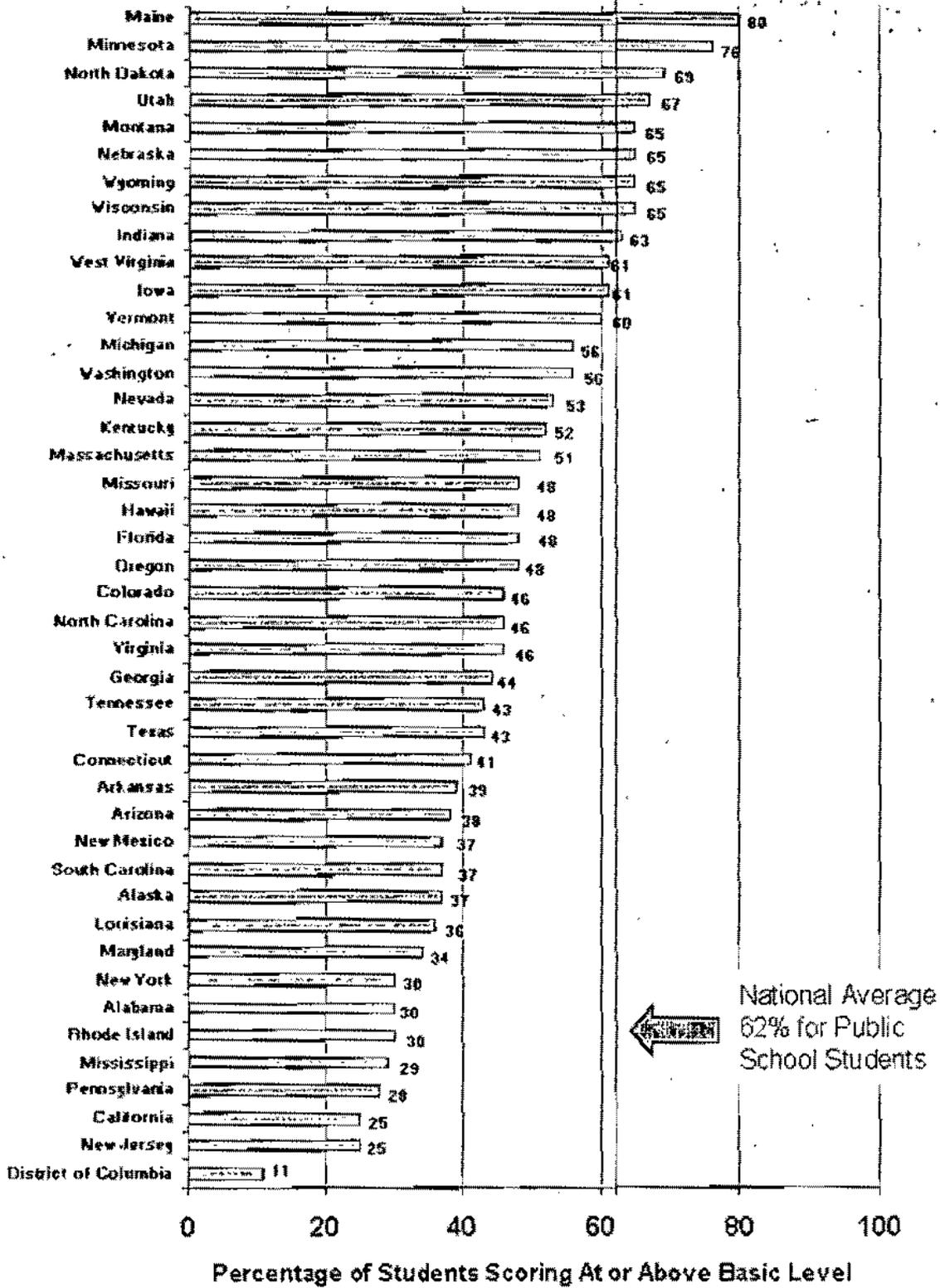


Exhibit reads: In 1998, 61 percent of students attending public schools performed at or above the Basic level in reading, and in 1996, 62 percent of all 4th-graders scored at or above the Basic level in math.

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Main NAEP Reading and Mathematics, unpublished tabulations, 1999.

Despite the nationwide gap in performance, the percent of fourth-grade students enrolled in highest-poverty public schools achieving at or above the Basic level exceeded the national average (62 percent) in 9 states—indicating that it is possible to bring these students to high levels of achievement (Exhibit 6).

**Exhibit 6**  
**State NAEP 4th-Grade Mathematics, 1996**  
 Percentage of Students in the Highest-Poverty Public Schools  
 Performing at or Above Basic Level, by State



Highest-poverty school = 76% to 100% of students eligible for free or reduced-price lunch

Exhibit reads: In Maine, 80 percent of 4th graders who attended the highest-poverty schools

scored at or above the *Basic* level in math.

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress, State NAEP Mathematics, unpublished tabulations, 1998.

### *Performance on State and District Assessments*

Trends in student performance based on the assessments of individual states and districts provide an additional perspective for measuring the progress of students in high-poverty areas.

**Three year trends reported by states and districts show progress in the percentage of students in the highest-poverty schools meeting state and local standards for proficiency in mathematics and reading.** Among states and large urban districts that provided three-year trend data for students in high-poverty schools, progress overall is positive. Due to changes in state assessment systems to comply with Title I legislation, few states can currently provide three-year trend data on students in high-poverty schools. Results from 13 large urban districts are presented to show trends in student performance in areas in which poverty and educational challenges are most highly concentrated. Districts profiled are among the largest in the country; have student populations that are at least 35 percent minority and 50 percent eligible for free/reduced price lunch; serve high concentrations of limited English proficient students; are geographically diverse; and have at least three years of achievement data on the same assessment in reading and math for elementary and middle school students. As with states, these are among those that provided data (which were available in fall/early winter 1998).

- The achievement of elementary school students in the highest-poverty schools improved in 5 of 6 states reporting three year trends in reading and in 4 of 5 states reporting trends in mathematics. Students in Connecticut, Maryland, North Carolina, and Texas made progress in both subjects.<sup>(14)</sup>
- Ten of 13 large urban districts showed increases in the percentage of elementary students in the highest-poverty schools who met district or state proficiency standards in reading or math. Six districts, including Houston, Miami-Dade County, New York, Philadelphia, San Antonio and San Francisco made progress in both subjects.<sup>(15)</sup>

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[[Highlights](#)]   [[Executive Summary \(Part 2 of 3\)](#)]

 [Return to Elementary and Secondary Education with Title I](#)

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# Promising Results, Continuing Challenges: Final Report of the National Assessment of Title I

## Executive Summary (Part 2 of 3)

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### Title I Support for Systems Designed to Support Schools in Helping Students Meet High Standards

#### *Development of Standards and Assessments and the Role of Title I*

Challenging standards of learning and assessments that ensure shared expectations for all children are key policy drivers in Title I. Indeed, support for the establishment of systems of standards and assessments under Title I, as well as the Goals 2000: Educate America Act, are consistent with a key purpose of the program, as outlined in the statute: "to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children."

In addition to requiring states to establish and use systems of standards and aligned assessments to guide expectations for what children should be expected to know and do, Title I has required that states develop criteria for tracking the student performance of schools and districts participating in the program. By the 1997-98 school year, each state was to have adopted challenging content standards, in at least reading and math, that specify what all children are expected to know and be able to do, and challenging performance standards that describe students' mastery of the content standards. By the year 2000-2001, states are also to adopt or develop student assessment systems that are aligned with standards in at least reading/language arts and math.

**States are making significant progress in developing content standards, but progress is considerably slower with respect to developing performance standards according to the timeline set forth in the statute.**

- Forty-eight states, the District of Columbia, and Puerto Rico have met the requirement for developing content standards in the core subjects of reading and math. One remaining state is approving its districts' standards; the other state has a waiver to extend the deadline to develop state standards. Federal assistance is credited with providing financial incentives and support that helped states adopt standards (Exhibit 7).
- Less than half the states had approved performance standards by 1998. Variability in the rigor of standards is a concern, given the lack of evidence that states have benchmarked standards against common criteria, such as NAEP (Exhibit 8).

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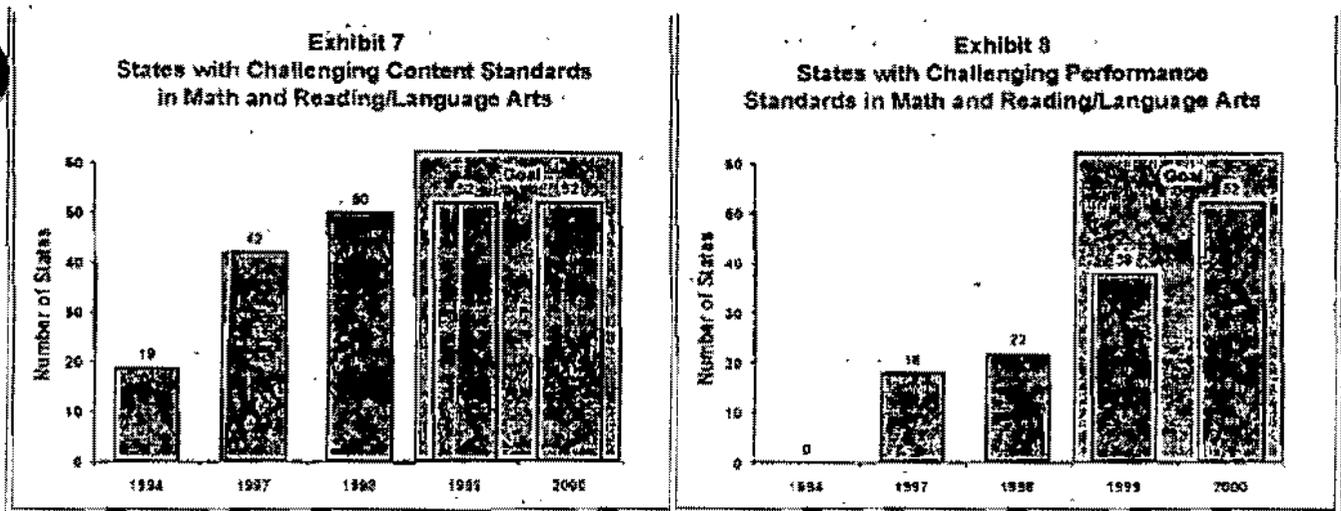


Exhibit reads: In 1998, 48 states, the District of Columbia and Puerto had submitted evidence to the U.S. Department of Education that content standards were in place.

Source: Council of Chief State School Officers, Status Report: State Systemic Education Improvements (Washington, DC: Council of Chief State School Officers, August 1995); U.S. Department of Education, unpublished analysis of state plans required under Sec. 1111.

States are not required to have assessment systems (which reflect standards) and include *all* students until 2000-2001. However, progress in their development is worth noting.

- According to an independent review of state plans submitted to the U.S. Department of Education in 1997, 14 states had in place transitional assessment systems linked to state content standards. (16)
- Additionally, a sizeable number report student achievement based on state assessment data according to categories established in the statute. For the 1996-97 school year, of the 48 states, plus DC and Puerto Rico, that reported student achievement data through the Title I Performance Report, 21 disaggregated results by school poverty levels, 12 reported results for low-income students, 19 provided data for limited English proficient students, and 16 reported achievement of migrant students. (17)

Issues regarding assessment of special populations are among the greatest challenges reported by states in developing their assessment systems. The review of state practices in determining school and district progress found that most states (44) had at least partially developed policies or procedures for assessing all students but only 28 provided some evidence that these policies or procedures were being implemented. (18)

### *The Role of Title I in Holding Schools Accountable for Performance and Supporting Improvement Efforts*

Title I is intended to be linked to state accountability so that states will hold Title I schools to the same high standards for performance expected for all schools. Under Title I each state is required to develop criteria for determining a standard of adequate yearly progress for districts and schools participating in Title I based on the state assessment and other measures. Title I schools and districts that fail to make adequate yearly progress are to be identified for improvement. Schools identified for improvement are to

receive support and assistance from states and districts. Those schools and districts that continue to fail to make progress are subject to corrective actions. The performance of districts and schools under Title I is to be publicly reported and widely shared.

**States are making progress in implementing the accountability provisions of Title I, although full implementation of accountability under Title I is not required until final assessments are in place in the 2000-2001 school year.** But states are also facing real challenges as they transform their educational systems into higher performing, results-based systems.

- States have developed transitional measures for defining school and district progress under Title I, but there are concerns about the rigor of the measures. An independent review of state plans documented that only half of all states have set standards for measuring progress based on students reaching a proficient level of performance, rather than only a minimum level of competency. Most states do not have a specified timeline for having all students meet expectations. (19)
- There is considerable variation across states in the identification of Title I schools in need of improvement. In Texas, only 1 percent of Title I schools were identified for improvement in 1996-97. In New Mexico and Washington D.C., over 80 percent of Title I schools were identified for improvement. (20)
- Although there is variation in the number and percentage of Title I schools identified for improvement across the states, evidence suggests that states are identifying their neediest schools. Schools identified for improvement tend to serve a greater proportion of poor students and have a larger minority enrollment. (21)
- A recent study of accountability in large urban districts finds that Title I has been a "model and an instigator" for standards-based reform and efforts to track student progress and improve schools. (22) Nationally, 14 percent of districts report that Title I is driving reform in their districts as a whole to a great extent. Fifty percent of small poor districts and 47 percent of large poor districts report that Title I is driving reform to a great extent. (23)

**A key concern is the extent to which identification of schools for improvement under Title I is integrated with the accountability systems states are putting in place for all schools.**

- Although there is considerable overlap between schools identified for improvement under Title I and other state or local mechanisms, states report that they are having difficulty integrating the Title I requirements with their own systems. Parallel systems are operating in many states, with only 23 state Title I directors reporting that the same accountability system is used for Title I as for all schools in their state.
- Research shows that state accountability systems that are "closer to home" are of greater value to educators and have more immediate consequences to schools and districts.

**Recent findings suggest that state and Title I accountability requirements are helping states, districts, and schools focus more on the use of data for school improvement.**

- Research on accountability in 12 states and 14 districts found a remarkably high level of attention paid to using data to inform decisionmaking. The study found that while outcome data was being

required to be used for school improvement planning, many districts were going beyond requirements of the law to use this performance data to identify and develop strategies for staff development and curriculum improvement that address gaps in performance.<sup>(24)</sup>

**The lack of capacity of state school support teams to assist schools in need of improvement under Title I is a major concern.**

- The State Improvement Grants that would have provided additional resources for the operation of school support teams were not funded in reauthorization. Although the main task for state school support teams has been to assist schoolwide programs, their charge also includes providing assistance to schools in need of improvement. In 1998, only 8 states reported that school support teams have been able to serve the majority of schools identified as in need of improvement. In 24 states, Title I directors reported more schools in need of assistance from school support teams than Title I could assist.<sup>(25)</sup>
- Among schools that reported in 1997-98 that they had been identified as in need of improvement, less than half (47 percent) reported that they had received additional professional development or assistance as a result.<sup>(26)</sup>

***Targeting Title I Resources to Districts and Schools Where the Needs are Greatest***

Historically, Title I funds were spread thinly to most districts and a large majority of schools, undermining the program's capacity to meet the high expectations set by policymakers. The previous Chapter 1 formula and within-district allocation provisions spread funds to virtually all counties, 93 percent of all school districts, and 66 percent of all public schools, yet left many of the nation's poorest schools unserved. The 1994 reauthorization changed the allocation provisions in an effort to improve the targeting of Title I funds on the neediest districts and schools. In addition, Congress has recently increased the proportion of Title I funds appropriated for Concentration Grants in an effort to direct a greater share of the funds to higher-poverty districts and schools.

Changes in the allocation formula and procedures, enacted in the 1994 amendments, have had little effect on targeting at the state, county, and district levels, but substantial impact on within-district targeting. At the district level, the share of Title I funds allocated to the highest-poverty quartile of districts remained unchanged (at 49 percent) from FY 1994 to FY 1997. At the school level, almost all (95 percent) of the highest-poverty schools (75 percent or more low-income students) received Title I funds in 1997-98, up from 79 percent in 1993-94 (Exhibit 8). Funding for low-poverty schools (less than 35 percent low-income students) declined from 49 percent to 36 percent over the same period. At the secondary level, nearly all (93 percent) highest-poverty secondary schools received Title I funds in 1997-98, up from 61 percent in 1993-94.<sup>(27)</sup>

**Exhibit 9**  
**Proportion of Highest-Poverty Schools That Receive Title I Funds**

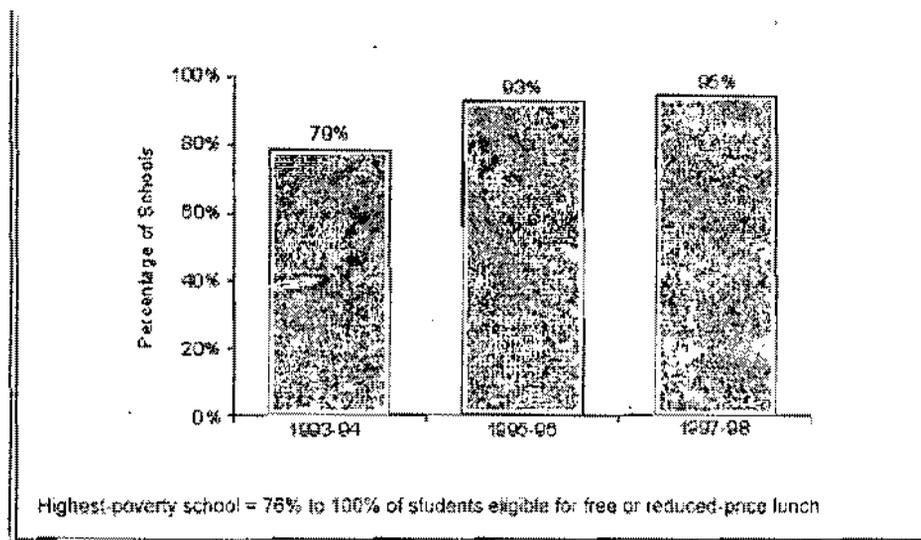


Exhibit reads: The proportion of highest-poverty schools (those with 75 percent or more low-income students) receiving Title I funding rose from 79 percent in 1993-94 to 95 percent in 1997-98.

Source: Stullich, Donly, and Stolzberg, *Targeting Schools: Study of Title I Allocations Within School Districts*, 1999.

**Nearly all Title I funds are allocated to local school districts.** States distribute 99 percent of their Title I funds to school districts and retain only 1 percent for administration, leadership, and technical assistance to districts and schools.<sup>(28)</sup> Over 90 percent of Title I funds are used for instruction and instructional support—much higher than the percentage of state and local funds (62 percent).<sup>(29)</sup>

Although Title I accounts for a relatively small percentage of total funding for elementary and secondary education (about 3 percent), the program plays a significant role in supporting local education improvement efforts. It provides flexible funding that may be used for supplementary instruction, professional development, new computers, after-school or other extended-time programs, and other strategies for raising student achievement. For example, Title I funds used for technology amounted to roughly \$237 million, nearly as much as the appropriations for the Technology Literacy Challenge Fund and Technology Literacy Challenge Grants combined (\$257 million). Similarly, Title I funds used for professional development amounted to \$191 million in 1997-98.<sup>(30)</sup>

**Title I funds may help equalize resources for high- and low-poverty schools.** Title I provides additional support in districts and schools with greater needs, which often receive fewer resources from state and local sources. For example, Title I funds purchased an average of 3.3 computers in the highest-poverty schools in 1997-98 (26 percent of the new computers), compared to 0.6 computers in low-poverty schools. High-poverty schools' use of Title I funds for technology helped to compensate for the fact that they received fewer computers from state or local funds (4.8 computers, versus 12.4 in low-poverty schools).<sup>(31)</sup>

**Increases in targeting have increased the number of high-poverty schools served but have not necessarily increased the intensity of services.** In a sample of 17 large urban districts, the average size of school allocations remained unchanged from 1994-95 to 1996-97, indicating that the growth in total funding and redirection of some funds away from low-poverty schools were used to increase the number of high-poverty schools served rather than to increase the intensity of services in those schools.

## **Title I Services at the School Level**

### *The Context for Standards-Based Reform*

**There is evidence of progress for students in high-poverty schools where staff members focus on challenging standards and strategies that help students achieve them.** Preliminary findings from the Longitudinal Evaluation of School Change and Performance (LESCP), a study of instructional practices in 71 high poverty schools found that—

- Students were likely to make better progress in reading if their teacher gave them more total exposure to reading in the content areas and opportunities to talk in small groups about what they had read.
- Students in the bottom quarter of their class who had better growth in vocabulary and comprehension tended to have teachers who gave them more exposure to reading materials of at least one paragraph, reading content areas materials, working at a computer, and completing workbooks or skill sheets.
- Teachers who used a curriculum that reflected National Council of Teachers of Mathematics (NCTM) standards had students with higher gains in mathematics.
- Students who started the year as low achievers could be helped to gain more skill in problem solving in mathematics when their teachers deliberately emphasized understanding and problem solving with them.

**Principals are reporting an increased use of content standards to guide curriculum and instruction in their schools.** The proportion of Title I principals who reported using content standards to guide curriculum and instruction to a great extent increased substantially from approximately half in 1995-96 to approximately three-quarters in 1997-98. Recent findings from a study of high-performing, high-poverty schools carry this relationship one step further, finding that implementing such reforms is associated with higher student performance. The study found that in high-performing, high-poverty schools, 80 percent of principals reported using standards extensively to design curriculum and instruction and 94 percent reported using standards to assess student progress.<sup>(32)</sup>

**However, most teachers do not feel very well-prepared to use standards in the classroom.** In 1998, only 37 percent of teachers in schools with 60 percent poverty or greater reported that they felt very well prepared to implement state or district curriculum and performance standards. This sense of preparedness is a key factor in predicting student outcomes, according to the LESCP study of 71 high-poverty Title I schools. The LESCP found that teachers' reported preparedness in both subject matter and instructional strategies had a positive relationship with student progress.<sup>(33)</sup> The LESCP also found that district reform policy had an influence on teachers' familiarity with standards-based reform and their implementation of such reform in their classrooms. Teachers in higher-reform districts were more likely than their peers in lower-reform districts to be familiar with content and performance standards and assessments and their curriculum was more likely to reflect the standards.

Another factor that may contribute to a teacher's sense of preparedness is professional development. **In 1998, public school teachers, regardless of the poverty level of their school, spent a limited amount of time in professional development, although they did focus on topics that supported standards-based reform.** Most teachers are not participating in intensive or sustained training—two essential characteristics of effective professional development. Given the relationship found between teacher

preparedness and student achievement, this is a troubling finding. Over half (55 percent) of all teachers in high-poverty schools reported spending less than 9 hours per year on training in the content areas. Over two-thirds (70 percent) of teachers in high-poverty schools reported receiving less than 9 hours per year of professional development related to content and performance standards. <sup>(34)</sup>

### ***Title I Support for Standards-Based Reform***

**Schools are making better use of delivery models that integrate Title I with the regular academic program.** Reliance on the pull-out model (instruction outside the regular classroom) has decreased, while in-class models (instruction in the regular classroom), schoolwide programs, and extended-time instruction have all increased. Use of the in-class model has increased dramatically since the years prior to reauthorization, from 58 percent of Title I schools in 1991-92 to 83 percent in 1997-98. Use of the pull-out model declined from 74 percent of Title I schools in 1991-92 to 68 percent in 1997-98. However, in 1997-98, over half (57 percent) reported using both approaches. <sup>(35)</sup>

**Title I paraprofessionals are widely used as part of schools' instructional programs.** In the 1997-98 school year, 84 percent of principals in high-poverty schools reported using aides, as contrasted with 54 percent in low-poverty schools. <sup>(36)</sup> Although very few aides had the educational background necessary to teach students, almost all (96 percent) were either teaching or helping to teach students. <sup>(37)</sup> Three-fourths of aides (72 percent) spent at least some of this time teaching without a teacher present. <sup>(38)</sup>

**Schoolwide programs have the potential to help integrate Title I resources in standards-based reform at the school level.** Recent findings show that schoolwide programs are more likely to use a strategic plan and to use models of service delivery that better integrate Title I into the larger educational program. Strategic plans allow Title I services to be considered within the broader context of a school's reform goals, and can provide a framework for better integration of Title I within the regular academic program. In addition, as would be expected, principals in schoolwide programs reported less use of the pull-out model than targeted assistance programs. They were also more likely to report using extended time programs.

**Less than half of Title I schools offer extended learning time programs during the school year, although the proportion of schools offering extended time has increased from 9 percent to 41 percent since the last reauthorization.** Moreover, few students participate in these programs. Extended-time programs offered during the school year (through before-school, after-school, or weekend programs) serve 16 percent of the students in the highest-poverty schools with such programs and 11 percent of the students in Title I schools with such programs. <sup>(39)</sup> Summer school programs serve 17 percent of the students in the highest-poverty schools and 19 percent of the students in Title I schools offering summer programs. <sup>(40)</sup>

**Recent research on effective schools has found that such schools use extended learning time in reading and mathematics to improve learning and achievement.** <sup>(41)</sup> In a recent study of higher-success and lower-success elementary schools in Maryland, researchers found that the more successful schools were seeing consistent academic gains as a result of extended day programs. <sup>(42)</sup> In another study of high-performing, high-poverty schools, 86 percent of the schools extended time for reading and 66 percent extended instructional time in mathematics. <sup>(43)</sup>

**Recent evidence indicates that secondary schools are making progress in implementing service delivery models that are less stigmatizing and better integrated with the regular academic**

program. Secondary students are still served in pull-out settings, but not as commonly as elementary students. Moreover, in the schools that do provide pull-out services, it appears to be one of several models of service delivery. In addition to improving Title I delivery strategies, secondary schools are making progress in implementing standards-based reform. Title I services in secondary schools provide supplementary services in support of schools' efforts to enable students to achieve high standards. Most secondary school principals reported using content standards to a great extent in reading (75 percent at the middle school level and 62 percent at the high school level) and mathematics (72 percent at the middle level and 65 percent at the high school level).<sup>(44)</sup> Case studies of 18 secondary schools engaged in school improvement suggest that state and local accountability systems are prompting reform, and that Title I generally serves to support these reform efforts. In states and districts with high-stakes accountability systems, both core academic instruction and supplementary assistance provided through Title I are often geared toward preparing students to pass state or district assessments.<sup>(45)</sup>

### **Title I Support for Partnerships with Families, Schools and Communities to Support Learning**

**Title I supports for parent involvement and family literacy.** The federal role in supporting parent involvement can be catalytic, focusing schools on engaging parents to support learning and participate in school activities and decisions. Principals and teachers identify the lack of parent involvement as a significant barrier to improvement and see the need to engage parents to achieve reform, especially in high-poverty schools. The new Title I school-parent compacts can bring schools and parents together around their shared responsibilities, but they need sustained support. Although the percent of Title I schools with school-parent compacts rose from 20 percent in 1994 to about 75 percent in 1998, there remain 25 percent with no parent agreements. A substantial majority of schools—especially those serving high concentrations of low-income children—do find compacts helpful in promoting parent involvement, especially higher poverty schools, but principals continue to identify lack of parent involvement as one of their major reform barriers.<sup>(46)</sup> In addition, the Even Start family literacy program has shown results in working with very needy families, but it needs to strengthen the intensity and quality of services to achieve better performance.

### **Special Title I Services**

#### *Title I Services to Students Attending Private Schools*

**Reauthorization and recent court rulings have affected the participation of private school students in Title I.** Federal law requires that students in private schools be afforded an opportunity to participate in Title I equal to students in public schools, and the services provided to them must also be equitable. Reauthorization in 1994 changed the allocation of Title I resources for these services, linking it to the number of low-income students residing in attendance areas instead of the level of educational need. The overturning of the *Aguilar v. Felton* decision in June 1997 (*Felton* had restricted service locations for students in religiously-affiliated schools) adds considerable flexibility to districts' options for providing Title I services to eligible students enrolled in private schools.

- Surveys have shown that the number of private school participants has declined by about 6 percent since the 1994 reauthorization, from 177,000 in 1993-94 to 167,000 in 1996-97.

**Most Title I administrators and private school representatives agree that they have established positive working relationships, but report differently about who is actually involved in consultation and about the topics that are discussed.** For example, Title I administrators in at least 80

percent of districts say that they consulted with either a private school principal or representative of a private school organization on most issues, but substantially fewer private school representatives report such consultation.

Almost all districts that serve eligible private school students provide them with supplementary academic instruction. A preliminary review of the experiences of nine large urban districts indicates that they are taking advantage of the opportunity to provide instructional services on religiously affiliated school premises. However, Title I administrators in these districts also report that they continue to provide at least some of the instructional services in neutral sites on or near the school grounds, with several of the districts relying more heavily on these facilities than others.

### *Title I, Part B, Even Start Family Literacy Program*

**The Even Start program (Title I, Part B) provides support to states and local grantees for family literacy programs intended to break the cycle of poverty and illiteracy in low-income families.** The program is designed to support high-quality, intensive instructional programs of adult education, parenting education, and early childhood education.

**The national evaluation has documented that Even Start projects successfully target services toward families who are most in need, and that participating families consistently make gains on measures of literacy.**

- At least 90 percent of families participating in 1996-97 had incomes at or below the federal poverty level and 85 percent of the adults had not earned a high school diploma or GED.
- In 1995-96, the gap between scores of Even Start children and those for a national norms group was reduced by two-thirds in one year.
- Adult participants also made gains on tests of adult literacy. Parents also showed moderate gains on a measure of the home environment for literacy, gains not found in a control group of parents in a study of the Comprehensive Child Development Program.

**Working with such needy families poses challenges to providing intensive services and engaging families over an extended period of time.** Research has shown that service intensity and duration can contribute to better outcomes. While Even Start projects have increased the amount of instruction they have offered in all core service areas over time, only about 25 percent of all projects meet or exceed the Department's performance indicator for the number of service hours offered in the three core instructional components.

### *Title I, Part C, Migrant Education Program*

**The (Title I, Part C) Migrant Education Program (MEP) provides formula grants to states for supplemental education and support services for the children of migrant agricultural workers and fishers.** Reauthorization established a priority for services for migratory children whose education has been interrupted during the school year and who are failing, or at risk of failing, to meet their states' content and performance standards. According to 80 percent of principals of schoolwide programs, migrant students who fail to meet their state's performance standards have the highest priority for instructional services.

**MEP summer-term and extended-time projects play an important role in the education of migrant**



# Promising Results, Continuing Challenges: Final Report of the National Assessment of Title I

## Executive Summary (Part 3 of 3)

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### OPTIONS FOR FUTURE DIRECTIONS

#### *Stay the Course: Maintain an Emphasis on Challenging Standards for All Students*

Gains by students in the nation's highest poverty schools, coupled with evidence that aligning instruction with challenging standards can substantially increase student achievement, point to the need to stay the course of focusing instruction on challenging standards for all students. Though there has clearly been progress in implementing standards at all levels, full implementation in classrooms across the country has yet to be accomplished. States, districts, and schools need to continue to implement standards that challenge all students to achieve at high levels, and to align curriculum, teaching, and assessments with those standards. Reauthorization should address the continuing challenges that limit Title I's capacity to be a stimulus and support for better results for our nation's at-risk students.

#### *Targeted High-Performance "Catch-UP" Grants to Strengthen the Highest-Poverty Schools*

The continuing weak performance of the highest-poverty schools, those with poverty in excess of 75 percent, remains as one of America's most pressing educational problems. Although all Title I schools need additional resources and assistance, the highest-poverty schools are the neediest not only in terms of their populations served, but also in terms of the progress they must make to improve their current performance. In these schools, seven out of every ten children are currently achieving below even the basic level of reading.

Reauthorization should focus on the extraordinary needs of the highest-poverty schools to improve teaching and learning for our most at-risk students, while holding these schools accountable for continuous improvement in student results. If these grants were to target an additional \$1.3 billion, or about 15 percent of current Title I funds, they would be sufficient when combined with current Title I funds and a 25 percent local match to enable the highest-poverty schools to:

- Support a schoolwide model program of their choosing that is backed by evaluation evidence of effectiveness. Schools could carry out intensive programs aimed at improving early reading as in the Reading Excellence Act program, run a program to start their middle school students thinking about college and planning for their futures as in GEAR UP, or a combination of such approaches.
- Within three years, achieve a ratio of modern multimedia computers to students of 5:1, a long-term national target and a goal that is especially important in high poverty communities where children lack the home access to computers available in higher income areas.
- Provide a high-quality after-school instructional program for 50 percent of all students, up from the current 12 percent.
- Reduce class sizes in the early grades to 21 students per teacher, midway from current levels to the long-term national goal of 18 students.

In turn,

- **Recipient schools would commit to continued progress in improving student outcomes as defined through annual outcome and service improvement targets. These would be described in a peer-reviewed schoolwide plan.** Schools would annually report progress against outcome and service performance objectives with the plan and reports.
- **States and districts would need to commit to assisting their highest poverty schools.** States and districts would work with their schools to identify resources from all sources that could be combined for meaningful, concerted school reform. Districts would review their schools' planning and implementation and offer peer reviewers to work with the schools on a sustained basis. They would also share performance data, research on effective approaches, and information across schools engaged in reform.
- **The highest-poverty schools would also be the highest priority for assistance from all federally supported technical assistance providers.** Comprehensive regional assistance centers and other technical assistance providers would place these schools at the head of the line for support, concentrating their efforts where they could do the most good.

These monies would raise the average amount of Title I funds that the highest-poverty schools receive annually by 50 percent to an estimated \$336,000 for each school. These new monies could go out under the current formulas to states and districts for their schools with poverty rates of 75 percent or higher. If states lack schools in the highest poverty category, they would receive a minimum grant to be spent on their most impoverished schools.

The resources to support the Targeted High-Performance School Grants could come from increases in Title I funding and an off-the-top set-aside for these schools in related federal programs such as 21st Century Learning Communities, Reading Excellence Act, Technology Literacy Challenge Fund, GEAR UP and Class Size Reduction. A set-aside of one-third of the FY 2000 monies from these five programs for these highest poverty schools would provide about \$990 million under the Administration's FY 2000 budget request. The remainder to bring the total to \$1.3 billion could come from channeling the \$320 million proposed increase in Title I funding to these new grants.

Targeting additional funds to schools with high concentrations of low-income students has advantages over targeting on low performance. **First, high-performing, high-poverty schools should not be penalized for their progress.** Nor should low-performing schools be rewarded for a lack of effort. High-performing schools need support, recognition, and encouragement to sustain their gains. In addition, targeting funds on the basis of poverty is consistent with the process for allocating funds currently and would not require a different mechanism.

### *Strengthen Instruction*

**Progress in using Title I to support improved instructional practices at the school-level remains limited by the continued use of paraprofessionals who provide instruction—particularly in the highest-poverty Title I schools.** Paraprofessionals in high-poverty schools tend to have less formal education than those in low-poverty schools, and they are often assigned to teach—sometimes without a teacher present. While many paraprofessionals have invested large amounts of time and effort working in Title I schools, and are an important part of the school community, it is imperative that priorities for their services be based solely on the needs of students. **Phasing out** their use in instruction and promoting their use as parent liaisons or in administrative functions should be a priority.

**Reauthorization should also support the establishment of career ladder programs for paraprofessionals, so that those desiring to become credentialed would be supported in doing so.** These programs could include what some districts are doing already, based on recent survey data.

**Reauthorization should include resources for the development of ongoing consumer guides on effective practices.** Schools are moving toward adopting curriculum and whole school reform models to frame their improvement efforts. However little independent research has been conducted to evaluate the efficacy of comprehensive school reform models and better understand the conditions under which they can succeed. The federal government should make such research and evaluation of comprehensive model programs a priority through systematic study and annual reporting in a consumer guide. To ensure the integrity and independence of model appraisal, a quasi-governmental agency might be established to oversee the integrity of the evaluation process and reporting of results. This information would enable schools to become better-educated consumers in selecting and implementing models most likely to fit their circumstances and contribute to improved results.

### *Strengthen Parental Involvement*

The general direction of Title I parent involvement policies and compacts on supporting learning is consistent with research, but options that would strengthen implementation include:

- Having schools report annually on measurable indicators of the effectiveness of parent involvement, as reflected in their own policies and compacts.
- Consolidating or coordinating parent involvement provisions across all elementary and secondary programs that have them to form one uniform parent provision. Such programs include Title I; Even Start Family Literacy; Education of Migratory Children; Parental Information and Resource Centers; Impact Aid; Education for Homeless Children and Youth; Magnet Schools; 21st Century Community Learning Centers; Indian Education; Technology for Education; and Safe and Drug-Free Schools and Communities.
- Strengthening parent involvement activities in the early elementary grades in the areas of supporting reading and family literacy and in the middle and high school grades to encourage students to take challenging courses.

### *Focus on Accountability*

**The use of school profiles designed to report school results and progress has been shown to be a powerful tool for accountability and school improvement. However, profiles often do not effectively reach parents and community members.** They tend to be difficult to read, even for the well-educated parent. They are also limited in their scope of information, with few school report cards presenting information on teacher quality or student rates of progress. Also schools are limited by a lack of comparable statewide or national information on what they are able to accomplish. The federal government should facilitate state and local school district efforts to provide coherent, comparative information on school progress to their communities.

**The reauthorization should also ensure that accountability provisions identify schools in need of improvement based on the best measures available to states and districts-regardless of whether their final assessment systems are in place.** Schools already identified for improvement, should remain so; time should not be lost as a result of reauthorization in identifying and reaching schools with the greatest needs.

Reauthorization should address eliminating dual accountability systems. For Title I to be an effective lever for improvement, it needs to be aligned and supportive of the systems states are creating.

Finally, Congress and those responsible for implementing and supporting Title I programs should recognize that state and local systems of standards, assessments and accountability are in flux and are likely to keep changing over time. Even established systems such as those in Kentucky and Kansas, which were forerunners in the development of aligned systems of standards and assessments, have revised their efforts to reflect priorities of their state legislatures and boards. The law should recognize this and offer states and districts the flexibility to continue to implement measures of school accountability under these conditions.

## SUMMARY

*This National Assessment of Title I has examined the program in the context of the burgeoning standards-based reform movement in states and school districts. Though there has clearly been progress in implementing standards at all levels, full implementation in classrooms across the country has yet to be accomplished. The new directions proposed for reauthorization are designed to help speed up standards implementation, to help all children achieve at high levels. Reauthorization should address the continuing challenges that undercut Title I's capacity to be a stimulus and support for better results for our nation's at-risk students.*

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[Executive Summary (Part 2 of 3)]



[Return to Elementary and Secondary Education with Title I](#)

mail to [esed@ed.gov](mailto:esed@ed.gov)

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*Last update April 14, 2000 (mjj).*

7AE



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE GENERAL COUNSEL

July 17, 1991

NOTE TO SENIOR OFFICERS

Attached, for your information, is a copy of the memorandum of understanding between the Department and the New American Schools Development Corporation and a one-page summary of that agreement.

Steven Y. Winnick  
Acting General Counsel

Attachment

*TKM*  
*FyI*  
*MEMO*  
*BETW THE*  
*DEPT & NASDC*  
*FATE*

Summary of Memorandum of Understanding (MOU) Between the  
Department and the New American Schools Development Corporation

- The MOU has been prepared to clarify and promote an effective working relationship between the Department and the Corporation. It reflects the fact that the Department and the Corporation will have a close working relationship based on their mutual interests in furthering the invention of a new generation of American schools.
- The Corporation is a private non-profit corporation privately managed and operated. The Department has no authority for directing or managing the Corporation, and no officer or employee of the Department may serve as an incorporator, officer, or director of the Corporation.
- At the request of the Corporation, the Department will provide appropriate advice, public information, and technical assistance to help the Corporation carry out its activities. Examples of these activities include soliciting assistance and participation by business and education leaders in the Corporation's program; assisting the Corporation in devising policies, priorities, procedures, and a public information plan; participating in evaluating proposals submitted to the Corporation and projects funded by it; and providing advice and technical assistance to the funded research and development teams.
- The Department will coordinate technical assistance to the Corporation and the research and development teams by other Federal agencies.
- The Department may not solicit funds for the Corporation, and may not exercise the authority or responsibility for decisions and activities of the Corporation.
- As directed by the President, the Department will evaluate the progress and success of the Corporation's overall program, as well as similar educational reform activities that relate to AMERICA 2000.

MEMORANDUM OF UNDERSTANDING BETWEEN THE UNITED STATES DEPARTMENT  
OF EDUCATION AND THE NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION

I. PURPOSE

President Bush and Secretary of Education Alexander have announced AMERICA 2000, a comprehensive, long-term strategy to move every community in America toward the national education goals adopted by President Bush and the Nation's governors in 1990. One component of the AMERICA 2000 education strategy is the creation of a New Generation of American Schools to educate students to meet the demands of the next century. Those schools will be developed in communities that are committed to meeting the national educational goals without being constrained by conventional assumptions of what a school consists of or how it functions. Each New American School will be expected to produce extraordinary gains in student learning. One objective is to bring at least 535 such schools into existence by 1996, at least one in each congressional district. The Administration has submitted legislation to Congress to fund the start-up costs for these schools. The longer term goal is to create an environment where thousands of such schools are created and thrive.

In order to assist these efforts and provide essential research and development on effective educational approaches and practices, America's business leaders have established the New American Schools Development Corporation, a nonprofit organization incorporated under the laws of Virginia. With funds raised in the private sector, the Corporation will award contracts in 1992 to several research and development teams, consisting of corporations, universities, think tanks, school innovators, management consultants, and others.

The President has asked his Education Policy Advisory Committee and the Department of Education to examine the work of these research and development teams, as well as similar school reform efforts, and to report regularly on their progress to him and to the American people.

Based on the very strong mutual interests of the Department of Education (Department) and the New American Schools Development Corporation (Corporation) in furthering the invention of a new generation of American schools -- and the importance of the Corporation's research and development program to that invention effort -- it is anticipated that the Department and Corporation will have a close working relationship and that the Department will provide significant technical assistance to the Corporation to further its mission. This Memorandum of Understanding has been executed to clarify and promote an effective working relationship. It describes the terms under which the Department and the Corporation will cooperate in carrying out the above-described purposes.

## II. TERMS OF DEPARTMENT PARTICIPATION

1. The Corporation is a private non-profit corporation, privately managed and operated. The Department will have no authority for directing or managing the Corporation. No officer or employee of the Department will serve as an incorporator, officer or director of the Corporation. All authority and responsibility for decisions and activities of the Corporation -- including but not limited to fundraising, establishing policies and priorities, employment of staff, selecting contractors, and awarding contracts -- reside in the Corporation, its Board of Directors, and corporate officers appointed by the Board.
2. All fundraising activities for the Corporation and its research and development projects will be performed by the Corporation. Officers and employees of the Department may, and intend to, encourage business leaders to become involved in and support the activities of the Corporation, but they will not solicit funds.
3. The Department will not fund the Corporation, nor does it expect to fund the start-up costs of the research and development projects contracted for by the Corporation. However, the sponsors of these projects may seek funding related to the projects under Department programs for which they are eligible, in accordance with applicable Department procedures.
4. The Secretary of Education (Secretary) will appoint one or more Department employees to serve as liaison to the Corporation. Deputy Secretary Kearns, Jeff Martin and Craig Pattee are the currently designated contacts with the Corporation.
5. Except as otherwise may be agreed upon, the Department will bear all costs, including travel, incidental to the participation of Department employees in assisting the Corporation.

## III. DEPARTMENT ASSISTANCE TO THE CORPORATION

1. At the request of the Corporation, the Department will provide appropriate advice, public information, and technical assistance to help the Corporation carry out its activities, subject to the limitations in paragraphs II-1 and II-2 above.

2. The Department will coordinate technical assistance to the Corporation provided by other Federal agencies -- and requests by the Corporation for that technical assistance.
3. At the request of the Corporation, and as the Department deems appropriate, the Department will assign Department employees to assist the Corporation. Examples of activities that may be performed by Department employees include --
  - o to assist in recruiting business and education leaders to participate in the Corporation;
  - o to solicit assistance from educators to the Corporation in developing and implementing its program;
  - o to assist in devising policies and priorities and in formulating a request for proposals and procedures for reviewing them;
  - o to assist in developing and implementing a public information plan for disseminating information about the Corporation's program to business and education leaders and the public;
  - o to participate in the evaluation of proposals submitted to the Corporation;
  - o to participate in monitoring and evaluating the success of funded projects; and
  - o in coordination with the Corporation, to provide advice, technical assistance, and public information to the funded research and development teams to assist them in addressing their objectives.

As indicated in paragraph II-1 above, each of the functions performed by Department employees will be of an advisory or assistance nature: all decisionmaking will reside in the Corporation and will be exercised by the Corporation's Board or officers.

4. In accordance with Section 419 of the Department of Education Organization Act, the Secretary may permit research and development teams funded by the Corporation to use real property or facilities under the custody and control of the Department, including facilities made available for the Department's use by

any agency or instrumentality of the United States, any State or political subdivision thereof, or any foreign government.

### III. EVALUATION

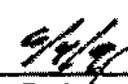
As directed by the President, the Department will evaluate the progress and success of the Corporation's overall program, as well as similar educational reform activities that relate to AMERICA 2000. The evaluation may be carried out directly by the Department or through one or more contracts. The Corporation will cooperate in the evaluation and require research and development teams that it funds, as a condition of their contracts, to cooperate in the evaluation. The Department will advise the President and the public on the results of its evaluation.

### IV. AUTHORITY

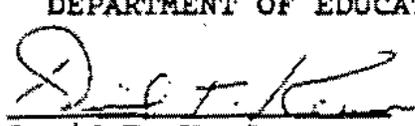
This Memorandum of Understanding is entered into pursuant to Sections 102, 415, 419, and 422 of the Department of Education Organization Act and Sections 405 and 426 of the General Education Provisions Act (20 U.S.C. 3402, 3475, 3479, 3482, 1221e, 1231c).

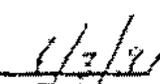
FOR THE NEW AMERICAN SCHOOLS  
DEVELOPMENT CORPORATION

  
\_\_\_\_\_  
Roger Senerad  
Chairman, Working  
Group

  
\_\_\_\_\_  
Date

FOR THE UNITED STATES  
DEPARTMENT OF EDUCATION

  
\_\_\_\_\_  
David T. Kearns  
Deputy Secretary  
of Education

  
\_\_\_\_\_  
Date

**1. Describe the program. Please emphasize its creative and novel elements. What is the innovation?**

The Partnership for Family Involvement in Education challenges communities to find common ground and to build partnerships. Family-school, community, business, and faith-based organizations work together to increase family involvement and to improve schools. Most organizations are created to advocate narrow interests, however the Partnership encourages groups to form alliances. Since its launch in 1994, over 6,500 partnering organizations have pledged to implement effective family involvement practices using resources and research provided by the U.S. Department of Education.

States, corporations, unions, non-profits, local schools, and faith communities have joined. Diverse partners include major national entities such as federal agencies, Boys and Girls Clubs, National PTA, IBM, AT&T, National Tennis, as well as individual schools, churches, museums, and cultural alliances. Organizations are currently working together on issues such as expanding after-school programs, improving reading, increasing father involvement, preparing teachers to involve families, supporting family-friendly business practices, and preparing guidelines for faith communities to support children's learning.

Mobilizing interest, energy, and expertise is the key element of the Partnership's success. Across the country, the Partnership has convened meetings, directed research, developed partnership guides, hosted teleconferences, provided a newsletter and website, and extended technical assistance. Drawing leaders from a broad range of perspectives and diverse ethnic, regional and income backgrounds, Partnership meetings address issues, provide materials, and offer opportunities for networking.

Results of such meetings reflect partners' needs and strengthen their efforts. Business/education discussions led to the development of strategic templates that encourage family-friendly workplace policies in local businesses. Community/religious groups organized multiple partners to provide after-school programs, mentors, and reading efforts. Family/school groups launched a Teacher Preparation CD for Family Involvement.

Regional concerns generate national products. A Baltimore conference led to a national teleconference spotlighting the need for increased father's involvement in education. Religious leaders in Partnership summits contributed to a guidebook for faith communities promoting family involvement in public schools. A San Francisco partnership meeting launched a nation-wide technical assistance effort to provide local employers with partnership building tools.

These efforts have given the U.S. Department of Education the opportunity to collaborate with partners on the development of customer focused materials and activities and to make resources available in far larger quantities to strengthen family involvement and community connection.

**2. What problem(s) does your innovative program address?**

Thirty years of research show that family involvement in children's learning increases student achievement. However, parent involvement declines as children progress through school. Teachers are uncertain how to involve parents. Time conflicts confront working parents. Father's involvement is often minimal. Culture and language may separate parents and school.

Many parents say they would be willing to spend more time on homework and school learning activities with their children if teachers gave them more guidance. Teachers need techniques for communicating with families. The Partnership has addressed this issue by engaging teacher organizations and parent groups to develop strategies that improve two-way communication between home and school.

Working parents must juggle demands of home, work, and children. Businesses need to recognize family involvement as critical. The Partnership works with business organizations to implement effective family-friendly practices. Employers have joined community groups to support afterschool learning opportunities, providing children of working parents extended learning and safety after school.

Fathers make an important contribution. Children perform better in school when their fathers are involved. Yet, the growth of single parent families and the absence of a welcoming school environment limit father participation. To address this challenge, a national teleconference and toolkit for father involvement has been developed.

Culture and language barriers limit mutual understanding between teachers and parents. The Partnership identifies schools with effective programs and materials that utilize translation and knowledge of diversity to achieve results. Community organizations and faith-based groups in the Partnership help schools overcome many of these challenges.

**3. Cite the best verifiable evidence of the most significant achievements of the program.**

The Partnership has transformed the question of family involvement from "Why" to "How?" U.S. Secretary of Education Richard W. Riley has cited the work of the Partnership as the "core" of the department. President Clinton launched the Partnership's recent publication on faith communities supporting children's learning. Improving America's Schools conference reported that "Strategies for Involving Families" has been the best attended session.

Requests for publications represent another measure of achievement. Seventy-two percent of the 6,500,000 top ten requested department publications in 1998-9 focused on a parent audience. Before the Partnership began X materials were requested. Parents, concerned about school readiness, college preparation, and afterschool programs, are eager to be informed and involved.

The Partnership responds to member concerns. Baltimore family/school partners called for more focus on father's involvement in education. As a result, the Partnership presented a national teleconference "Fathers Matter!" and an effective practices guide. A full studio audience and more than 300 downlink sites illustrated national appeal.

Partnership steering groups provide leadership. Business leaders were key in developing "The Corporate Imperative" and featured the guide at the San Francisco conference of the Conference Board. The Partnership brought together teacher and parent organizations to jointly develop the teacher-parent involvement multi-media toolkit. Religious leaders representing seventy-five percent of organized religions shaped one statement on "Faith Communities Joining to Support Children's Learning: Good Ideas."

**4. Who are the current and potential beneficiaries of your program? What are the direct and indirect benefits to citizens?**

Families, schools, businesses, communities, and faith organizations benefit from joining the Partnership. Partners have access to free materials, guidebooks, website, newsletters, and regional meetings. They share ideas, replicate best practices, network with hundreds of other partners and contribute to the website and monthly newsletter.

Families use the Partnership to develop effective strategies for involvement in their children's education, benefit from family-friendly policies in businesses, and receive help from educators. Family-friendly policies help employers attract potential employees.

Communities learn about afterschool learning, mentoring, reading, and school readiness through partnership. Using community buildings and religious institutions can help children learn to high standards and keep kids safe. The collaboration of secular and religious community groups promotes the positive values of an educated community.

Schools benefit from Partnership materials, guidebooks, and toolkits that encourage family participation, afterschool learning, and tips for overcoming cultural barriers. Religious and secular community groups maximize their resources for creating and implementing family involvement programs, such as afterschool learning and mentoring programs.

Children are the ultimate beneficiaries of the program. With the entire community working to increase family involvement, the outcomes for children are afterschool learning, workforce preparation, mentoring, high standards and supportive parents.

**5. How replicable is the program or aspects thereof? What obstacles might others encounter?**

The Partnership has designed all of its material and products for replication in the community. Partners replicate the strategies presented in the Partnership's guidebooks, toolkits, and publications, in their own communities. For example, businesses utilize the strategies in the Partnership's business guidebooks to implement family-friendly policies. National teacher organizations promote the use of teacher/parent communication strategies at the local level. The kits provide templates, overheads, and research for partners to frame their own meetings with other organizations.

Regional meetings and technical assistance workshops provide opportunities for partners to share best practices and effective family involvement strategies. Partners attending meetings in San Francisco, Atlanta, Washington, DC, Chicago, New York, and Boston, shared their exemplary models and absorbed those of other partners. Through this unique forum, partners can share their mistakes and obstacles as well as their success.

Challenges of technology, geography, legality, and culture must be addressed. Providing materials to partners without access to the internet is important. Rural as well as urban/suburban models must be included. Legal concerns regarding the separation of church and state must be considered. Strategies addressing the needs of various cultures must be presented to meet the needs of diverse families. Successful leaders need energy, diplomacy, and vision to forge relationships with new partners. Despite these challenges, partnerships can multiply opportunities for success.



**PARTNERSHIP**  
**for Family**  
**Involvement**  
**in Education**

# **The Study of Opportunities for and Barriers to Family Involvement in Education**

## **PRELIMINARY RESULTS**

**A Survey Sponsored by the Partnership for Family Involvement in Education,  
the U.S. Department of Education, and the GTE Foundation  
Conducted by the National Opinion Research Center at The University of Chicago**



## OVERVIEW

The Study of Opportunities for and Barriers to Family Involvement in Education is sponsored by the Partnership for Family Involvement in Education, the GTE Foundation, and the U.S. Department of Education. Through a ten-minute telephone interview, the study asks parents of elementary and middle school\* students to report on several dimensions of their involvement in their children's education, including:

- How parents feel about their opportunities to be involved in their children's schooling
- How schools encourage parental involvement in students' learning
- What additional educational resources parents value, for example, information on college going and the use of after-school programs to enhance learning
- How and what schools communicate to parents about students' learning, for example, the use of technology in learning and communicating with families
- What employers do to support parental involvement in schooling.

Study participants are drawn from the 1996 General Social Survey, which constructed a nationally representative sample of households to study social indicators in the United States in the Spring of 1996. Each participant was asked to discuss the schooling experiences of one child during the 1996-1997 school year. That child was randomly selected from all of the children enrolled in grades one through eight in a regular school and for whom the participant was a primary caretaker. The preliminary results presented here reflect information collected from approximately two-thirds of parents identified by the earlier survey. Because interviewed parents resemble the full sample on key demographic characteristics, the results below are likely to become more precise as additional interviews are completed, but may not change dramatically. The study is being conducted by the National Opinion Research Center at The University of Chicago.

\* Elementary school denotes grades one through four, middle school grades five through eight.

## EXECUTIVE SUMMARY

### **New Parent Survey on Findings on Family Involvement In Education: Parents Say Schools Try to Keep Them Involved, But Much More Work Is Needed,**

Preliminary findings from a new parent survey on family involvement in education were released today by the Partnership for Family Involvement in Education, the U.S. Department of Education, and the GTE Foundation. The survey was conducted to develop a better understanding of family involvement in education -- an issue that many educational researchers, teachers, parents, and corporate leaders say is the most important ingredient in a good education.

Parents of elementary and middle school students were asked about many aspects of their involvement in their children's education and about how their school keeps them involved. Key survey findings include:

- **Parents think schools see them as important partners in helping their children learn, and there is plenty of good news about family involvement.** 88% of parents report that their children's schools treat them as important partners in encouraging their children to learn. 86% say teachers generally listen to what parents have to say, 66% say teachers give their child homework assignments that are designed for the family to do together at least once a month, and 62% of parents say teachers regularly communicate with them about their children's progress.
- **But, an overwhelming majority of parents believe that they and their children's teachers should learn more about how they can be effectively involved in their child's education.** 79% of parents report that they want to learn more about how to be involved in their children's learning. 77% believe teachers could

learn more about involving them in their children's learning.

- **According to parents, elementary schools appear to do better in key aspects of family involvement than do middle schools.** Parents of elementary school students report schools do better in the following areas than reported by parents of middle school students: explaining to parents what students should be able to know and do in each subject (62% of elementary school parents say the school did very well, as opposed to 45% in middle school); inviting parents to observe classes in session (41% of elementary school parents say they have been invited many times, as opposed to 27% in middle school); discussing with parents a summer reading list for children (57% of elementary school parents, as opposed to 41% in middle school); and inviting parents to participate in school committees or councils more than once or twice (61% of elementary school parents, as opposed to 46% in middle school).
- **For many, new technologies remain an untapped resource for schools to communicate with parents.** Only 12% of parents reported that the school makes available information through its web site on the internet on school activities, homework assignments, or student progress. 11% said the school made available information through e-mail, and 21% said the school made available information through voice mail.
- **Most parents are either not involved -- or would like to be more involved -- in decisions affecting the academic life of the school.** Only 13% of parents say they have a lot of input into what subjects are taught, 11% say they have a lot of input into how the school budget is spent, and less than 5% say they have a lot of input into teacher hiring and promotion.
- **A third of parents said they signed agreements with teachers about how each would support a child's learning.** 37% signed an agreement with teachers about supporting learning in the classroom. 32% signed an agreement about how to support learning at home.

## SURVEY HIGHLIGHTS

### OPPORTUNITIES FOR AND BARRIERS TO FAMILY INVOLVEMENT IN EDUCATION

- **Good News! Parents think school staff see them as important partners in helping their children learn.** Eighty-eight percent of parents report that their children's schools treat them as important partners in encouraging their children to learn.
- **But! Schools still need to work harder in meeting parents needs.** While schools do many things to involve parents in the schooling process, fewer than half of all parents had been formally asked by schools about what assistance they might need to be more involved in their children's learning.
- **And! Parents are eager to increase their involvement in their children's education and believe teachers should have more training in working with families.** Seventy-nine percent of parents interviewed report that they want to learn more about how to be involved in their children's learning. Almost 77 percent believed teachers could learn more in involving parents in their children's learning.
- **Some schools seek to engage parents as partners in their children learning by signing learning agreements.** Only 37 percent of parents and teachers signed an agreement about how they would support learning in the classroom; 32 percent signed an agreement for supporting learning at home.
- **The new technologies are not widespread as tools for schools to communicate with parents.** Seventy-six percent of parents reported that their schools used two or more technologies to communicate with parents--usually newsletters and telephone calls. Schools are now beginning to explore the additional opportunities for interaction afforded by voicemail (21 percent), web sites (12 percent), and electronic mail (11 percent).
- **There is a gap between schools letting parents understand what their child should know academically and showing them what constitutes successful work at their child's grade.** While 54 percent of parents said the

school let them know what their child should know and be able to do in each subject, a full 62 percent of parents said they were either not provided with samples of successful student work or were provided with samples "just okay."

- **Parents express a strong demand for after-school programs:** 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program.
- **Computer classes, art and music courses, and community service rank high as activities for after school programs.** Of these parents (who enroll or would like to enroll their child in an after-school program), 96 percent feel that their child would benefit from an after-school program that included computer technology classes and 92 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 91 percent favor after-school community service or volunteer opportunities for their children.
- **Parents want to be partners but are not integrally involved in decisions affecting the academic life of a school.** Over 66 percent of parents have no input into teacher hiring and promotion and 25 percent are involved some but believe they should have more say; 56 percent have no input into the amount of time allocated to subjects and 33 percent say they have some say but believe they should have more; 40 percent have no input into the subjects being taught and 44 percent say they have some but believe they should have more; and 38 percent have no input into how the school budget is spent and 46 percent say they have some but believe they should have more. Parents are most involved in setting school discipline practices, not academic policies (77 percent some or a lot).
- **Parents want information on college-going.** Of the 84 percent of parents who were employed at some time during the last school year, 30 percent had employers who provide information about ways to pay for their children to attend college or receive other education after high school. Seventy-nine percent of working parents reported that having this service was important to them.

<b>Families involved in education: How do parents feel about their involvement in their children's education?</b>			
	<b>All Parents</b>	<b>Elementary School Parents</b>	<b>Middle School Parents</b>
Parents who want to learn more about how to be involved in their children's learning.	<b>79</b>	<b>81</b>	<b>77</b>
Parents who want to be more involved at their children's school.	<b>73</b>	<b>73</b>	<b>73</b>
Parents who think their children's teachers could learn more about involving parents in their children's learning.	<b>77</b>	<b>75</b>	<b>78</b>

- Parents in the Family Involvement Study are eager to increase their involvement in their children's education: 79 percent of parents interviewed report that they want to learn more about how to be involved in their children's learning. Seventy-seven percent of parents also think that their children's teachers could learn more about involving parents in their children's learning.

**Involving Parents in the Schooling Process:  
What are schools doing to bring parents in?**

(Percent of parents reporting that their schools take the following steps to involve parents.)

	All Parents	Elementary School* Parents	Middle School* Parents
Treat parents as partners in students' learning	88	89	87
Ask parents how to encourage involvement	Informally ..... 63 Formally ..... 46	Informally ..... 67 Formally ..... 46	Informally ..... 59 Formally ..... 47
Enable parents to reach children at school	90	91	90
Schedule meetings off of regular business hours	78	82	73
Try to involve both parents whether or not they live in the same household	62	62	61
Offer after hours call-in times	57	59	56
Discuss a summer reading list with parents	50	57	41
Require parents to sign children's homework each night	40	47	32
Provide child care during parent-teacher conferences	28	32	23
Provide a place for parents to meet	28	30	26

- Eighty-eight percent of parents report that their children's schools treat them as important partners in encouraging their children to learn. While schools do many things to involve parents in the schooling process, fewer than half of all parents had been formally asked by schools about what assistance they might

need to be more involved in their children's learning.

<b>Teachers and Parents Joining Together</b> (Percent of parents reporting that:)			
	<b>All Parents</b>	<b>Elementary School Parents</b>	<b>Middle School Parents</b>
Teachers require parents to sign children's homework each night	<b>40</b>	<b>47</b>	<b>32</b>
Parents and teachers signed an agreement to support in-class learning	<b>37</b>	<b>38</b>	<b>37</b>
Parents and teachers signed an agreement to support learning at home	<b>32</b>	<b>33</b>	<b>31</b>

- Parents and teachers are joining together to recognize that everyone must support learning wherever it takes place - in the classroom or in the home. The 1996-1997 school year began with 37 percent of parents signing agreements with their children's teachers to support in-class learning. Thirty-two percent of parents signed agreements with teachers to support at-home learning. In-class learning meets at-home learning when parents review their children's homework each night as part of a nightly requirement to sign assignments.

### Information from the school:

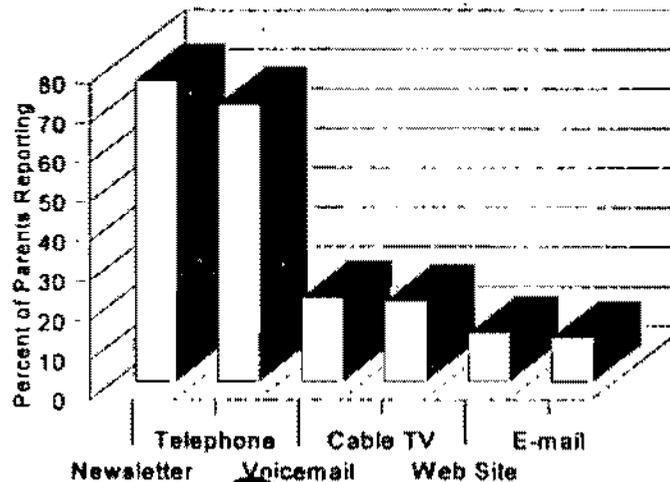
### How are schools communicating with parents?

(Percent of parents whose schools use the following ways to exchange information with parents:)

	All Parents	Elementary School Parents	Middle School Parents
Newsletter	76	80	71
Telephone Calls to Parents	70	71	69
Voicemail	21	17	26
Community Cable Television	20	20	20
Web Site	12	13	11
Electronic Mail	11	11	11

- Seventy-six percent of parents reported that their schools used two or more technologies to communicate with parents. While newsletters and telephone calls are the most common ways for schools to exchange information with parents, schools are now beginning to explore the additional opportunities for interaction afforded by voicemail, web sites and electronic mail.

### How Schools Communicate



Expectations and Options: What information do parents have access to?						
	All Parents		Elementary School Parents		Middle School Parents	
	(Percent whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)	(Percent whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)	(Percent whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)
What are schools telling parents about?						
How students are expected to behave	69	25	71	79	67	80
What students should know and be able to do	54	43	62	92	45	94
Examples of successful work done by students	38		44		31	
Information about educational options for future high school students	29	87			29	87
<b>How are employers helping to inform parents?</b> (84 percent of study participants were employed at some point during the school year. Of them:)	(Percent of employed parents who value:)	(Percent whose most recent job included:)	(Percent of employed parents who value:)	(Percent whose most recent job included:)	(Percent of employed parents who value:)	(Percent whose most recent job included:)
Employer-provided information about ways to pay for post-high school education	79	30	82	28	76	32

- Sixty-nine percent of parents rated their schools as doing 'very well' in letting parents know how students are expected to behave in the classroom. Fewer (56 percent) gave the same 'very well' rating about how well schools let parents know what children should know and be able to do at their grade level in each subject. Less satisfied parents are more interested in learning more about achievement goals than about discipline issues. As with achievement goals, the demand from middle school parents (87 percent) to know about educational options for future high school students greatly outstripped the supply of middle schools who communicate these options 'very well' (29 percent).

**Beyond the school day and the school year**

(Percent of all parents who:)

	<b>All Parents</b>	<b>Elementary School Parents</b>	<b>Middle School Parents</b>
Have a child in an after-school program	<b>35</b>	32	39
Pay fees for an after-school program	<b>18</b>	19	17
Are interested in free after-school programs	<b>79</b>	77	82
Would pay a fee for an after-school program	<b>74</b>	73	76
Have a child in a school-based summer program	<b>18</b>	20	16
Paid for a school-based summer program	<b>10</b>	10	10
Are interested in a free school-based summer program	<b>70</b>	69	71
Would pay a fee for a school-based summer program	<b>74</b>	71	77

- Parents express a strong demand for after-school programs: 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program.

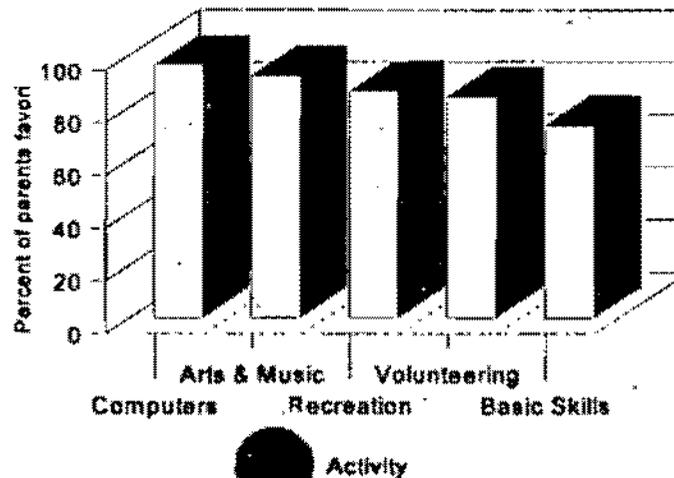
### After-School Activities: What do parents want?

(Percent of parents with children in after-school programs or who would like their children to attend an after-school program reporting that their child would benefit from:)

	Parents Who Want or Use After-School Programs	Elementary School Parents	Middle School Parents
Computer technology classes	96	96	96
Arts, music and cultural programs	92	94	89
Supervised recreational activities	86	86	86
Community service or volunteer opportunities	84	77	91
Basic skills enrichment or tutoring	73	72	74

- Of these parents (who enroll or would like to enroll their child in an after-school program), 96 percent feel that their child would benefit from an after-school program that included computer technology classes and 92 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 91 percent favor after-school community service or volunteer opportunities for their children.

### After-School Activities



**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

SAFE AND DRUG-FREE SCHOOLS

# safe and drug-free schools

"Every school will be  
strong, safe, drug-free,  
and disciplined."

*The Seven Priorities of the U.S. Department of Education*

## CORPORATE INVOLVEMENT IN EDUCATION

The vast majority of America's schools are safe places. Two decades of comprehensive research support this conclusion. While the recent tragedies across the country may create the impression that violence is pervasive, such incidents at school are extremely rare. Nonetheless, we must address the violence that does exist and find better ways to ensure that all our children have safe, orderly school environments in which to learn and grow.

A healthy environment conducive to learning and limited in distraction can be established through a cooperative effort among schools, parents, businesses and communities. Many communities are finding practical ways to provide children with the safe and disciplined conditions they need and expect to find in a school. Promoting smaller schools—which research has shown significantly increases achievement and decreases the number of behavioral problems, particularly among disadvantaged students—and creating after-school programs that keep children productive and off the streets are just two of the ways that help foster children's success.

# safe & drug-free

## 21ST CENTURY COMMUNITY LEARNING CENTERS

One way businesses can help make the after-school hours safer for our children and the community is to connect with programs that provide extended learning opportunities.

The 21st Century Community Learning Centers program was established to award grants to rural and inner-city public schools, or consortia of such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of the community. A key component in the effort to keep children safe and learning, these school-based centers can provide drug-free, supervised, and cost-effective after-school, weekend or summer havens for children, youth, and their families.

By enabling schools to stay open longer, the 21st Century Community Learning Centers program establishes a safe place for doing homework, intensive mentoring in basic skills, drug and violence prevention counseling, and academic enrichment activities. Technology education programs, services for children with disabilities, and instructional and performance programs in the arts are also vital activities that augment student development. Because Community Learning Centers provide a variety of activities, the grants are designed to promote partnerships among a variety of groups, such as schools, families, businesses, and community organizations, which plan and implement the programs.

*"Why are after-school programs so important?*

*Because children's minds don't close down at*

*3:00 p.m., and neither should their schools."*

U.S. Secretary of Education Richard W. Riley

## **21st Century Community Learning Centers Partnership**

Businesses can partner with local schools and work with them to apply for Department of Education funding for after-school programs.

21st Century Community Learning Center grants are targeted to high-need rural and urban communities. These grants are designed to promote a collaborative effort between public schools, non-profit agencies, organizations, businesses, educational entities, and recreational, cultural and other community groups.

The activities supported by the 21st Century Community Learning Centers program should offer significantly expanded learning opportunities for children and youth in a given community, as well as contribute to reducing drug use and violence. Other activities may include:

- Literacy education programs;
- Children's day-care services;
- Summer and weekend school programs in conjunction with recreational programs;
- Integrated education, health, social service, recreational, or cultural programs;
- Telecommunications and technology education programs for individuals of all ages; and
- Employment counseling, training, and placement services for individuals with disabilities.

## **Examples of Businesses Supporting After-School Programs**

In Arizona, **Project Sano y Salvo (Safe and Sound)** will establish three Community Learning Centers in three middle schools in the Tucson Unified School District (TUSD). The Centers will provide extended learning and enrichment opportunities for students plagued by high rates of poverty, discipline problems, and academic underachievement. All activities—from academic enrichment and summer school to cultural and recreational programs—are designed to reduce suspensions, probation rates and incidences of violent offenses by students and to raise academic achievement. Partners involved with TUSD include two local car dealerships—Jim Click Ford and O'Reilly Chevrolet—whose employees commit to tutor students and offer homework assistance.

The **Wellington, Kansas, Unified School District 353** is using the 21st Century Community Learning Centers grant as a catalyst for renewed investment in education in the community. The Wellington Chamber of Commerce and Marconi Precision Aerostructures, among many others, have teamed up with the school district to form a Partnership Advisory Board. Dedicated to crafting a realistic and dynamic program to improve the learning environment of this poor rural community, the partnership will consolidate resources and strengthen current individual efforts for after-school programs. Planned activities include providing homework tutoring, exploring interests and careers, and working to improve math and reading skills using diagnostic software. Parenting classes will also address high-risk behaviors in children and offer expert support on pointing adolescents in the right direction.

In **Allentown, Pennsylvania**, the community is working to provide extended learning opportunities and a place for greater involvement through its school-based Family Centers around the Lehigh Valley. Open to residents of all ages in the host schools' area, these Family Centers provide a place where adults and children can learn and benefit from the community's resources and establish positive community connections. Air Products and Chemicals, Inc., Pennsylvania Power and Light, Kutztown University, the United Way of Greater Lehigh Valley, the Allentown School District, the Lehigh County Office of Children and Youth Services are all committed to working in partnership to efficiently utilize their 21st Century Community Learning Center grant award and to create positive outcomes for the community's children.

**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

**AMERICA'S TECHNOLOGY CHALLENGE**

# technology

"Every classroom will be  
connected to the Internet

by the year 2000 and

all students will be

technologically literate."

*The Seven Priorities of the U.S. Department of Education*

## CORPORATE INVOLVEMENT IN EDUCATION

Technology—the World Wide Web, e-commerce, computer-aided design, word processing, data processing, electronic transfers—has become an engine of our economic growth and has fundamentally changed the ways we learn, how we do business, and the skills students in America need to flourish in the world of work. Sustaining profits in the new economy of technological sophistication and increased global competition means that businesses need highly skilled and well-educated workers. Businesses are now major stakeholders in the educational success of our children.

States, communities, businesses, families and teachers need to ensure that every classroom in America is helping students connect to the information age through high-quality computers, creative software, and well-trained teachers. Businesses—large and small—need to be able to depend upon a highly educated, technologically literate workforce. By investing today in our children's education, businesses are investing in their long-term success.

# technology

## TECHNOLOGY INITIATIVES

The U.S. Department of Education has a number of initiatives designed to encourage the participation of businesses in education programs that use technology and help America's schools bridge the digital divide.

### Technology Innovation Challenge Grants

The Technology Innovation Challenge Grant Program serves as a catalyst for positive change in schools. Challenge Grant communities work to integrate new technologies into state or local education improvement efforts that have been stimulated by a growing national commitment to raise education standards. Effective use of new technologies in these communities will contribute to improved student achievement in reading, writing, science, mathematics, history, the arts and other disciplines. Each project will support effective training for teachers and promote greater parent and community involvement in education.

### Community Technology Centers (CTCs)

Although the number of Americans connected to the nation's information infrastructure is soaring, a digital divide still exists, and in many cases, is actually widening over time. Promoting technological equity, Community Technology Centers provide access to information technology and related learning services to children and adults who would not otherwise have such access. CTCs incorporate technology to enhance educational activities in economically distressed areas, particularly in rural and urban communities. In addition to conducting a variety of technology-oriented projects, individuals can take advantage of valuable resources available for obtaining job skills and learning about employment opportunities.

*"Technology is one part of a comprehensive quality learning experience that, at its very core, involves the concept of teaching people to think and to continue to learn throughout their lifetimes so that they can benefit from change."*

U.S. Secretary of Education Richard W. Riley

## Examples of Businesses Supporting Technology Programs

### Learning Anytime Anywhere Partnerships (LAAP)

Many Americans want to improve their skills so they can compete for high-wage jobs but find it difficult to participate in traditional on-campus instruction and coursework. New technologies such as the Internet make it possible to provide access to learning anytime, anywhere. Such distance learning opportunities make it significantly easier for Americans who live in remote rural areas, have a disability, or have competing family and work demands to have access to individualized, up-to-date, affordable education and training. This partnership program will support shared efforts by colleges, universities, businesses, community organizations, or other entities to deliver quality postsecondary education. Such partnerships stimulate resource sharing, reduce program duplication, and promote economies of scale which benefit the entire community.

This initiative awards grants to partnerships involving two or more institutions of higher education, community organizations, businesses, and other public and private agencies and is designed to help students in underserved geographic areas who have limited access to a traditional college campus setting. LAAP grants may be used to develop:

- Model programs and software that will make distance learning possible;
- Innovative online student support services such as job placement, academic counseling, and library services;
- New institutional policies and practices that go beyond merely putting more courses online, but truly deliver programs that are self-paced alternatives to traditional semester scheduling; and
- Methods of assessing the quality and success of the new distance learning programs by charting skills and competencies achieved by students, as well as retention and completion rates.

### Anytime, Anywhere Chemistry Experience

This enterprise, a partnership including the University of North Carolina at Wilmington, Colorado Electronic Community College, Addison Wesley Longman, Inc., and Eduprise.com, offers one solution to the problem of providing high-quality, hands-on, inquiry-based science laboratory experience for distance learners. The partners developed a hybrid laboratory curriculum that incorporates computer simulations and demonstrations into a home-based wet lab. Though embedded in a complete online introductory chemistry course, the curriculum is modular in nature and can be integrated into existing chemistry courses, both conventional and online.

**The Louisiana Challenge**, a fifth-year Technology Innovation Challenge Grant whose activities involve more than 50 organizations, including some national corporations, illustrates the fine work that can be accomplished through a robust partnership. Partners coordinate efforts and work to provide a specific service to a Challenge district: Shell Oil and Lockheed Martin have offered monetary support, use of facilities, and training to Jefferson Parish Schools; the Lafayette Cable Company gave consulting services for the installation and networking service at Lafayette Parish Schools; and, BellSouth provided funding for a telecommunications project.

**The Central Arizona Community Technology Initiative (CACTI)**, with the assistance of the local Chamber of Commerce, Intel Corporation, and other business partners, established Community Technology Centers in three rural and Native American communities in Arizona. The centers serve at-risk children, the working poor, and those without access to computers. Instructional technology at the centers is used for academic enrichment, workforce development, and GED completion. In addition to these activities, students taking A+ certification classes upgrade donated computers and give them to families in need.

**CORPORATE  
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IN EDUCATION**

**TEACHER PREPARATION PROGRAMS**

# Teachers



## CORPORATE INVOLVEMENT IN EDUCATION

Teachers are the most basic educational resource that communities provide for their children. Plans to increase student learning to improve reading skills, to integrate technology into schools, and to reach high standards will succeed only when we focus on the quality of instruction in all our classrooms. Meeting the challenges of today's classrooms requires that teachers know and do more than ever before. Therefore, they need to be well-prepared and supported throughout their careers.

Businesses need teachers to prepare children for the new economy marked by technological sophistication and increased global competition. Businesses need teachers to help children develop the high-level skills they need to be successful information technology workers. By investing today in children's education and their teachers' preparation, businesses are investing in their own long-term success.

# teachers

## TEACHER PREPARATION INITIATIVES

Businesses interested in assisting with teacher preparation and quality training programs should consider partnership opportunities with two of the Department's grant programs.

### The Teacher Quality Enhancement Grants

This initiative consists of three separate competitive programs:

**Partnership Grants** are five-year grants that provide funds to partnerships among teacher preparation institutions, schools of arts and sciences, and local school districts in high-need areas. The partners work to strengthen teacher education through activities such as: holding teacher education programs accountable, improving prospective teachers' knowledge of academic content, ensuring that teachers are well-prepared for the realities of the classroom, and preparing teachers to use technology and to work effectively with diverse students.

**State Grants** are three-year programs that encourage states to improve the quality of their teaching force through activities such as: strengthening their teacher certification standards, implementing reforms that hold institutions of higher education accountable, establishing or strengthening alternative pathways into teaching, and recruiting new high-quality teachers for high-need areas.

**Teacher Recruitment Grants** are three-year grants that support state and local efforts to recruit highly qualified teachers to reduce shortages in high-need areas. The grants highlight teacher preparation and recruitment of individuals who will meet the specific needs of the community.

*"Every community should have a talented and dedicated teacher in every classroom. [We have] an enormous opportunity for ensuring teacher quality well into the 21st century, if we recruit promising people into teaching and give them the highest quality preparation and training."*

U.S. Secretary of Education Richard W. Riley

## **Preparing Tomorrow's Teachers to Use Technology Initiative**

Preparing future teachers to use technology effectively to improve learning is a major challenge facing our nation's schools of education. If our information technology investments are to pay off in improved education, these future teachers must be technology-proficient educators who know how to use these modern learning tools to help students meet high standards. To meet this urgent need for technology-proficient teachers, the Preparing Tomorrow's Teachers to Use Technology Initiative supports partnership programs that help future teachers teach 21st century students.

**Preparing Tomorrow's Teachers to Use Technology Partnership (PTTT) Grants.** These grants support capacity-building at teacher preparation institutions to ensure that tomorrow's teachers can integrate technology effectively into the curriculum. This initiative includes two types of partnership grants: implementation and catalyst grants.

**Implementation grants** provide two years of support to partnerships that are implementing full-scale program improvements in the preparation of technology proficient educators.

**Catalyst grants** provide two years of support to national, regional, and statewide consortia that have the expertise and resources to stimulate large-scale improvements in the development and/or certification of technology proficient educators.

## **Examples of Businesses Supporting Teacher Preparation**

In Boston, Massachusetts, a partnership composed of public and private institutions of higher learning, urban school districts, and business and community partners including the Massachusetts Business Alliance, designed a program to develop more powerful forms of instruction and clinical experiences. The purpose is to provide new teachers with the skills and knowledge they need to teach all urban students to achieve to high levels.

**Jackson State University in Jackson, Mississippi,** has a project that represents a statewide Historically Black Colleges and Universities initiative to restructure teacher preparation programs, so that they better train technology-proficient future educators. To accomplish this task, Jackson State will work with two educational organizations, the Mississippi State Department of Education and the Office of the Commissioner of the Institutions of Higher Learning, and one business association, the Public Education Forum of Mississippi, which is a non-profit, non-partisan education policy research group created by business, education, and political leaders in Mississippi. Over 100 businesses are involved in the Forum. The Forum's commitment includes participating with key speakers in a summit on the infrastructure of resources for Mississippi educators; supplying facilities for training purposes; supplying rewards for faculty implementation of technology into their courses; providing important networking and communication opportunities; and providing quality control in the managerial and evaluation components of the project.

**The Edu-Tech Connect Project in St. Louis, Missouri,** is designed to increase the effective use of technologies in the teacher preparation program at Harris-Stowe State College (HSSC). A consortium consisting of HSSC, a technology magnet school, and business partners, including Bank of America and Micro Age, are collaborating on this project. The business partners provide technical assistance for laptop computers, along with integration services for program management. The purpose is to build capacity at the college among those training teachers, so that there are more technologically proficient teachers for schools serving predominantly at-risk students.

**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

**HIGH STANDARDS FOR ACHIEVEMENT**

# standards

"All states and schools will have  
challenging and clear standards of  
achievement and accountability for  
all children, and effective strategies  
for reaching those standards."

*The Seven Priorities of the U.S. Department of Education*

## CORPORATE INVOLVEMENT IN EDUCATION

Today, there is an unprecedented movement toward accountability in our education system. All 50 states have put in place their own challenging academic standards for students and are now implementing assessments linked to those standards. Ensuring that these standards reach every classroom and that all students meet high expectations require all stakeholders—from teachers and parents to business and community leaders—to be involved at the local level and take responsibility for student performance and the quality of education America's children receive.

More than at any time in our nation's history, the business community depends on a highly educated workforce. It is critical for employers to be able to have confidence in a high school diploma as evidence that graduates are prepared with the requisite skills and are able to meet the challenges of competing in the information age. By investing in our children's education and helping students reach high standards, businesses are investing in their own long-term success.

# standards

## REACHING HIGH STANDARDS

Businesses can join schools in helping students to meet new standards by continuing to set high expectations for all children and providing the resources necessary to ensure that all children have the opportunity to achieve at high levels. States and school districts must align curricula, textbooks, instructional methods, and professional development with the new standards. Extended learning opportunities must be provided to students who are failing or at risk of failing to meet the standards. Teachers must be given the time and training to prepare their curriculum and instruction to help students meet the tougher requirements.

Passing students along in school when they are unprepared or retaining them without addressing their needs denies students access to opportunities at the next level of schooling, in postsecondary education, and in the workplace. Both policies send a message to students that little is expected from them and that they do not warrant the time and effort it would take to help them be successful in school. Setting high standards and providing the resources that ensure they will be met communicates to all students that they have worth and are valuable to our nation's future. Reaching high standards isn't easy; that's why business involvement with educators and parents is a necessary ingredient for success.

*"I refuse to believe that our children aren't smart enough or our educators aren't good enough. I refuse to send our children out into the most competitive international economy in world history without the education they will need to succeed for themselves and for our country. We must never go back to the days when standards were too low, unclear, or nonexistent. Never."*

U.S. Secretary of Education Richard W. Riley

## Strategies for Helping Students Meet High Standards

Businesses can advocate and support comprehensive approaches to helping students meet high standards by providing leadership, resources, and support on the state and local level to:

- Set clear objectives for students to meet performance standards at key grades;
- Identify student needs early in order to apply appropriate instructional strategies;
- Emphasize early childhood literacy;
- Focus on providing high-quality curriculum, instruction, and professional development that deepens teachers' content knowledge;
- Provide summer school for students who are not meeting high standards;
- Extend learning time through before- and after-school programs, tutoring, and partnerships with cultural groups in the community;
- Develop transitional and dropout prevention programs for middle and high school students; and
- Hold schools accountable by publicly reporting school performance, rewarding school improvement, and intervening in low-performing schools.

Another strategy is to involve your business in helping to change the whole school environment to meet the high standards. The U.S. Department of Education provides resources for local schools that are involved in this effort, including grants to reduce class size in the early grades, to implement reforms based on innovative models, to create smaller learning communities, and to support the development of charter schools.

## Examples of Businesses Helping Students Achieve High Standards

### Emphasize Early Childhood Literacy

The Fox Cities Chamber of Commerce and Industry in Appleton, Wisconsin, brought together employers and employees to develop a plan for reading to young students during the summer and into the school year. The Chamber helped develop a reading kit, which has been distributed to thousands of parents, employees, and community reading volunteers since it began the program in 1995. Evaluations of the effects of the program have shown that the students did not lose reading skills over the summer, as often happens with low-income children, and that Appleton student achievement scores increased by almost 80 percent.

### Focus on Providing High-Quality Curriculum and Instruction

Nortel Networks created a teacher training program emphasizing, applying and utilizing technology in the classroom setting. Nortel employees volunteer on Saturdays at the company's local Technical Education Center in North Carolina, training teachers and administrators in more than 16 different software courses in both the Macintosh and PC environments. The program has recently been approved for Continuing Education Credit as a part of North Carolina's teacher certification requirements and will begin training 1,300 teachers each year. Nortel is helping teachers integrate computer technology into the classroom, creating a more stimulating learning experience for North Carolina's students.

### Develop Transitional and Dropout Prevention Programs for Middle and High School Students

Shell Oil Company, working in partnership with 10 inner-city schools in the Los Angeles Unified School District, developed an after-school program that has become a nationwide effort to help children learn valuable job skills, including effective job searching, interviewing, computer training, and communication techniques for the workplace. Students receive school credit for the classroom-based program and when they have completed the training, they are placed into after-school jobs with local businesses, while Shell Oil pays the wages. Employers also commit to serve as mentors and advise the students on career planning. Shell Oil has found that out of those who participate in the program, over 80 percent continue onto college after high school.

**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

THINK COLLEGE EARLY PROGRAMS

# COLLEGE readiness

"By 18 years of age, all  
students will be prepared for  
and able to afford college."

*The Seven Priorities of the U.S. Department of Education*

## CORPORATE INVOLVEMENT IN EDUCATION

Sustaining profits in the new economy with its technological sophistication and increased global competition means that businesses need highly skilled and well-educated workers, making businesses major stakeholders in the educational success of our children. Preparing children in America for college—academically and financially—as well as encouraging all children to aim for a college degree will help ensure that the knowledge workers businesses need will be available to them over this next century.

Recent studies from the U.S. Department of Education show that students who take academically demanding coursework in high school are more likely to go on to college, succeed and earn more in the workforce, regardless of their financial status, race, or gender. However, disadvantaged students often are not aware of the critical need to take rigorous academic courses to prepare for college, like algebra in middle school or chemistry, physics, and trigonometry in high school, or of the availability of financial aid to pay for college. Moreover, high-achieving students from low-income families are five times as likely not to attend college as those high-achieving students from high-income families. By investing today in all children's preparation for college, businesses are investing in their long-term success.

# COLLEGE

## PREPARING FOR COLLEGE

One avenue for corporate involvement in college preparation is through the Department's Think College Early campaign. Businesses can partner in GEAR UP grants with schools to leverage their education efforts in the community.

**GEAR UP** (Gaining Early Awareness and Readiness for Undergraduate Programs) grants are designed to help children who are disadvantaged prepare themselves to go to college and meet the challenges they will encounter working in the 21st century.

GEAR UP is based on the experience of existing programs that have demonstrated their success and have helped raise expectations to ensure that all children are well prepared for college. This competitive grant program, administered by the U.S. Department of Education, supports early college preparation and awareness activities at both the local and the state levels. These grants support programs that begin early and follow entire grades of students over time; challenge all students to have high expectations; involve parents; provide mentoring, tutoring, and information about college; and often provide scholarships for students with need.

*"Without efforts like GEAR UP, many young people and their families wouldn't have the information to prepare a game plan—academically and financially—for their future. They'd never realize college could be a real possibility."*

U.S. Secretary of Education Richard W. Riley

## Partnering with Schools for Funding

Businesses with an interest in helping prepare children and increase the college-going rates among low-income youth may consider partnering with local schools to help them apply for Department of Education funding. This initiative awards multi-year grants to locally designed partnerships between colleges and low-income middle schools, plus at least two other partners—such as community organizations, businesses, religious groups, state education agencies, parent groups, or non-profits. To be most effective, partnerships will leverage resources to promote the following proven strategies:

- Informing students and parents about college options and financial aid, including providing students with a 21st Century Scholar Certificate — an early notification of their eligibility for financial aid;
- Promoting rigorous academic coursework based on college entrance requirements;
- Working with a whole grade-level of students in order to raise expectations for all students; and
- Starting with sixth- or seventh-grade students and continuing through high school graduation with comprehensive services, including mentoring, tutoring, counseling, and other activities such as after-school programs, summer academic and enrichment programs, and college visits.

Another way businesses can support greater college preparation is to help expand Advanced Placement opportunities for all students through the U.S. Department of Education's Advanced Placement Incentive Program. This program provides schools with additional resources for teacher training programs and on-line course development.

## Examples of Businesses Working in GEAR UP Partnerships

**Pathways to Success** is a partnership between the University of Kansas, Topeka public schools, and Hewlett Packard that reaches out to economically disadvantaged students in three middle and two high schools to implement an aggressive school reform program. The International Telemotor Center will provide assistance with teacher recruitment, Web-based training of telemotors, matching students with mentors, monitoring the program through checkpoint forms submitted by students, and providing program evaluation results.

**The Lancaster Partnership's GEAR UP project** is a collaboration between the school district of Lancaster, Pennsylvania, Millersville University, Education Trust, eleven businesses (including: Pepsi Cola, First Union, and Pepperidge Farms), two churches (Faith Tabernacle and Ebenezer Baptist Church), and Franklin and Marshall's America Counts Program. This project extends a very successful college preparation model at McCaskey High School to the middle school level. The project focuses on preparing middle school students academically for postsecondary education after high school by providing them mentoring and tutoring services. In addition, this project provides parents with mentoring and tutoring in academic areas as well as a wide variety of other services, so that they may assist with their children's learning.

**Partnership for Successful Students (PSS)** is building on its successful Principal Scholars Program. The University of Illinois Urbana-Champaign has teamed with the Future Teachers of Chicago, Crown, Ryder, Calumet, and Westinghouse to assist four schools in raising math and reading scores, as well as graduation rates. The partners have developed individualized student performance records to track progress and provide tutoring and mentoring support, college counseling, and teacher development programs to achieve the partnership's goals.

**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

AMERICA COUNTS PROGRAMS

# math competence

*"All students will master  
challenging mathematics,  
including the foundations of  
algebra and geometry, by the  
end of 8th grade."*

*The Seven Priorities of the U.S. Department of Education*

## CORPORATE INVOLVEMENT IN EDUCATION

Maintaining America's position in an internationally competitive economy means that all students need to build strong skills in mathematics. Success in math is not only essential for college and the promising careers of this new century, but it is also critical for teaching ways of thinking that apply in every workplace worldwide. Yet, far too many students struggle with math and are not achieving to the desired levels that will spark success in higher education and beyond. In fact, on international math assessments, U.S. high school seniors scored among the lowest of the 21 participating nations and were outperformed by nearly all of America's top economic competitors.

It is critical that America address this challenge today to ensure that tomorrow's graduates are academically prepared to guide the nation to continued prosperity. By committing time and resources to improving math education, businesses can create substantial momentum to help students build world-class competencies that will lead to a highly skilled and well-educated workforce.

# math

## AMERICA COUNTS

One opportunity for corporate involvement is with America Counts, a multifaceted Department of Education initiative with six strategic goals that use federal resources to support improved student achievement in mathematics:

- Equip teachers to teach challenging mathematics through high-quality preparation and ongoing professional growth.
- Provide personal attention and additional learning time for students.
- Support high-quality research to inform best practices of mathematics teaching and learning.
- Build public understanding of the mathematics today's students must master.
- Encourage a challenging and engaging curriculum for all students based on rigorous standards.
- Promote the coordinated and effective use of federal, state, and local resources.

*"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 go unfulfilled, and whose future success is limited."*

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

## Math Initiatives

Businesses looking for ways to support high-quality math teaching and learning in their communities might also consider working on any of the initiatives below.

### Figure This!: Math Challenges for Families

The goal of this initiative, jointly funded by the Department of Education and the National Science Foundation, is to encourage parents and other caregivers to become more involved in their children's mathematics learning. The Challenges provide fun and engaging examples of the world-class mathematics that students should be doing in middle school and they are available online at <http://www.figurethis.org>. Businesses can support this initiative by becoming a Figure This! corporate sponsor and assisting with the distribution of the Challenges through local newspapers, product packaging, other Web sites, public service advertising, and company newsletters.

### Mathematics Tutoring and Mentoring

Businesses can establish or support a mathematics tutoring program that provides students with the personal attention and additional learning opportunities necessary for building strong mathematical understanding. Companies can allow employees to serve as tutors or mentors at neighboring schools or they can partner with local colleges and universities operating math tutoring and mentoring programs with Federal Work-Study dollars.

### The National Commission on Mathematics and Science Teaching for the 21st Century

This commission, chaired by former astronaut and Senator John Glenn, is creating an action strategy to improve the quality of instruction in K-12 math and science classrooms. Joining Senator Glenn is a diverse and talented group of 32 individuals chosen for their broad expertise and ability, including Craig Barrett, president and CEO of Intel Corporation, and Edward Rust, Jr., chairman and CEO of State Farm Insurance Company. You may access the online discussion forum at <http://www.ed.gov/americaaccounts/glenn/index.html> and provide feedback to assist the commission in its effort to improve math and science education.

## Examples of Businesses Supporting Mathematics Education

### America Counts Federal Work-Study (FWS)

Berkshire Community College in Pittsfield, Massachusetts, is piloting a new America Counts FWS program, entitled "Got Math?" that seeks innovative ways to involve local industry in helping young students overcome math anxiety and enjoy learning. Got Math? brings together FWS mentors and local elementary children in a year-long program that shows students the connections between school and applied mathematics through hands-on activities. With the corporate headquarters of GE Plastics located in Pittsfield, program coordinators consulted with local engineers to design a "math of plastics" module that allows students to measure, weigh, draw designs, and make their own plastic key chains. The segment culminates in a visit to Apex Engineering so students can witness firsthand how much the molding and manufacturing processes depend on precise mathematical calculations. In similarly designed modules, The Berkshire Museum engages students in a "math of nature" segment and the stationery division of Crane & Co. brings the "math of papermaking" to life.

### Industry Initiatives for Science and Math Education (IISME)

IISME, founded in 1985 by a consortium of San Francisco Bay Area companies and government laboratories in partnership with the Lawrence Hall of Science at the University of California, Berkeley, established a summer fellowship program to provide teachers with mentored, paid summer jobs in applied mathematics, science, and technology. This program provides teachers with hands-on, cutting-edge professional development opportunities and enables them to develop an action plan for translating their summer experience into enriched classroom instruction for students.

### Families Achieving the New Standards in Math, Science, and Technology Education (FANS)

Sponsored by the New Jersey Mathematics Coalition, the FANS Project is a statewide initiative to inform parents and other family members about the new standards in math, science, and technology and to encourage their involvement in helping children reach the new standards. The New Jersey Business and Industry Association and the New Jersey Chamber of Commerce have joined FANS as partners in a collaborative effort among education, business, government, and community leaders to disseminate information and materials and host workshops for parents throughout the state.

**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

**AMERICA READS CHALLENGE**

# reading independence

"All students will read  
independently and well by  
the end of the 3rd grade."

*The Secretary's Bill, U.S. Department of Education*

**CORPORATE  
INVOLVEMENT  
IN EDUCATION**

# reading

## AMERICA READS

Reading is the foundation of all other skills essential for learning. Unfortunately, the National Assessment of Educational Progress reports that 68 percent of fourth-graders in high-poverty schools and 38 percent of fourth-graders overall read below the *Basic* achievement level. Clearly, a significant number of children are not reaching their reading potential. Reading well by the third grade is the essential first step toward reaching challenging academic standards in all subjects.

To succeed in the new global economy businesses need highly skilled and well-educated workers. That is why it is critical that all children master reading, the most fundamental skill, and achieve academic success. By investing today in early childhood literacy programs, businesses are investing in their own long-term success.

Businesses can participate in many ways in the America Reads Challenge, a national grassroots campaign challenging every American to help our children learn to read. This initiative recognizes the critical importance of an early and successful start in language development and is designed to act as a catalyst for community involvement in promoting reading achievement. Providing children with the appropriate language development experiences in the early years sets the stage for reading success in later years.

Ensuring that children learn to read well rests not only in the hands of parents, caregivers and teachers, but entire communities as well. By rallying around our children to assist them in learning to read, we help ensure their overall success. Educators, librarians, college students, and community volunteers are joining with private sector partners from many different industries ranging from small businesses to multinational corporations. This ground swell of support is reshaping our view of the reading challenge. Every parent, caregiver, teacher and citizen has a crucial role to play to spark dramatic improvement in reading.

*"We must work together to give children the individual attention and support they need to master reading early so that they can then succeed in school and beyond."*

U.S. Secretary of Education Richard W. Riley

## Examples of Businesses Supporting Reading Programs

### Reading Challenge

Businesses with an interest in supporting reading efforts may consider allowing employees to serve as reading tutors and mentors, and working in partnership with schools and universities to provide support to children for developing their reading skills.

The America Reads Challenge stresses the importance of communities coming together to ensure that all children read well. In order to promote this critical effort America Reads offers:

- ❑ Free resources for businesses, parents, childcare providers, educators, tutors, community groups, and all corporate citizens;
- ❑ Guidance and checklists on what businesses can do and activities for adults to keep children reading after school and during the summer; and
- ❑ Access to an extensive network of potential partners and a body of research to help a business start, improve, or contribute to a literacy program.

Businesses may also play a role in literacy by:

- ❑ Helping create or expand tutoring programs for children and families in cooperation with local colleges and universities. This can involve providing space in your office building for the program's operations, providing transportation for children and/or tutors, funding supplies or tutor training, and encouraging your employees to volunteer as tutors.
- ❑ Providing opportunities for employees to learn more about helping their own children with language development and reading skills by holding brown-bag seminars, distributing free activity materials, and providing literacy training for employees needing to improve their own literacy skills.
- ❑ Supplying books, videos, consultants, and other resources to child care centers, community organizations, and schools and rebuilding or refurbishing school libraries so that they become the center of the school's literacy activities.
- ❑ Helping to build coalitions to coordinate literacy efforts in the private sector and establishing relationships with local schools to determine where your help is needed most.

The Los Angeles Times followed the lead of its sister paper, The Baltimore Sun, and launched its five-year Reading by 9 campaign that seeks to help 1 million children in the five-county area of greater Los Angeles achieve grade-level reading. The Times' commitment will involve virtually every division of the company, as well as local community, business and civic groups, media partners, and literacy groups. In partnership with the U.S. Department of Education, the Los Angeles Times is publishing hundreds of thousands of copies of *The Compact for Reading*, a guide and activity kit to link families and schools to improve student reading gains. During the 1999-2000 school year, the campaign will donate 1 million new books to kindergarten through third-grade classrooms as well as launch a broadcast and print public service campaign promoting the importance of reading.

From Connecticut to Florida, First Union employees are fond of reading to young children. Reading First is a program that calls for employee volunteers to read aloud once a week to groups of 4-, 5-, and 6-year-old children and donate books to the classroom. The program is research-based and emphasizes that the combination of high-quality books, interactive read-aloud sessions, parent education and teacher training leads to substantial gains in student achievement. During the 1998-1999 school year, First Union employee volunteers spent 13,000 hours reading to 10,750 young children in nearly 430 classrooms from Connecticut to Florida. Since the program's inception in 1997 more than 14,000 books have been donated to schools. To further encourage literacy activities, First Union formed a different partnership and created "Raise a Reader," a free parent-education kit designed to help employees encourage their young children to read.

Pizza Hut's BOOK-IT! National Reading Incentive Program seeks to motivate children from kindergarten through sixth grade to read more often. The company developed a tool kit for parents and children to use during the summer months that includes an activity booklet, a reading and vocabulary log, certificates of achievement for adult and child partners, and two bookmarks to help reward and encourage children's reading accomplishments. Continuing to foster children's lifelong love of learning was Pizza Hut's initial goal and after a successful summer program, Pizza Hut expanded it to reach out to more parents, teachers, and schools all year long.