

# COMMUNITY

Issue No. 80

U P D A T E

September 2000



*“When you work  
with young children,  
there’s that window  
of opportunity...”*

*Cheryl Merritt, Principal of Double Oaks Pre-Kindergarten  
and Family Resource Center*

FULL STORY ON PAGE 6

## Record School Enrollments, Again

*Greatest Increases Seen at High School Level*

School enrollments will generally stay at record levels over the next 10 years and then begin to increase each year for the rest of the century, according to projections by the U.S. Department of Education’s National Center for Education Statistics.

This fall, a record 53 million students will enter the nation’s public and private school classrooms, and full-time college enrollment will reach 15.1 million, also a record.

“We cannot continue to apply temporary solutions to permanent, ongoing challenges,” U.S. Secretary of Education Richard W. Riley said. “The fact that

many schools have been using portable classrooms for some years now makes clear that we are not prepared for the kinds of constant growth the future will bring.”

Riley said the need for school construction is already critical in many communities. The administration supports legislation H.R. 4094, introduced by Reps. Nancy Johnson (R-Conn.) and Charles Rangel (D-N.Y.) that would authorize states to use \$24.8 billion in new tax credit bonds to build and modernize schools.

Currently, the greatest increase in enrollments is at the high school level.

Over the next decade the number of high school graduates will increase nationwide by about 10 percent. Six states—Arizona, California, Florida, Illinois, Nevada and North Carolina—will see the number of high school graduates jump by 20 percent or more. Full-time college enrollments are then expected to grow 19 percent by 2010; part-time enrollments will increase by 11 percent.

Riley said overcrowded high schools present a special challenge, as research indicates that teenagers do better, academically and socially, when they have fewer than 600 classmates. The adminis-

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# Secretary Encourages Support for Early Learning

*In June, U.S. Secretary of Education Richard W. Riley addressed the Early Childhood Summit in Washington, D.C. An excerpt of his remarks follows.*

In the last 10 years, an extraordinary amount of scientific research has been developed that tells us in very clear terms that all of our children, even in the earliest months of their lives, have an amazing ability to learn. Over the years, I have had the opportunity to listen to presentations about what brain researchers are discovering and it is truly astonishing.

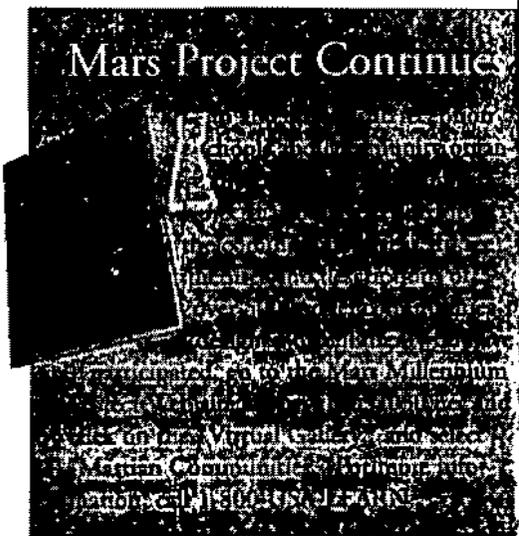
We now know that every conversation we have with an infant can literally spark their brain to grow some more. *The nursery rhymes they hear will surely help them in their later years.* That's my nursery rhyme to help you remember as well.

This research, coupled with new research on how children learn to read, has given all of us—parents, grandparents, childcare advocates and educators—some very clear direction about setting policy. We now know that it is absolutely imperative that we put a new, powerful and sustained

focus on the early years—ages 0 to 5 years—before children even enter first grade.

Put simply, and this should be our collective motto—the stronger the start, the better the finish. Our children are eager to learn, they are creative in how they learn, and they have an extraordinary capacity to learn if we know how to encourage them the right way. Our children are, as I have said so many times before, smarter than we think.

*A full copy of the speech is available at [www.ed.gov/Speeches/06-2000/000623a.html](http://www.ed.gov/Speeches/06-2000/000623a.html).*



## Early Learning Investments Pay Off in South Carolina

Due to the growing participation of mothers with young children in the labor force, the demand for quality childcare is at an all-time high. Over the last three decades, the percentage of three- and four-year-olds enrolled in preschool programs rose from about 11 percent to 48 percent.

Studies indicate that children living in poverty are much more likely to succeed in school if they attend well-timed early childhood programs. South Carolina provides an example of how targeted investments and policies can improve learning along with the

high involvement of parents.

Starting in the late 1970s, it was clear that the state's education potential would be severely limited unless efforts were begun to address early childhood education. For example, in 1979 only 60 percent of preschoolers met the school readiness standard on an individually administered assessment.

In the early 1980s, large-scale efforts were begun to boost half-day kindergarten availability and attendance, and, for the first time, thousands of low-income four-year-olds were provided a half-day child development program.

Then-Governor Riley stated in his first inaugural address, "If nothing else, we should try to be first in the first grade where it really counts."

The result: readiness scores jumped to 75 percent by 1987, a 15 percent increase. However, from 1987 to 1997, little new activity took place to expand early childhood education and readiness scores stagnated. Then from 1997 to 1999, the state expanded full-day kindergarten and began the "First Steps" program. Consequently, readiness scores rose again from the 1987 level of 75 percent to 84 percent in 1999.

# New Study Explores Solutions to Early Education Challenges

SEPTEMBER  
Satellite Town Meeting  
to Focus on Technology,  
School Construction

Ensuring that early childhood programs are of high quality demands a substantial investment in the education and training of those who work with young children, says a soon-to-be-released report from the National Research Council.

The study, *Eager to Learn: Educating Our Preschoolers*, presents an up-to-date picture of early learning and care for children ages two to five, and offers a number of suggestions for improving early childhood education in preschool, day care and other settings. An important message of the study is that education and child care cannot be thought of as separate; both are critical to the development of young children.

*Eager to Learn* recommends that every child in an early childhood program be assigned a teacher who has a bachelor's degree and has completed coursework in developmental psychology, early childhood education, special education or similar fields of study.

Pre-service preparation for early childhood teachers should include a

supervised student teaching or internship experience. And education programs for new teachers should provide them with a strong foundation of knowledge about the development of children's social and affective behavior, thinking and language.



The study is the work of the National Research Council's Committee on Early Childhood Pedagogy, established in 1997 to study a broad range of behavioral and social science research on early learning and development and to evaluate the quality of preschool programs. Their study was conducted at the request of the U.S.

Department of Education's Office of Educational Research and Improvement and Office of Special Education Programs, as well as The Spencer Foundation and The Foundation for Child Development.

*Eager to Learn* is scheduled for release in October. An executive summary of the report is now available free of charge at <http://books.nap.edu/books/0309068363/html/1.html#pagetop>.

(CONTINUED FROM PAGE 1)

Education is seeking a \$120 million appropriation to help communities restructure high schools into smaller, more intimate learning environments.

While national K-12 enrollments will remain relatively stable over the next 10 years, all Western states will have increases—Alaska, Idaho, Nevada and New Mexico can expect jumps in enrollment of more than 10 percent. After 2010 the number of school-age children nationally will begin to increase, rising 6 percent by 2020.

"We need to figure out where we will put these children, and who will teach them," Riley said. "Many communities

need to be building more schools now, to reduce overcrowding and to reduce class sizes. We also need to find ways to induce more people into teaching as a career."

*Growing Pains*, the annual back-to-school report issued this August, projects that some 2.2 million teachers will be needed over the next decade just to meet enrollment expectations and to replace teachers leaving the profession through retirement or to pursue more lucrative opportunities. A copy of this report can be downloaded from [www.ed.gov/pubs/bbecho00/index.html](http://www.ed.gov/pubs/bbecho00/index.html).

U.S. Secretary of Education Richard Riley will open the Satellite Town Meeting's 2000-2001 season with a program entitled "Modernizing Schools: Technology and Buildings for a New Century." The live satellite broadcast on Tuesday, September 19, from 8:00 p.m. to 9:00 p.m. Eastern Time, will focus on how communities can extend the benefits of technology to all students while meeting the challenge of overcrowded classrooms and crumbling school buildings.

A panel of school and community leaders will join Secretary Riley to discuss ways that well-designed schools and thoughtfully planned educational technology can be powerful tools to enhance teaching and learning. Among the questions to be addressed are: How can technology help raise achievement for all children? And how can facilities meet the needs of the explosively growing school population, while providing students with the smaller learning environments they need?

For program and technical information about the Satellite Town Meeting, call 1-800-USA-LEARN, or visit [www.ed.gov/registerevent](http://www.ed.gov/registerevent). Updates are also available from STM-List, a free service providing current information about programming and teleconferences, which can be joined by sending an e-mail to [Satellite\\_Town\\_Meeting@ed.gov](mailto:Satellite_Town_Meeting@ed.gov).

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business. Corporate partners for the 2000-2001 series include the Bayer Foundation and the Proctor & Gamble Fund.

# Making Early Literacy a Family Affair

By Ed Leo, *Sánchez Elementary School, Texas*

Located in the heart of our city's oldest Hispanic barrio, Sánchez Elementary School of Austin, Texas, has found a way to draw on the strengths of the community to get preschoolers ready to learn. With the "PALS" program—Parent Advocates for Literacy at Sánchez—we are helping to ensure two essential ingredients for school success: a strong foundation in early literacy as well as active family involvement in education.

What began in 1995 as a local campus effort comprising parents, early childhood teachers and administrators now includes the Austin Independent School District, the University of Texas Dana Center, and Americorps. Our unique partnership has allowed us to recruit community parents and provide them with training in early literacy practices, and to create a cadre of volunteers who can support Sánchez teachers and students.

Each school day features a 45-minute "PALS time," when parents and preschoolers confidently participate in pre-reading and writing activities, in a print-rich classroom that parents themselves constructed and maintain. By the



end of a given school year, PALS will have given the approximately 60 preschool students who participate an additional 22.5 instructional days.

After each session, students return to their regular teachers and PALS parents begin work in pre-K and kindergarten classrooms, focusing exclusively on reading and writing skills. All these literacy experiences, provided by members of the children's own community, help build a strong foundation for school success.

PALS works closely with other programs within the school, such as Americorps and the grant-funded Dual Language Project. The latter has funded

literacy training for early childhood teachers and PALS parents, English/Spanish student literacy packets, parent literacy sets, and children's music for the program. Grant funds also helped to send PALS parents to several state and national education conferences.

Most importantly, the program works: students participating in the program have demonstrated significant growth in early literacy concepts, skills and understanding. But the benefits have not been limited to the PALS students. The children's parents, families and community members have become confident and valued partners with our school, and, as a result, are seeing and pursuing new educational opportunities for themselves.

*Ed Leo is the principal of Sánchez Elementary School, in Austin, Texas. He has been in education since 1966 and a principal of several elementary schools for more than 30 years. For more information on PALS, call 512-414-4423.*

## Legislation Supports Young Children with Disabilities

The Individuals with Disabilities Education Act (IDEA) aims to strengthen academic expectations and accountability for the nation's 5.4 million children with disabilities and bridge the gap that has too often existed in education between the curricula for these children and their peers in the regular curriculum.

Since 1986, IDEA has provided grants to states for two programs that specifically address the developmental needs of young children at a crucial stage in their lives when they begin

building skills for learning.

Under Part C of IDEA, each state provides early intervention services to children with disabilities, from birth to age three, and assists families using an Individualized Family Service Plan. The plan assigns a service coordinator to each child to be a contact for the family and to coordinate all needed services—educational, health and social.

Approximately 190,000 children currently benefit from the program.

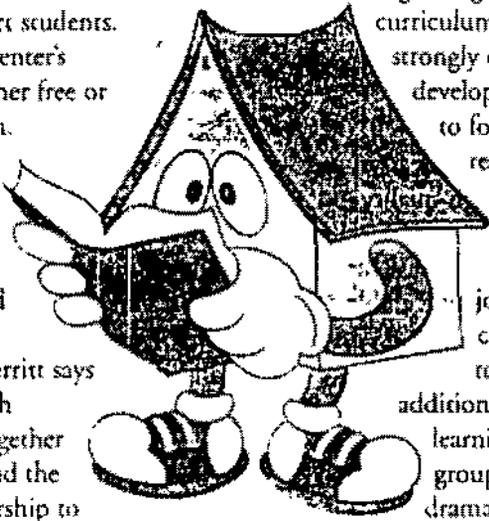
Under the Preschool Grants program, each three- to five-year-old with a dis-

ability is entitled to receive a free appropriate public education. Special education and related services are provided to a child using an Individualized Education Plan. The program, which reaches 575,000, works closely with Head Start and other community organizations to ensure that children receive services in the least restrictive environment and have opportunities to interact with their non-disabled peers.

For more details on IDEA, visit [www.ed.gov/offices/OSERS/IDEA/](http://www.ed.gov/offices/OSERS/IDEA/)

The partners who help support the Double Oaks program also include local business and community organizations, along with the faith community (see sidebar listing).

Located in what has been defined as the "inner-city," Double Oaks also serves 80 Head Start students. Two-thirds of the center's students receive either free or reduced-price lunch. Although Bright Beginnings screens its applicants for academic needs and Head Start for economic ones, Merritt says the partnership with Head Start pulls together resources that extend the reach of the partnership to a larger population of children.



with parents who have children ages birth through three years to provide home visitations.

## Literacy Circles

Children are the center of the Bright Beginnings curriculum, which focuses strongly on language development and early literacy to foster the skills needed for reading and understanding what is read. Each day the children join in four "literacy circles" that each last 10 to 20 minutes, in addition to participating in learning centers and small group activities that include drama, writing, computers, science and art.

There is a teacher and a teaching assistant for every 19 students, compared to the ratio of 2 to 23 for most pre-kindergarten programs in the district. Teachers working in the Bright Beginnings program are early childhood specialists who have at least a bachelor's degree and are certified by the state, or are provisionally certified as they complete additional courses.

## Bright Endings

Research shows that the 1997-98 class performed consistently better on the end-of-year kindergarten assessment than did a comparable group of children who did not participate in Bright Beginnings.

"When you work with young children, there's that window of opportunity," says Merritt about the importance of early childhood intervention. "There's that zest and enthusiasm for school. There is that feeling that 'I can do everything'—and they can. And if I start out and feel like I can do everything, I can experience some success."

For more information about the Bright Beginnings program, visit the Charlotte-Mecklenburg Schools' Web site at [www.cms.k12.nc.us/](http://www.cms.k12.nc.us/) or contact Barbara Pellin, assistant superintendent for Student, Family and Community Services, at 704-343-6256.

## Community Partners



Contributions from the Bank of America helped to renovate the facility; employees serve as readers and lunch buddies in classrooms.

Behavioral Health of Mecklenburg County provides family services information, family/child intake services and assessment, and staff consultation.

Charlotte Speech and Hearing and United Way help place a certified speech/language pathologist in the classroom and train the entire staff.

A Child's Place provides outreach services to families in crisis and homeless children, through the services of a family advocate housed at Double Oaks.

Employees of First Union's Read Aloud Program volunteer in classrooms by reading to students and donating books.

Head Start provides a teacher's assistant and supports 80 students at Double Oaks.

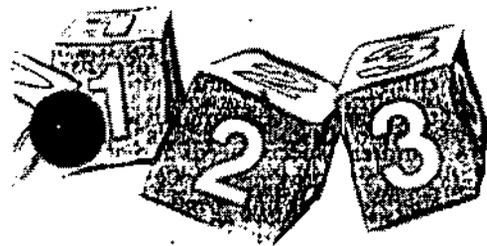
Mecklenburg County Health Department provides screening and health services.

Myers Park Methodist Church donates funds for the Learning Gallery and supplies trained volunteers to teach literacy lessons at Double Oaks.

Smart Start funds the distribution of the Bright Beginnings curriculum to private day-care sites.

St. Gabriel's Catholic Church donates funds for the Learning Gallery at Double Oaks.

United Way funds a parent educator to work in the homes of families served at Double Oaks.



## Partners in the Family

The high level of parent and community involvement at Double Oaks, for which it was recently recognized with a school district award, contributes to the consistent progress of its children.

Parents must sign a contract—a unique and "non-negotiable" feature of the program—in which they commit to maintaining the child's health, ensuring his or her regular attendance, and participating regularly in various events. A goal of the program is to have at least 85 percent of parents attend four family involvement events each year.

In addition to the family resource center, partnership efforts such as Project Uplift further supports parents by helping to prepare the younger siblings of four-year-olds for the pre-kindergarten program. Charlotte-Mecklenburg Schools, in partnership with United Way's Success-By-Six, pairs educators

# What to Look for in a Preschool

By Naomi Karp, *National Institute on Early Childhood Development and Education*

Every year families are faced with a big decision: where should their young children go to preschool? To decide, families need to be informed consumers.

The most important thing to remember is that a *high-quality* preschool program has long-term effects on young children's success in school and, perhaps, even later in life. Two key features of a high-quality preschool program are the teachers or caregivers and what is happening in the classroom environment. When evaluating a preschool class for your child, keep these things in mind:

## Teachers or Caregivers

- Adults who spend their days with young children must be responsive to each child's abilities, needs, language differences and overall development. Perhaps the single most important characteristic of a high-quality preschool is a teacher's relationship with the children in his or her class and the ability to be responsive to each child.
- Teachers have to talk to children—a lot. They should have interesting conversations with one child at a time; with small groups of children; and with the whole group. Make sure the adults are not only talking to other adults.

A child's spoken vocabulary is one of the best ways to predict how well that child will read. The size of a child's vocabulary depends directly on how many words he or she has heard, beginning in infancy. It is up to teachers to make sure that children hear lots of words and take part in rich conversations every day.

- Teachers should know about child development and how young children learn about the alphabet and number concepts. They also have to know about children's social and emotional

development. For the most part, teachers with early childhood college preparation are well-qualified teachers.

- Because most early childhood educators are not paid very well, they tend not to stay in the profession very long. However, in a high-quality preschool, the average stay of teachers is longer, which fosters a sense of security and stability in the children.

## The Environment

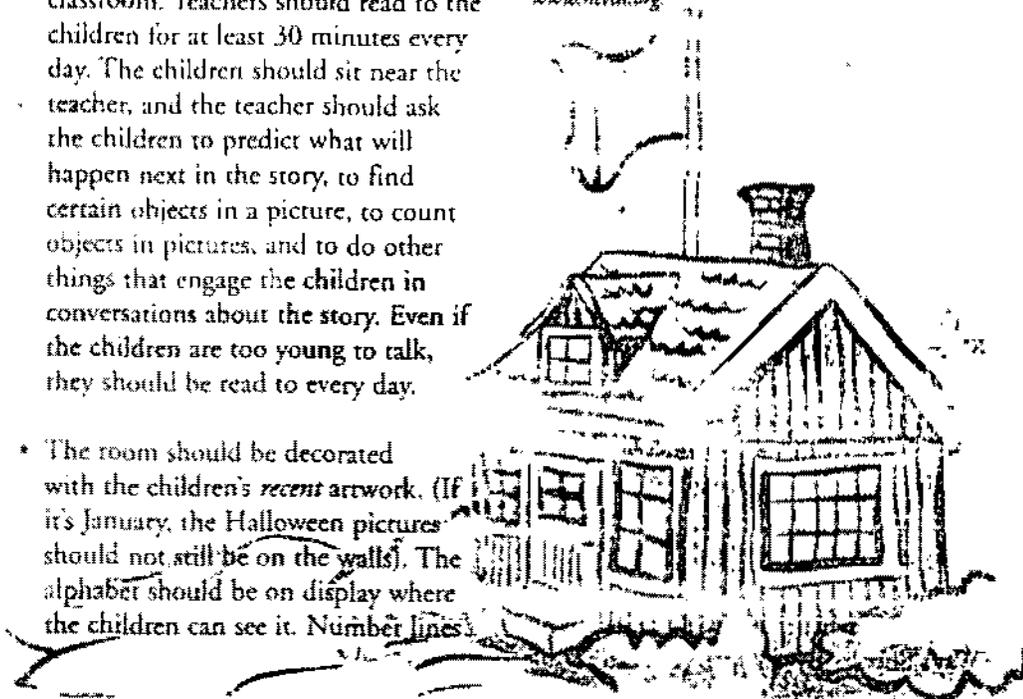
- Indoor and outdoor activities should develop all the child's skills. That means, every day, children should be doing things that develop their language, mathematics and problem-solving skills. They also need activities that build their social and emotional development. They should have opportunities for painting or coloring, singing, dancing, jumping, running and climbing. These activities all help build the skills needed to do well in kindergarten and elementary school. The adults should be engaged with and talking to the children.
- There should be lots of children's books and printed materials in the classroom. Teachers should read to the children for at least 30 minutes every day. The children should sit near the teacher, and the teacher should ask the children to predict what will happen next in the story, to find certain objects in a picture, to count objects in pictures, and to do other things that engage the children in conversations about the story. Even if the children are too young to talk, they should be read to every day.
- The room should be decorated with the children's *recent* artwork. (If it's January, the Halloween pictures should not still be on the walls). The alphabet should be on display where the children can see it. Number lines

also should be visible. Children's names should be printed on paper and easily visible. Items in the room should be labeled so that children associate objects and the printed words that represent them.

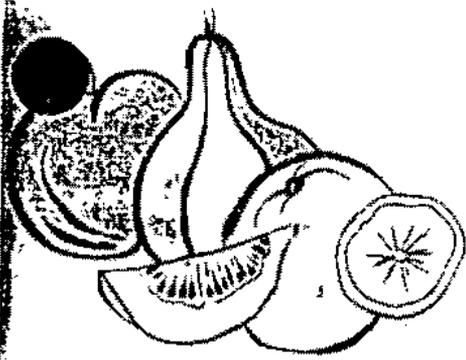
- The preschool should use a curriculum or a set of educational activities that blend together opportunities for children to experience language, science, mathematics, physical education, art and music experiences every day. The activities should be well planned and help children develop the ideas, concepts and skills needed for kindergarten and elementary school.
- Small classes allow more opportunities for young children to explore the environment, more time for teacher-child interactions, and more time for teachers to devote to individual children's special needs and abilities.

For more information about early childhood education, visit the Web site for the National Institute on Early Childhood Development and Education at [www.ed.gov/offices/OERI/ECI](http://www.ed.gov/offices/OERI/ECI).

In addition, the National Center on Early Development and Learning at the University of North Carolina has helpful information at [www.ncedl.org](http://www.ncedl.org).



# Activities for Engaging Preschoolers



## Have-It-Your-Way Yogurt Snacks

### What you need

- containers of your favorite flavors of yogurt
- variety of toppings, such as chopped nuts, raisins, maple syrup, granola, and sliced fruit
- bowls
- spoons

### What to do together

1. Peel and slice your favorite fruits. Then place all the ingredients on the table, and ask your child to think about which yogurt flavor and toppings he or she would like to use to make a yogurt sundae. Let him or her taste toppings individually.

2. Talk about what a sundae is and how to make one. Then ask your child to fill a bowl with yogurt and spoon fruit slices, nuts, and other toppings onto it. Encourage him or her to taste the snack after adding each topping.

3. Make your own sundae, perhaps using different ingredients so that you can compare tastes later.

4. As you enjoy your snack, talk about how these sundaes are different from ice cream sundaes. Brainstorm other kinds of sundaes you could make at another time.

### Your child will work on these skills

- fine-motor skills through slicing, spooning, and pouring
- math skills such as comparing and counting
- self-confidence from preparing one's own food and deciding on preferences.

For more free learning activities for families and children, visit <http://www.scholastic.com/parentandchild/activity/index.htm>.

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## Coffee Can Stories

### Materials

- a coffee can
- a small object or a collection of small objects such as a seashell, an autumn leaf, a button, or a feather.

**Procedure:** Shake the can. Ask the children if they can guess what's in the can. Now open the can and show them what is in it: the seashell, the autumn leaf, the button, or whatever. Bring it out slowly, demonstrating by your action that this is a magical object.

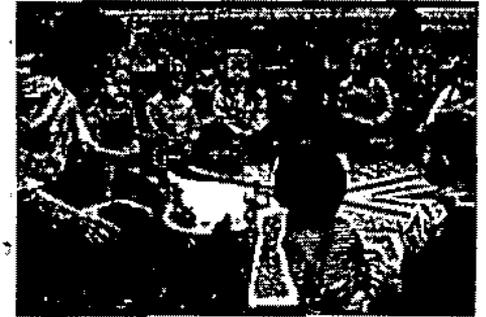
*You know what's in the can? It's a button. What color is this button? Is it a round button or a square button? You know how this button got into the can? This button belonged to a little girl from New York City. She had this button on her coat. Well, she fooled with it and fooled with it until one day it fell off and rolled into the street. Poor button. It cried.*



**Examine the object together:** Discuss its color, texture, size and shape. Then, begin to tell a story about it.

As you tell the story, incorporate the children's ideas about what happened to the object. Use leading questions to draw the children into the storytelling process. You can make the story just a few sentences long, or extend it to last two or three minutes.

*Do you know what happened next? Was it a grown-up or a child who found it in the street? And what did she do with it?*



End the story with the reason why the object is now in the coffee can. Put the object back in the can and put the can away, until the next time you wish to do Coffee Can Theater.

For more free arts-related activities for teaching literacy and language skills, call 1-800-404-8461, or visit [www.wolftrap.org/institute](http://www.wolftrap.org/institute).

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IN THIS ISSUE:

# BRIGHT BEGINNINGS

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## Getting an Early Start

*Resources Help Parents Foster Early Learning Skills*

**B**ecause the parent is the child's first teacher, the U.S. Department of Education has several resources available to help families get their young ones ready to learn.

The popular publication **Building Your Baby's Brain: A Parent's Guide to the First Five Years** describes how children learn about the world around them. For instance, children learn by touching different textures and listening to various sounds, in turn allowing the brain to make important connections to stimulate learning. This booklet, which is also available in Spanish, can be downloaded from [www.ed.gov/offices/OERI/ECI/publications.html](http://www.ed.gov/offices/OERI/ECI/publications.html).

Another resource that shows how playing and learning take place when parents and children do simple things

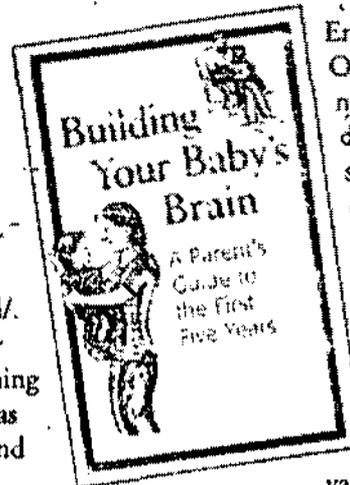
together. **Helping Your Child Get Ready for School** offers activities that reveal how even sorting socks can have educational value. For a copy, visit

[www.ed.gov/pubs/parents/GetReadyForSchool/](http://www.ed.gov/pubs/parents/GetReadyForSchool/).

A host of activities for promoting a child's learning in various subjects such as art, history, geography and science are available in **Learning Partners: A Guide to Educational Activities for Families**. Available only online at

[www.ed.gov/pubs/parents/LearnPtnrs](http://www.ed.gov/pubs/parents/LearnPtnrs).

Film celebrities LeVar Burton and Jamie Lee Curtis lead a discussion in



English, and Edward James Olmos in Spanish, on communicating with infants, language development, reading, and singing in a 20-minute video called **Ready to Learn**. This video will be available in late September. Check on its availability at

[www.ed.gov/americanreads/](http://www.ed.gov/americanreads/). Also, contact the I Am Your Child Foundation, producers of the video, for other

valuable items at [www.iamyourchild.org](http://www.iamyourchild.org), or call toll free 1-888-447-3400.

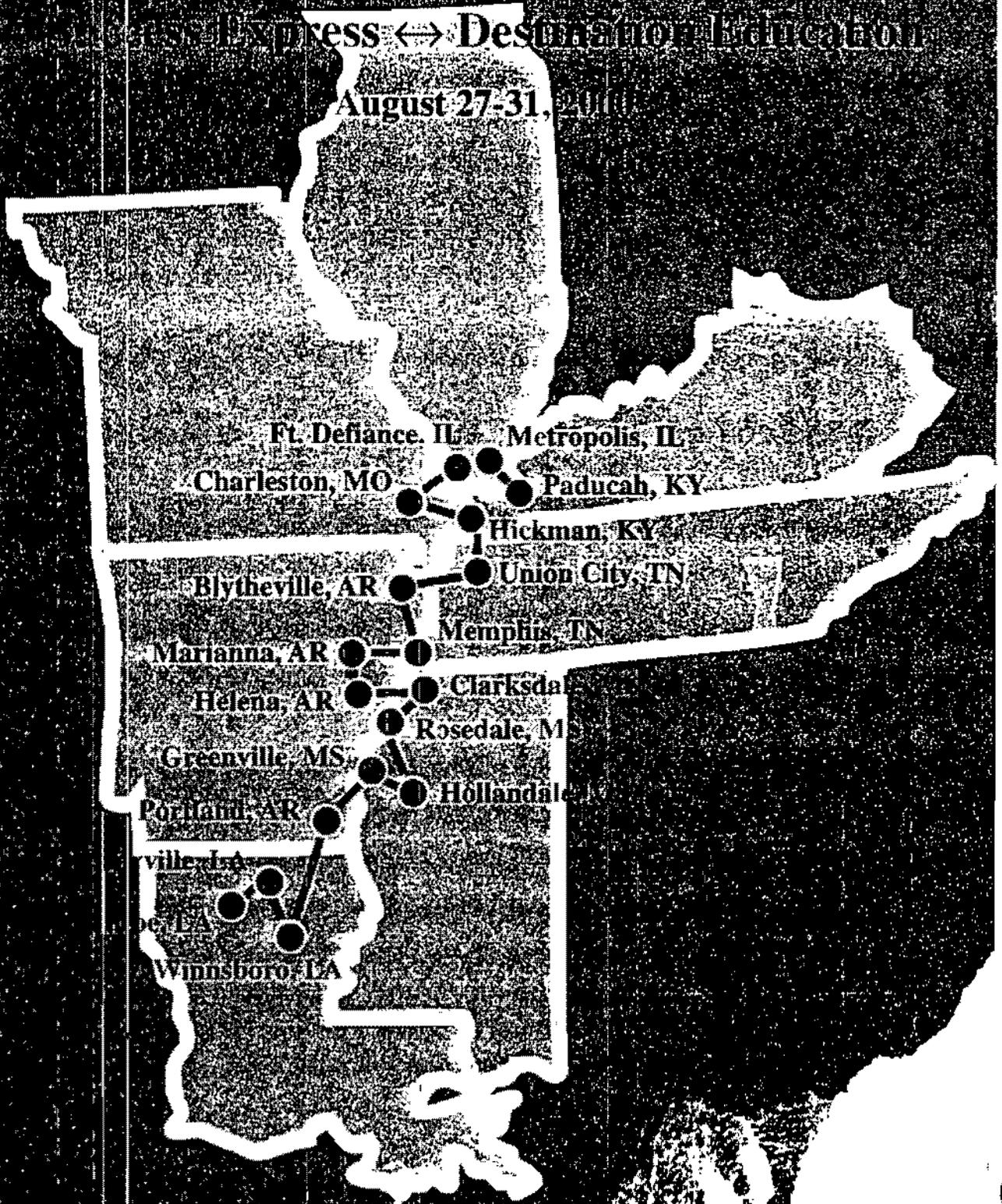
*The first two of the above publications are free and can be ordered by calling 1-877-4ED-PUBS, while supplies last. For more information on resources for parents, call 1-800-USA-LEARN.*

Security Review

Return to School Bus

Express ↔ Destination Education

August 27-31, 2010



# Success Express: Destination Education

Secretary Riley's Back-To-School Bus Tour

August 27-August 31, 2000



## EVENT DESCRIPTION

**SITE:** Whitten Elementary School (August 30)  
**CITY:** Marianna, Arkansas  
**POPULATION:** 5,910  
**PRINCIPAL:** Betty McGruder (870) 295-7120 w (870) 295-2942 f  
**SCHOOL FACTS:** Population: 410 Built in 1965 for 500 students  
Demographics: African American: 370; Hisp: 6; Asian: 0; Caucasian: 34  
Percent of Students Receiving Free/Reduced Lunch in District: 90

**PURPOSE OF EVENT:** The Secretary will tour Whitten Elementary School to congratulate the children and teachers on their hard work in achieving to high standards. He will participate in a roundtable discussion with educators and members of the community. Attending will be: U. S. Representative Marion Berry; State Representative Mary Anne Salmon; State Representative Barbara King; Betty Jacobs, President, Arkansas PTA; Linda Pondexter, President, Arkansas Education Association; Rich Nagel, Executive Director, Arkansas Education Association; Dan Farley, Executive Director, Arkansas School Board Association; and Jean D. Gibson, National Board Certified Teacher, Fayetteville.

**FOCUS AT SITE:** *Turning Around Low-Performing Schools (Direct Instruction) and School Modernization (Technology)*

### SECRETARY RILEY WILL RECOGNIZE:

The serious commitment by the district to improve student achievement through intensive training for teachers. The community for their dedication to a school system that believes all children can achieve high standards.  
\*The importance of supporting modern school environments to support teaching and learning

### BACKGROUND:

Whitten Elementary School is a 1999 Title I Distinguished School. It has received \$ 1.63 million in Title I Funds between 1998 and 2000. This money has been devoted to hiring instructional assistants, purchasing school supplies and classroom equipment, and teacher training.

Five years ago, Whitten Elementary School implemented the Direct Instruction program into its classroom curriculum. Direct Instruction operates in small homogenous groups, where teachers use children's background knowledge as a jumping-off point for precise teaching of new academic information. To ensure accurate monitoring of student comprehension, teachers ask questions continuously and students give oral responses. Every staff member, including all teacher assistants and substitute teachers, takes Direct Instruction training. Each year, staff members take three full training days, with new teachers training for a longer period of time. In addition, all teachers take after-school workshops, when pertinent, and attend monthly coaching sessions to help them with new concerns.

Since adopting this approach, student achievement has shown significant improvement. During the 1996-1997 school year, only 42 percent of the first graders were scoring at or above the national average (in reading) on the SAT-9 exam. By 1998-99, 62 percent of students were scoring at or above the national average on the SAT-9.

The four schools in the Marianna School System were constructed between 1955 and 1968. The only addition to these structures was made in 1994, when the junior high gymnasium burned and was replaced with a new gym and eight classrooms. The school district spent \$800,000 to replace leaky roofs in all of the buildings that year. The system used \$278,000 in E-Rate discounts to connect all classrooms at Whitten Elementary. Superintendent Buchanan thinks Whitten is the most modernized schools in the Marianna School District.

# Success Express: Destination Education

Secretary Riley's Back-To-School Bus Tour

August 27-August 31, 2000



## EVENT DESCRIPTION

**SITE:** Memphis Community Barbecue and Welcome Ceremony, AutoZone Baseball Stadium (August 30)  
**CITY:** Memphis, Tennessee  
**POPULATION:** 614,289  
**CONTACT:** Dr. Jane Walters (901) 682-8100, Executive Director, Partners in Public Education

**PURPOSE OF EVENT:** The Secretary will attend the Memphis Community Barbecue will be a back to school celebration for educators, businesses, and members of the community. Scheduled attendees at this event include Governor Don Sundquist; Congressman Harold Ford, Jr.; Vernon Coffey, Tennessee Commissioner of Education; Diane Dozier, President, Tennessee PTA; State Senator Andy Womack, Chair, Tennessee Education Committee; Jeff Bleich, Executive Director, National Campaign Against Youth Violence; Johnnie Watson, Memphis Schools Superintendent; Jim Mitchell, Shelby County Superintendent; Jane Walters, Executive Director, PIPE; Mayor W.W. Herenton; and Russell Gwatney, President, Memphis Chamber of Commerce.

**FOCUS OF EVENT:** *Afterschool Programs and Turning Around Low-Performing Schools*

### SECRETARY WILL RECOGNIZE:

\* the important role that community partnerships play in helping every child achieve high levels of learning and the Memphis City School's efforts to use comprehensive school reform models to improve education.

\*the effective use of funding provided through the 21<sup>st</sup> CCLC program to bring extended learning opportunities middle school students

**BACKGROUND:** This community gathering is being sponsored by the Partners in Public Education (PIPE) and Memphis City Schools. These two entities are working together to improve the quality of teaching and learning in Memphis City Schools. The luncheon venue is the AutoZone Park in the heart of downtown Memphis. The stadium is home to the Memphis Redbirds (a St. Louis Cardinals franchise team), the first not-for-profit sports team that donates its proceeds to two area charities promoting sports for youth. In the past year, they donated \$250,000, a portion of which helped establish baseball and softball teams in all area middle schools.

PIPE is a nonprofit organization that builds support and raises funds for reform initiatives in Memphis City Schools. PIPE is independent but works in cooperation with the schools. PIPE contributed \$1.5 million to renovate the Teaching and Learning Academy; a cutting-edge facility dedicated to the professional development of teachers, principals and administrators. They also kicked off a \$2 million campaign to provide classroom libraries in all Memphis elementary schools. This campaign supports Memphis City Schools' goal to have all students reading at grade level by the end of third grade.

Memphis City Schools is the largest school system in the state of Tennessee and the 20<sup>th</sup> largest metropolitan school system in the nation. The school district is headed by Superintendent Johnnie B. Watson and serves 118,000 students. Memphis schools have received more than \$900,000 in federal funding through the Comprehensive School Reform Demonstration program since 1998 to help 11 schools adopt research-based reform models to improve student achievement. Their mission is to prepare all children to be successful citizens and workers in the 21<sup>st</sup> century. For the second consecutive year, schools that have used a national redesign model for three or more years showed greater gains in student achievement on the state's standardized test than average national gains. These improvements are attributed to the use of high standards and comprehensive redesign models. Memphis City Schools have received federal grants totaling \$8.6 million to operate extended learning centers during the 1999-2000 school year. The 21<sup>st</sup> Community Century Learning Center program will operate in eight middle schools.

# The Partnership for Family Involvement in Education

Who We Are  
and  
What We Do



# The Partnership for Family Involvement in Education

## Who We Are and What We Do

*This document was prepared by Susan Otterbourg under contract  
ED-00-PO-1458 to the U.S. Department of Education.*

*This report does not necessarily reflect the position of the Department,  
and no official endorsement by the Department should be inferred.*



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# INTRODUCTION

## The Partnership for Family Involvement in Education

The work of the Partnership for Family Involvement in Education addresses issues, provides information, expands professional development, and offers opportunities for sharing and networking, all in the area of educating America's children. The Partnership for Family Involvement in Education, with the assistance of partner members, seeks to help other collaborative initiatives at local, state, and national levels:

- Hold regional and national forums and conferences to educate their partners about current, relevant family-friendly policies and exemplary practices;
- Provide these partners (from families, business, education, religious and community groups, and government agencies) with comprehensive partnership building, management, and assessment tools; and
- Use resources and research provided by the U.S. Department of Education and other national, local, and state partners, to mobilize interest, energy, and expertise through convened meetings, directed research, materials (guides, kits, reports, and CDs), hosted teleconferences, a monthly newsletter, a Web site, and extended technical assistance.

## The Goals of the Partnership for Family Involvement in Education

The Partnership encourages individuals, partner organizations, and alliances, whether or not they are members of the Partnership, to develop and implement effective family involvement practices in education. The goals of the Partnership are to 1) increase opportunities for families to be more involved in their children's education both at home and at school; and 2) promote children's learning and achievement. To accomplish these goals, the Partnership encourages:

- Mutual responsibility at home and at school and throughout the community to give students a better education and a good start in life;
- Increased access to the resources, training, and information families need to help their children succeed in school;
- Effective, regular two-way communication between families and schools;
- Families to monitor their children's attendance, homework completion, and television watching; to become acquainted with school staff; to volunteer in school when possible; and to participate in the school decision-making process;

- Family- and student-friendly business practices;
- Well-planned partnerships with a common vision, in which family, business, community, education, and religious members generate a contagious enthusiasm for learning;
- Family support to 1) schools where learning is assured, backed by performance indicators and measurement; 2) school goals that are strategic and integrated into the curriculum; and 3) schools' management and delivery of instruction;
- Schools to welcome families—as full partners—in school activities and decision-making;
- Educators to access a broad range of tools to better engage families in children's learning;
- Before- and after-school learning activities in safe, drug-free environments where children interact with caring adults in meaningful learning activities; and
- The effective use of facilities—schools, community buildings and churches—for children and families.

### **The Benefits of Joining the Partnership for Family Involvement in Education**

As one collaborative effort among thousands across America, the Partnership for Family Involvement in Education provides benefits to other partnerships that are working and sharing information and good practices to increase family involvement in their children's education at home and at school, and promotes children's learning and achievement. From the office of the U.S. Department of Education's Partnership for Family Involvement in Education, you can receive the latest information about family involvement in education and related activities through free publications, newsletters, the Web site, and regional seminars. By joining this Partnership and/or your own local, state, or national partnership effort, you will:

- Connect with other leaders like yourself to share ideas about educating our Nation's children;
- Expand the support of families and employees for children's learning;
- Create—with other partners—better ways to help children learn;
- Be on a team that develops strategies, activities, and products that build communication and support between home and school; and
- Receive local, state, and/or national recognition for commitments to education.

Your involvement in these collaborative efforts will help make education a priority in your community.  
It will help:

#### Families

- be effective in helping their children learn;
- benefit from family-friendly business policies;
- have access to lifelong learning; and
- receive help from educators.

#### Communities

- learn about after-school learning, mentoring, reading, and school readiness;
- renew and/or expand community spirit and citizen participation to support education;
- put their buildings and institutions to use as learning sites that support high standards and children's safety; and
- bring together secular and religious groups to promote the positive values of educated communities.

#### Businesses

- attract potential employees and retain these employees;
- expand opportunities to help develop higher academic and skills standards;
- increase access to a more highly skilled and globally competitive workforce; and
- elicit positive consumer response to "socially responsible" companies.

#### Schools

- receive Partnership guidebooks, toolkits, and other materials that encourage family participation, after-school learning, and tips for overcoming cultural barriers;
- enhance their opportunities for ongoing and better teacher training;
- gain family support that encourages and promotes students' learning at school; and
- increase public confidence and support for public education.

#### Children

- receive the benefits of superior after-school learning, workforce preparation and mentoring;
- experience course work that is more challenging, exciting, and relevant to the real world;
- be challenged by higher standards for student learning; and
- demonstrate improved learning and achievement.

# THE WORK OF PARTNERS ACROSS AMERICA

Partners work in two areas to make education a priority in America. They increase opportunities for families to be more involved in their children's education both at home and at school and they promote children's learning and achievement. Following are model efforts of partners all across the country to accomplish these goals.

## **To Increase Opportunities for Families to Be More Involved in Their Children's Education Both at Home and at School:**

Partners give parents the resources, training, and information they need to help children learn

- The Los Angeles County Office of Education (LACOE) operates a Parent University under its Division of Career and Family Services. LACOE's Parent's University provides materials, programs and services in English and Spanish for parents of children in all schools across Los Angeles County on topics such as effective parenting skills, parent-school partnerships, educational technology and helping children learn to read. The Parent University also places a strong emphasis on family literacy. LACOE comprises 81 elementary and secondary (K-12) school districts, 100,000 full-time teachers and support staff, and 1.5 million students—more than one-fourth of all the students in California.
- At the Attentville Elementary School (Pre-K-Grade 6) in Harts, West Virginia, Telephone Tree Volunteers contact over 20 parents per month to discuss issues concerning their children's education and follow up with personal visits. Parent workshops take place seven times per year to address topics ranging from homework help to language development. Each day, 8-10 parent volunteers read with students at lunch, run after-school tutoring sessions, attend staff development sessions, and make site visits to other schools. Parent volunteer hours rose at the rate of 1,000 hours per year for five years. In one year, almost one-half of all parents participated in the annual volunteer training.
- In the Buffalo New York Public Schools, computer literacy is stressed in weekly classes after school for students and parents. Bus service and child care are provided to encourage the participation of the entire family. Some 140 computers are available for take-home instruction for those who cannot take the at-school courses. A recent survey found that 44 percent of parents reported the program had a "significant" effect on their child's motivation toward learning. All parents reported noticeable or significant improvements in their child's math and reading scores.
- The Department together with the Partnership for Family Involvement in Education recently cosponsored with the U.S. Department of Health and Human Services a nationwide telecast on involving fathers in children's learning. The two-hour broadcast, titled *Fathers Matter!*, was co-hosted by the secretaries of both agencies and featured examples of effective practice. The examples highlighted how schools, employers and community organizations are supporting training programs, professional development efforts, and activities that promote the participation of fathers and father-figures in their children's education. The broadcast videotape is being made available together with a discussion guide as a tool for professional development coordinators at the local level.

- The Illinois Fatherhood Initiative (IFI) is the country's first statewide non-profit volunteer fatherhood organization. Founded in 1997, IFI connects children and fathers by promoting responsible fathering and helping equip men to become better fathers and father figures. Through its volunteer board of directors and board of advisors, IFI creates strategic partnerships with private and non-profit organizations. Its activities include the Illinois Father-of-the-Year Essay Contest (over 140,000 school-aged children have submitted essays during the past three years) on the theme, "What My Father Means to Me;" a *Me & My Dad* Essay booklet that includes essays, artwork, and a six-part curriculum focused on child-father issues; the Faces Of Fatherhood Calendar; the *Illinois Fathers' Resource Guide*; a quarterly newsletter; and a Boot Camp for New Dads (a hospital-based program which brings together first-time dads with soon-to-be first-time dads to help them make the transition to fathering).

Partners strengthen family-school partnerships by helping to develop communication and mutual responsibility for children's learning

- The Maryland State Department of Education has joined forces with Comcast Cablevision, McDonalds Family Restaurants, the Maryland Congress of PTA's, and other corporations to launch the Family Focus campaign. School grants from sponsors will 1) enhance parent-teacher interactions; 2) encourage proper learning habits at home; and 3) guide parents in setting expectations for achievement. The Family Focus Advisory Council will advise the State Superintendent on important initiatives, issues and education policy. Maryland's partnership effort was launched with an annual commitment of Comcast Cablevision to \$2 million in parent involvement messages, PSA's and news stories. For it's part, McDonalds will provide parent suggestion boxes in McDonalds restaurants and will fund incentive grants to create or enhance programs which involve parents or make the school more family-friendly.
- In Jackson, Tennessee, 23 churches have designed a tutoring program in cooperation with the local school system to serve children residing in public housing. Three nights a week church buses provide transportation to church facilities where 250 volunteers work with 350 children, providing assistance in reading and math. Through an incentive program, parents and children can earn coupons toward the payment of housing, by attending tutoring sessions and participating in parent-teacher conferences at the schools.
- The Bay Area Partnership, working across seven counties in the San Francisco Bay area California, is a public-private coalition of government, business, community, philanthropic, and service leaders. The partnership works to mobilize resources for schools and families and encourages collaboration between funders and policy makers.
- The Chicago Housing Authority (CHA) has launched a partnership to support the "Gift of Reading" holiday book drive. Individuals or organizations can make a monetary contribution or donate new or used books appropriate for preschool, elementary and high school students. Books can be dropped off at designated collection sites across the Chicago metropolitan area. CHA has set a goal of collecting 100,000 books, so that each child living in a CHA facility can receive three books. CHA emphasizes reading as the gateway to learning and is working with parents and with the Chicago Public Schools system to strengthen student academic achievement.
- The Newport News Education Foundation and the Newport News Public Schools Virginia, hold a business-education summit that brings together local stakeholders to support family involvement in education. The summit provides an opportunity for employers, educators, community college officials and community leaders to discuss how business and schools may best work together to help third-through-eighth graders suc-

ceed in school. With family involvement as a key strategy, the summit participants strive to help students achieve in school, to introduce them to career and work options, and to ease the transition to college or additional training. Summit participants identify ways mentors and role models from business and industry can be utilized in local schools. Scholarships and programs that can assist students with their college plans are discussed and shared.

- Communities in Schools (CIS) works in more than 150 communities in 38 states to surround young people with a community of tutors, mentors, health care providers, and career counselors. For more than 25 years, CIS has provided stay-in-school solutions at school sites by showing communities how they can coordinate their public, private and nonprofit resources so youths can get the help they need where they need it—in the public schools. CIS provides community champions—privately supported independent teams—whose sole mission is to rally community support for children and broker services in the schools.
- The IBM Corporation and the Charlotte-Mecklenburg School District North Carolina, have developed a community partnership, which encourages increased parental participation in children's education. By providing state-of-the-art technology equipment, the partnership has increased home-school communication via electronic mail. E-mail allows families to check homework assignments, review work completed by the children, as well as monitor a child's overall progress. Families who don't have computers at home can use school computer labs, which are open days, evenings, and weekends. Computers are also available at neighborhood sites, such as libraries or public housing projects. IBM provides training on using the computer equipment.
- Over a three-year period, the US WEST Foundation's Widening Our World (WOW) Program has dedicated \$150 million to educational technology outreach and support. According to the corporation, this commitment will benefit more than six million students in 20,000 schools. The US WEST Foundation has implemented a variety of programs to reach communities across the West. Their "Adopt a Classroom" program provides financial support, technological training and grant information, as well as "cyber mentors," to teachers and students in the classroom. The "Teacher Network" program creates a space in which teachers can exchange ideas and curriculum materials. In cooperation with the National Education Association and its local affiliates, local school districts, and state departments of education, US WEST also uses this network to train teachers to use online computer services.
- Memphis City Schools Tennessee have implemented an Adopt-A-School partnership with local employers, community groups, and faith-based organizations. Launched in 1979, Adopt-A-School has more than 500 employer participants, including FedEx, Coca-Cola and First Tennessee Bank, with employees serving as mentors at local schools. Key emphases of the Adopt-A-School program include supporting family involvement in education, increasing the number of students graduating from high school, keeping students safe and drug-free, and helping all students get on track for college and workforce preparation. Employees volunteer in local schools and also mentor students. Students and teachers visit business partners on site to learn more about the kinds of skills and knowledge required by employers today.

### **To Promote Children's Learning and Achievement:**

Partners help children read well and independently.

- America Reads Challenge, a community reading program, has called on all Americans to support teachers and help ensure that every child can read well and independently by the end of the third grade. During the

summer and throughout the school year, community coalitions in every state have answered this challenge. These sites match reading partners—college and high school students, community volunteers, parents, senior citizens—with young children to read together and do activities that build literacy skills and to encourage children to read for at least 20 minutes every day.

- Pizza Hut Corporation founded the BOOK IT!™ National Reading Incentive Program, which encourages children nationwide to read, and rewards them for their reading efforts. The program has been expanded to inspire children to read during the summer, in conjunction with the U.S. Department of Education's initiative READ\*WRITE\*NOW! Children who participate are encouraged to read 30 minutes a day during the summer months and with a reading partner (adult or teenager) at least once or twice a week, learn a new vocabulary word a day, and obtain and use a library card.
- The National Jewish Coalition for Literacy has pledged to recruit 100,000 volunteers over five years in response to the America Reads Challenge. In most instances, the coalition works with existing literacy programs to support ongoing efforts, although in a few communities it has started new partnerships. The Coalition has 27 affiliates in cities as diverse as Boston (Massachusetts), Hartford (Connecticut), Louisville (Kentucky), Atlanta (Georgia), and Seattle (Washington).

Partners support learning right from the beginning of the school year...and beyond

- America Goes Back to School: During the months of August through October, Americans across the country go back to school to share their talents and experiences. A growing number of citizen-volunteers make a yearlong commitment, starting in the fall, to help improve education and to help students learn.
- Hemmings Motor News encourages and supports all parents, teachers, students and employers to sponsor First Day of School programs. These programs, which declare the first day of school a "holiday," promote parent involvement in education by allowing working parents time (paid or unpaid) to meet teachers and support their children as they start a new school year. Beginning in 1997 with 11 schools in southwest Vermont, by September 1999, community employers and parents in 376 schools in 35 states were participating in First Day of School programs.
- At Ferguson Elementary School (Pre-K-5) in Philadelphia, Pennsylvania, teacher-directed community workshops are held up to six Saturdays per year to focus on the needs of students at different levels. A two-day open house is part of Make a Difference Conference for parents. Staff and students travel door-to-door inviting parents to this event. As a result of these efforts, 50 parents volunteer as classroom aides each week. In three years, reading-on-grade levels went from 5 percent to 37 percent for first-graders, while discipline referrals were cut in half and attendance went from 80 percent to 90 percent.

Partners turn around student achievement in mathematics and science

- AMERICA COUNTS is mobilizing volunteer tutors and mentors across the country to provide students with personal attention and additional learning opportunities they need to boost their achievement. College and university students (through a Federal Work-Study [FWS] effort) provide services, at little or no cost, to schools, community centers, after-school programs, and other non-profit entities. Resources available to help tutoring initiatives get underway include:
  1. The America Counts Tutoring Roadmap, an online guide to establishing high-quality math tutoring programs that provides information about key program components as well as tutoring materials; and

2. *Yes, You Can*, a guide to help schools, higher education institutions and other organizations establish high-quality mentoring programs. Many of the guide's examples focus on mathematics and science.
- *The Formula for Success: A Business Leader's Guide*, promotes involvement strategies for business leaders, encouraging them to actively participate in improving mathematics and science achievement in schools.
  - Manchester, New Hampshire, saved \$72,692 over a period of three years because students, participating in the Y.O.U. after-school program, avoided being retained in grade and being placed in special education. In addition to reading improvement, the percentage of students scoring at the basic level in math increased from 29 percent to almost 60 percent.
  - The ASPIRA Math and Science (MAS) Academy was created to improve the low representation and achievement rates of Latinos in math and science. Since 1995, the MAS Academy has served hundreds of students and parents in Miami and Chicago. Throughout the year, after-school and during the summer activities include tutoring, field trips, counseling, family involvement activities, hands-on math and science activities, and other support activities. At the centers, students have opportunities to perform these hands-on science and math activities with teachers or college tutors; additional enrichment opportunities come through visits to scientific institutions, audiovisual and print materials, and interaction and career exploration with Latino scientists, mathematicians, engineers and other technology specialists.

#### Partners keep kids safe and smart before, during, and after school

- 21<sup>st</sup> Century Community Learning Centers is a grants program that promotes access and support to before- and after-school planned activities to expand learning opportunities for children in safe and drug-free environments. Additional technical assistance is provided through related forums and guides. During the first year at the center developed in Seneca, Missouri, after-school providers offered activities that school day staff aligned with state standards and goals and incorporated additional learning opportunities in the classroom. Following a program assessment, teachers plan to link state learning standards to school day curriculum and coordinate with after-school providers to build an integrated school day *and* after-school curriculum to reach specific goals. The program is also developing a tracking system that will allow the center to enter and track activities, skills acquired, state goals, and different aspects of student achievement.
- The Charles Stewart Mott Foundation, associated with Community Schools for more than 60 years, brings extended learning, recreation, and social activities into school buildings under the auspices of local education systems. The Mott Foundation has pledged more than \$110 million over six years for after-school training and technical assistance, promising practices, access and equity, evaluation, and public outreach. It is estimated that over 10,000 schools in the country have at one time or another adopted some aspects of this model in which schools become a center for the community.
- Established by the Open Society Institute in 1998, The After-School Corporation (TASC), in partnership with the City of New York and the New York Board of Education, is currently providing after-school funding to 84 sites located in New York City Schools and the surrounding area. The program is open from 3 p.m. to 6 p.m. every day to any child who would like to come. Activities include: arts enrichment, recreation, literacy and language arts, sports, cultural awareness, technology literacy, mathematics and science, community service, career preparation, and college preparation. TASC provides funding to community-based organizations that manage and staff projects at each site. Site staff include a full-time coordinator and a mixture of teachers, parents, professional artists and technology specialists, college and high school students, and national service members.

- P.S. 5, a New York City community school, has an active, extended learning program supported by the Children's Aid Society. Beginning with a breakfast program at 7:30 a.m., the extended day program organizes students by classes. The daily schedule includes academics, homework help, fine arts, gym, dramatics, and recreation. Teachers in the extended day and regular school programs communicate regularly. Parents serve as assistants. Over 300 adults participate in the Adult Education program, which offers classes in English as a second language, GED preparation, literacy, and arts and crafts; students and their families also have access to physical and mental health services and an on-site Head Start program.
- Shiloh Baptist Church in Washington, D.C. established a Family Life Center to strengthen and nurture families in the surrounding community, bringing them together for educational, cultural, and recreational activities. Their Male Youth Enhancement Project, designed to stimulate healthy lifestyles in African American males, ages 8-15, provides positive role models, socialization activities, and educational enrichment. Their Shiloh/Seaton Elementary School partnership creates mutual support activities for children served by both school and church, including a reading tutorial program for children attending Seaton that is staffed by volunteers from Shiloh.

#### Partners plant the seeds of college attendance early in students' lives

- *Passport to College*, Riverside, California, is a collaboration of Riverside Community College (RCC), the Riverside County Office of Education, six area unified school districts, businesses and other community individuals and organizations that seek to make a college education possible for an entire class of students (11,500) who were enrolled in fifth grade in 1996. The program involves teachers, guidance counselors, school district liaisons, and designated school contact teachers, students and families in a continuum of activities from fifth to 12<sup>th</sup> grades including: campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops and other activities sponsored by community professionals. Program mentors include community college student ambassadors, and community, business and civic leaders. Riverside Community College guarantees admission (in 2004), as well as last-dollar scholarships, to all program participants who graduate from high school. Area four-year institutions of higher education have all agreed to offer additional scholarship support for Passport students wanting to complete their undergraduate degrees after completing two years at RCC.
- *The Twenty-first Century Scholars Program*, legislated by the Indiana General Assembly in 1990, and administered by the Office of Twenty-first Century Scholars, provides tuition scholarships. Eighth-graders enroll in the program by meeting income guidelines and taking the Scholars Pledge requiring that the student graduate from an Indiana high school; achieve a cumulative grade point average of 2.0 on a 4.0 scale; abstain from illegal drugs and alcohol; not commit any crimes; apply for admission to an Indiana college; and apply for student financial aid as a high school senior. Upon fulfillment of the pledge, the student earns tuition scholarship at any participating institution. In addition to providing scholarships, the program also provides students and their families with intervention and support services (from Community Partners coordinators who direct early, regional statewide outreach activities; site-based Parents' Project support programs; AmeriCorps Program members who mentor, tutor, and engage scholars in other college preparatory activities; and access to a toll-free hotline for career and college information). The first class of scholars graduated from college in the spring of 1999; currently, there are about 40,000 scholars through Indiana.

- The Kentuckiana College Access Center promotes postsecondary access and success for the youth and adults of the Kentuckiana Region of the State of Kentucky. Clients are provided with vital community based guidance and information services which enables them to succeed in securing postsecondary education. The staff of highly trained counselors is available to advise clients according to their individual needs and workshops are provided for school groups and community organizations. All services are free of charge.
- The San Antonio Texas Pre-freshman Engineering Program (San Antonio PREP) is a rigorous eight-week summer pre-engineering program for middle school students that stresses abstract reasoning skills, problem solving skills, and career opportunities in engineering and science, as well as in other fields. Program assistants and mentors are undergraduates in engineering and science, and many are former PREP students. The high school graduation rate, of the nearly 14,000 students who have taken at least one summer of PREP since it began (1979), is 99.9 percent; the college-attending rate is 92 percent, and the college graduation rate is 80 percent. Fifty-three percent of the college graduates were science or engineering majors.
- United Parcel Service (UPS)/School-to-Work program provides an opportunity for high school students to make a successful transition from school to work and/or postsecondary education. Located in Louisville, Kentucky, the program currently involves participation from 27 high schools, six county areas, in addition to approximately 300 students. Students work in package handling for approximately four hours each day and receive high school credits with pay for work experience. UPS offers seven college courses at the work site via the local community college, with mentors available to ensure success. Tuition and books are paid by UPS upon student completion of a course. A few times each year, students can job shadow an employee working in a position or career that is of interest to them.
- GEAR UP has been a Department of Education discretionary grants program that provides funding for states and partnerships to encourage more young people to have high expectations, stay in school and study hard, and go to college. GEAR UP funding supports curriculum improvement, staff training, early college awareness and preparation activities, and academic help (tutoring, mentoring, and advising) for low-income students. The first GEAR UP grants were awarded in August 1999 to 21 states and 164 partnerships of colleges and middle grades across the country.

Partners give teachers and principals the tools they need to engage families and family support for learning

- Collaborating organizations provide teachers with training on how to effectively integrate the use of technology into their existing curriculum. Funds required to support these programs are provided by Intel and BellSouth; Computers, related equipment, and software are provided by Intel, Hewlett-Packard, and Microsoft; the Institute of Computer Technology (ICT) delivers the training and provides administrative services for the partners. With 40 hours of hands-on instructions, teachers enhance their existing lesson plans by integrating the use of technology: use multimedia software to create presentations, Web sites, newsletters, and brochures; access support documents such as the implementation plan that aligns student objectives to state content standards, student samples, evaluation tools, templates, tests, etc.; and network anywhere, anytime with other teachers through a Web site. In 2000, the partnership is expected to provide training to approximately 12,000 teachers in California, Oregon, Washington, Arizona, Texas, New Mexico, Georgia, Alabama, Tennessee, Mississippi, Massachusetts, and Washington, D.C.
- The AT&T Learning Network, launched in 1995, is designed to provide all schools with access to some of the newest information technologies, including the Internet and the World Wide Web. This program, that

includes not only access to technology, but also help in understanding how to use it, is available to all schools. The Network's free online support service includes an Internet 101 tutorial on how to use the Internet; a Web Tour created by education experts to guide teachers through various education-related uses of the World Wide Web; and coaching to teachers, by teachers, on how to integrate technology into lesson plans and classroom activities. In addition, technical assistance and links and pointers to top search engines and resources help direct teachers to online education content and information.

- A Teacher Preparation CD for Family Involvement is designed for use by pre-service and in-service training and professional development coordinators, and/or community and family organizations. The CD includes research, talking points, and questions to spark discussions; speakers' notes and overheads; and a teleconference video clip that highlights the importance of family involvement in education and explains why family involvement is so critical to the work of teachers.

#### Partners make effective use of facilities—schools, community buildings, churches—for children and families

- The West Des Moines Community School District Iowa, includes parents and community members, teachers, business people, and representatives from city government on-site improvement teams that set the direction for each of the district's 15 schools. In addition, a community education advisory council conducts a needs assessment survey every few years to determine whether facilities and programs offered to all members of the community are still current. Due to the schools' outreach and offerings, 95 percent of parents and community volunteers flow in and out of the schools daily.
- The St. Louis, Missouri, Public School district operates 16 Comprehensive Community Education Centers (CECs) at nine elementary school sites and seven middle school sites. Approximately 18,000 to 22,000 youth and adults participate in Community Education programs, which have been offered by the St. Louis Public Schools in partnership with the city government since 1968. Each CEC has a community-wide council. The Centers operate year-round, are open four days a week from 6:30 a.m. until 10 p.m., and some facilities remain open on Friday evenings and weekends. In addition to after-school youth programs, including tutoring and homework assistance, cultural enrichment, recreation, organized team sports, violence and drug prevention and career exploration, during the summer, the centers offer day camps and teen drop-in activities as well as academic course offerings. Adult programming—general education, home and family, arts and crafts, recreation, and vocational and college courses—are also offered.
- Located in three apartments in a high-crime, low-income neighborhood in Orange County, California, the Shalimar Learning Center provides tutoring in reading and math, homework help, mentoring, English language development classes, and use of the computer (ab to over 150 students (grades 1-12) who drop in daily after school. Running the year-round center, five days a week, is a team of two to five paid staff and a pool of 75-120 volunteers who commit to two-hour shifts one day per week. The grade-point average of teen students at the center improved by 34 percent, and not one of the participating students dropped out of school.

**FOR MORE INFORMATION ABOUT  
THE PARTNERSHIP FOR  
FAMILY INVOLVEMENT AND PARENT TRAINING**

Call toll-free ..... 1-800-4ED-PUBS and  
1-800-4ED-PUBS

Visit the Partnership's Web site at ..... <http://pfi.ea.gov> and

Visit the Department of Education's Web site at ..... <http://www.ed.gov>

Locate your state Parent Information and  
Resource Center by calling toll-free ..... 1-888-385-7222

Locate your state Parent Training Information Center (PTI)  
by calling toll-free ..... 1-800-549-0992

# Partnership for Family Involvement in Education

"Better Education Is Everybody's Business"  
—U. S. Secretary of Education, Richard W. Riley

## What We Do

The Partnership's mission and activities

- Increase opportunities for families to be more involved in their children's learning at school and at home.
- Strengthen schools and improve student achievement levels.

**Who We Are** We are thousands of partners joined together in a growing grassroots movement to support student learning according to high standards. We come from families, schools, and a variety of businesses, communities, and religions, and are organized into four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

## The Benefits of Joining

- Connect with other groups to share ideas about educating our nation's children;
- Work together to increase and improve efforts to help children learn;
- Get the latest information about family involvement in education and related activities; and
- Receive recognition for visible commitments to education at the local, state, and national levels.

## Local Activities of Partners

- At the local level, partners support efforts to:
- Strengthen family-school partnerships through good communication and mutual responsibility for children's learning;
  - Adopt family- and student-friendly business practices;
  - Provide before- and after-school learning activities for children.
  - Make effective use of facilities—schools, community buildings, churches – for children and families; and
  - Give parents the resources, training, and information they need to help children learn, and teachers and principals the tools they need to engage families.



PARTNERSHIP  
for Family  
Involvement  
in Education



## Nationwide Activities of the Partnership

In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

**Helping children read throughout the summer and the school year.** Known as the *America Reads Challenge*, this activity focuses on maintaining and developing children's reading skills during the summer months and before and after school. Participating children read and write for thirty minutes every day with teenage and adult partners who share a love of reading with them.

**Supporting learning right from the beginning of the new school year.** Known as *America Goes Back to School*, this activity brings Americans together during the months of August through October to share their experiences and talents with children in schools across the country. Going back to school with children sends the message to participants' year-long commitment to helping students learn and supporting schools in their efforts.

**Planting the seed of college attendance.** Known as *Think College Early*, this initiative helps increase awareness about the importance of attending college and builds support for middle and high school students to take the courses needed to enter college and to be prepared financially.

**Keeping kids safe and smart all the time.** Supported by the *21<sup>st</sup> Century Learning Centers* grant program, before- and after-school planned activities expand learning opportunity for children and drug-free environments.

To join and for more information call 1-800-USA-LEARN or visit the Web site at <<http://pfie.ed.gov>>



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

## PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

### Partner Registration

To join and receive your Partnership Promise Certificate, enter the information requested below and mail or fax to: Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173. Fax: 202-205-9133.

The registration must include a contact person and phone number in order to be processed. The information you provide may be made available by the U.S. Department of Education on the web, and, in any event, is subject to the Freedom of Information Act, and will be made available to requestors upon request.

*We would like to become a member of the Partnership for Family Involvement in Education.*

*We commit to family-friendly practices and will work with others*

*to form partnerships that support children's learning.*

Name of Partner group or school: \_\_\_\_\_

Address line 1: \_\_\_\_\_

Address line 2: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

### Contact Information:

Head of Organization: \_\_\_\_\_

Contact Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Is your organization a(n) (Please check one):

Family-School Partner

Employer for Learning

Community Organization

Religious Group

OMB Number: 1860-0505

Expiration Date: 10/31/2001

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0505. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

# PUBLICATIONS FROM THE U.S. DEPARTMENT OF EDUCATION

## Promoting Family Involvement

Information and publications on promoting family involvement can be found on the Partnership for Family Involvement's Web site at <http://pfie.ed.gov>

- *A Business Guide to Support Employee and Family Involvement in Education* (from the Conference Board, 1997)
- *A Compact for Learning: An Action Handbook for Family-School-Community Partnerships*
- *America Goes Back to School: Partners' Activity Kit 1998, 1997, 1996, 1995*
- *An Invitation to Your Community: Building Community Partnerships for Learning*
- *Building Business & Community Partnerships for Learning*
- *Community Update*, a monthly newsletter
- *A New Understanding of Parent Involvement*
- *Employers, Families and Education*
- *Fathers' Involvement in Their Children's Schools*
- *Family Involvement in Children's Education: Successful Local Approaches*

## After-School

Information on after-school programs can be found by visiting [www.ed.gov/pubs/edpubs.html](http://www.ed.gov/pubs/edpubs.html) or by calling 1-877-4ED-PUBS to order publications.

- *Working for Children and Families: Safe & Smart II-After-school Programs*
- *Keeping Schools Open as Community Learning Centers*
- *Give Us Wings. Let Us Fly*

## Reading

Information on literacy can be found on the Department of Education's America Reads Challenge Web site at [www.ed.gov/americanreads](http://www.ed.gov/americanreads).

All America Reads Challenge publications can be ordered at 1-877-4ED-PUBS and found at [www.ed.gov/americanreads/resources.html](http://www.ed.gov/americanreads/resources.html)

- *The Read\*Write\*Now Activity Poster* (English & Spanish)
- *A Compact for Reading Guide*
- *The America Reads Challenge Resource Kit: Information on how to implement and maintain a community literacy program* (Web availability only)
- *Start Early Finish Strong: How to Help Every Child Become a Reader* (Web availability only)
- *Ideas at Work: How to Help Every Child Become a Reader*
- *The Read Write Now! Basic Kit!* (Web availability only)
- *The Ready\*Set\*Read Activity Guides for Families and Caregivers* (English and Spanish) (Web availability only)
- *So That Every Child Can Read...America Reads Community Tutoring Partnerships* (Web availability only)
- *Read with Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs*
- *Checkpoints for Progress: In Reading and Writing for Families and Communities*
- *Checkpoints for Progress: In Reading and Writing for Teachers and Learning Partners*

- *Simple Things You Can Do to Help All Children Read Well and Independently by the End of Third Grade (Web availability only)*
- *Learning to Read/Reading to Learn Information Kit (Web availability only)*
- *On the Road to Reading: A Guide for Community Partners (Web availability only)*
- *Reading Helpers: A Guide for Training Tutors (Web availability only)*
- *Helping Your Child Become a Reader (Call 1-800-878-3256)*
- *We Want You Posters and Brochures (material for use in recruiting federal work-study literacy volunteers)*

## Mathematics

Information and publications on math are available on the Department of Education's Web site at [www.ed.gov/americaaccounts](http://www.ed.gov/americaaccounts)

- *Overview*
- *Special Initiatives: Mathematics Mentoring and Tutoring*
- *Tutoring Roadmap*
- *Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*
- *Resources and Opportunities for Establishing High-Quality Mathematics Tutoring Programs*
- *E-MATH: A Guide to E-mail Bases Volunteer Programs Designed to Help Students Master Challenging Mathematics, Science and Technology*
- *Mathematics Equals Opportunity*
- *Improving Mathematics in Middle School: Lessons from TIMSS and Related Research*

- *Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement*
- *Self-Assessment Guide for Improving Mathematics: Using Federal*
- *Resources for Improving Mathematics Teaching and Learning*

## Preparing for College

Information and publications on preparing for college early can be found on the Department of Education's Web site at [www.ed.gov/thinkcollege/](http://www.ed.gov/thinkcollege/)

- *Getting Ready for College Early*
- *Preparing Your Child for College*
- *Think College? Me? Now?*
- *Funding Your Education 2000/2001*
- *2000/2001 Student Guide*
- *Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*

## Teacher Quality

Visit the Department of Education's Web site at [www.ed.gov/initi/teachers/teach.html](http://www.ed.gov/initi/teachers/teach.html) for information and publications on teacher quality.

- *A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom: U.S. Department of Education Initiative on Teaching Information Kit*
- *Promising Practices: New Ways to Improve Teacher Quality*
- *Building Bridges: The Mission and Principles of Professional Development*
- *What to Expect Your First Year of Teaching*
- *Teacher Quality: A Report on the Preparation and*

### *Qualifications of Public School Teachers*

- *The Challenge for America: A High-Quality Teacher in Every Classroom*
- *Trying to Beat the Clock: Uses of Teacher Professional Time in Three Countries*

online at <http://aep-arts.org/tfadvoc/task-forces/ecreport.html>

- *Gaining the Arts Advantage*. This is available at [www.pcah.gov](http://www.pcah.gov) and from the Arts Education Partnership at (202) 336-7016, or send a fax to (202) 408-8076.

## Technology

Information and publications on technology can be found on the Department of Education's Web site at [www.ed.gov/technology/](http://www.ed.gov/technology/)

- *Getting On-line: A Friendly Guide for Teachers, Students and Parents*
- *Parents Guide to the Internet*
- *Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge*
- *An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms*

## The Arts

Information on the arts is available at the Department of Education's Web site at [www.ed.gov/pubs/ArtsEd/](http://www.ed.gov/pubs/ArtsEd/) or the Arts Education Partnership Web site at [www.aep-arts.org](http://www.aep-arts.org)

- *Transforming Ideas for Teaching and Learning the Arts*. Visit [www.ed.gov/pubs/StateArt/Arts/back.html](http://www.ed.gov/pubs/StateArt/Arts/back.html)
- *Arts Education and School Improvement Resources for State and Local Leaders*. For information and to obtain an updated copy of the publication, visit [www.ed.gov/pubs/ArtsEd/title.html](http://www.ed.gov/pubs/ArtsEd/title.html)
- *Young Children and the Arts: Making Creative Connections*. This publication is available

## Keeping Kids Safe and Drug Free

Information and publications on keeping kids safe and drug-free can be found on the Department of Education's Web site at

[www.ed.gov/offices/OESE/SDFS](http://www.ed.gov/offices/OESE/SDFS)

- *Manual on School Uniforms*
- *Action Guide: Creating Safe and Drug-Free Schools*
- *Growing Up Drug-Free: A Parent's Guide to Prevention*
- *Early Warning, Timely Response: A Guide to Safe Schools*
- *Preventing Youth Hate Crime*
- *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*
- *Manual to Combat Truancy*



Home

Tell Us About  
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Involvement in Education

# Back-to-School Time is Not Just for Kids Anymore

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

Back-to-school time has always been exciting for children. It's a time to meet new friends, new teachers, and resume the adventure of learning.

But back-to-school time is not just for kids anymore.

If our schools are going to do the job we expect them to do, everyone must pitch in and help. That includes parents and everyone in the community.

The fact is, schools today can't do the job alone. There are more children in our schools this fall than ever before—more, even, than at the height of the baby boom! There is more diversity—in some schools, students come from dozens of nations. We are living in the Information Age, a time when our nation's economy and security depend more on the quality of education than at any other time in our history. That's why more and more states and communities are requiring students and teachers to reach for high standards of learning, and why the public is demanding real results for its tax dollars.

So I encourage every parent, family, and citizen to use this back-to-school season to make a personal commitment to supporting better education in their community. When children are surrounded by adults and communities that value education, they get the message that their education is important. And they're more likely to buckle down and do their best. When children see that adults and communities don't care about education, they get the opposite message. And we all lose.

To spread the message about the importance of family and community involvement in education, the U. S. Department of Education conducts a national initiative each year called "America Goes Back to School." We hold events all around the nation to stir excitement for the new school season. This year, I'm personally taking a five-state bus tour to spread the message. I'll be traveling through Tennessee, Alabama, Georgia, South Carolina, and North Carolina. If you pass me on the highway, be sure to wave. I'll also be visiting communities in the East, West, and Midwest.

We've also prepared a colorful, fact-filled "America Goes Back to School" kit which provides plenty of good ideas for getting involved in your schools and staying involved all year long. It's called "Challenge Our Students and They Will Soar," and you can get a free kit by simply calling the U. S. Department of Education at 1-800-USA-LEARN, or by visiting our web site at [www.ed.gov/Family/agtbs](http://www.ed.gov/Family/agtbs).

Here are a few ideas that can get you started:

- **Employers:** Be "family-friendly." Give your employees the time to meet with teachers or volunteer for school activities. It's good for education, and good for your bottom line. Giving parents flexible work schedules helps you keep your top-notch workers. Also, encourage your

employees to be mentors and tutors to young people. Offer students internships and work-study experiences. And invite teachers into your workplace to show them the skills that today's workers must have. This will help teachers to make sure students take the courses they'll need to gain those skills.

- **Parents:** Try to slow down your lives and help your children grow. Spend at least 30 minutes a day supervising your children's education. Start early, and read to your youngest children. Share books with your older children. Keep in touch with teachers. Make sure your children are doing their homework. Keep TV watching to a minimum. And talk with your children frankly about drugs and violence and the values you want them to have.
- **Educators, community leaders and law enforcement officials:** Many communities are holding town meetings with mental health professionals to talk about troubled youth and school violence. Think about holding one in your community. Talk about ways to help troubled youth and find ways to connect each young person to a least one caring adult. *Every child should feel that he or she is the most important person in an adult's life.* Creating connections and a caring environment in the home, at school, and in the community is an important part of preventing violence. And work with others in your community to develop quality after-school and summer programs. Isn't it better to have children in school where they can continue learning, rather than being at home alone, or going to the mall to play violent video games?
- **Teachers and school officials:** Make your school parent-friendly. Reach out to families and remove the obstacles that sometimes make them reluctant to get involved in school activities.
- **Students:** Challenge yourselves! Take the tough courses in middle and high school that will put you on the road to college and careers. Take algebra in 8th grade, geometry in 9th grade, and physics, chemistry, and trigonometry in high school. Take four years of a foreign language, and an Advanced Placement art, music, English, or history course. Explore tech prep and other career courses. Studies show that students who take academically challenging high school courses are more likely to attend and complete college and earn more in the work world, regardless of their family's financial status, race, or gender.

Elementary school students should focus on reading, reading, and reading—and math, too. Develop those basic skills. And no child should be promoted to a grade they're not ready for. Let's get rid of social promotion. If some children aren't making the grade, give them the extra help they need, either after-school or over the weekends and summers.

At the national level, we're working hard to provide communities like yours with more of the resources you'll need to accomplish these goals. If Congress agrees, we will expand after-school programs, help reduce class size by hiring 100,000 well-prepared teachers, fund safe and drug-free schools programs, provide mentors for middle school students and put them on the road to college, and build or modernize schools to alleviate overcrowding and put computers into every classroom. Technology is critically important if we're going to prepare our children for success in the 21st century.

If you want to get involved, you don't have to go it alone. Building partnerships is the key. Join with others in your community to determine your schools' needs and then ask teachers and principals how you can support their efforts.

No one stands taller than when they stoop down to help a child. Get involved with your community's young people, and you will stand taller—and feel taller—than you ever have. Back-to-school time is the

perfect time to start.

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# Success Express: Destination Education

Secretary Riley's Back-To-School Bus Tour

August 27-August 31, 2000



## EVENT DESCRIPTION

**SITE:** Middle College High School (August 30)  
**CITY:** Memphis, Tennessee  
**POPULATION:** 614,289  
**PRINCIPAL:** Joyce Mitchell (901) 333-5360 w (901) 333-5368 f  
**SCHOOL FACTS:** Population: 230; Built in 1987 for 233 students.  
Demographics: African American: 99 percent; Caucasian: 1 percent  
Percent of Students who Receive Free/Reduced Lunch: 80.

**PURPOSE OF EVENT:** Secretary Riley will visit Middle College High School to witness the partnership between colleges and high schools in preparing students for higher education. Attending this event will be Governor Don Sundquist; Congressman Harold Ford, Jr.; Vernon Coffey, Tennessee Commissioner of Education; Diane Dozier, President, Tennessee PTA; State Senator Andy Wornack, Chair, Senate Education Committee and Member, Southern Regional Education Board (SREB); Jeff Bleich, Executive Director, National Campaign Against Youth Violence; Johnnie Watson, Memphis Schools Superintendent; Jim Mitchell, Shelby County Superintendent; PIPE Executive Director Jane Walters, Executive Director; Mayor W. W. Herenton; and Russell Gwatney, President, Memphis Chamber of Commerce.

**FOCUS AT SITE:** *Using the Community as a Learning Resource and College Prep/Gear Up*

### SECRETARY RILEY WILL RECOGNIZE:

the use of the Expeditionary Learning Outward Bound (ELOB) reform model at Middle College High.  
the important role the Memphis GEAR-UP program plays in encouraging young people to attend college.  
the role played by Shelby State Community College to support the ELOB model and the Gear-UP program.

**BACKGROUND:** Middle College High School is located on the campus of Shelby State Community College. Memphis City Schools and the college are working in several venues to ensure that Memphis school-age children are exposed to post-secondary learning opportunities.

Beginning in 1995, the Memphis City Schools encouraged each school to adopt an individual comprehensive school reform model in order to ensure that all students received a high-quality education. Middle College High School chose the Expeditionary Learning Outward Bound (ELOB) model. This model stresses the value of long-term, in-depth investigation of a single theme or topic and requires students to take responsibility for their own learning. Teachers engage in collaborative, sustained professional development through shared planning time and team teaching. In addition, students work with the same teacher(s) for more than one year in mathematics, social studies, foreign language, English, and science.

Since adopting ELOB in 1995, student achievement at Middle College High School has dramatically improved. In 1995, only nine percent of the 11th graders at Middle College High School scored 'proficient' on the Tennessee Comprehensive Assessment Program Writing Assessment. In 1999, 63 percent of Middle College High School 11th graders scored proficient on the state writing exam. Dropout rates have consequently decreased during this time period. The dropout rate at Middle College High School has decreased from 12.4 percent in 1995 to 3.4 percent in 1999.

The department has provided the Memphis City Public Schools with additional resources to help expand the number of students who pursue higher education after high school. In 1999, Memphis City Schools were awarded a \$642,000 GEAR UP grant. As a community partner for the Memphis GEAR-UP grant, Shelby State Community College provides tutor/mentors throughout the school year, facilitates workshops for parents, gives college tours, sponsors staff development for teachers, and plans summer camp opportunities for students. Shelby State serves five of the most impoverished and underserved middle schools in the district. A total of 15

# *Success Express: Destination Education*

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## **EVENT DESCRIPTION**

tutor/mentors spent more than 15 hours a week working with more than 850 seventh grade students last year. In the first year of GEAR-UP, more than sixty (60) seventh graders attended a week's summer camp where college professors provided sessions in algebra, economics and computer technology. The number of student participants will grow each year as the grant expands. Next year Shelby State and Memphis City Schools will serve the 7th and 8th grade students in selected schools as part of the GEAR-UP grant. At the end of the five-year grant more than 5,000 students will have benefited from this partnership.

# Success Express: Destination Education

Secretary Riley's Back-To-School Bus Tour

August 27-August 31, 2000



## EVENT DESCRIPTION

**SITE:** "That Bookstore in Blytheville" Event (August 30)  
**CITY:** Blytheville, Arkansas  
**POPULATION:** 23,000  
**CONTACT:** Mary Gay Shipley (870) 763-3333- w (870) 763-1125 - f  
**WEBSITE:** <http://www.tbib.com>

**PURPOSE OF EVENT:** Secretary Richard Riley will visit "That Bookstore in Blytheville" to highlight the bookstore's focus on providing programming for children and families as well as the community wide involvement in the education of children. Attending will be: U. S. Representative Marion Berry; Eunice Ellis, Pizza Hut/Book It National Director; Betty Jacobs, President, Arkansas PTA; Linda Pondexter, President, Arkansas Education Association; Rich Nagel, Executive Director, Arkansas Education Association; Judy White, President, Arkansas School Boards Association; National Board Certified Teachers (NBCT) Jean D. Gibson, Fayetteville; NBCT Retha L. Gipson, Jonesboro; NBCT Michael Shepherd, Marion; NBCT Phyllis Wofford, Jonesboro; NBCT Wallece Brewer, Jonesboro; and Elementary School Teacher Seth Dailey of Paragould.

**FOCUS AT SITE:** *Reading and Parental Involvement*

### SECRETARY RILEY WILL RECOGNIZE:

- \*the importance of promoting literacy among children and adults.
- \*the impact the Blytheville Bookstore has played in promoting literacy over the past for 25 years.
- \*the role that parental involvement can play in developing reading ability among young people.

**BACKGROUND:** When Mary Gay Shipley opened her bookshop in Blytheville, Arkansas in 1976, she had no idea it would develop a reputation that has made it a unique Mid-America landmark. The store's 2,400 square feet containing over 30,000 titles invites visitors to browse while sipping a cup of the store's own blend of coffee.

In 1994, the store became That Bookstore in Blytheville. It was the name the public had called it all along. The name is not the only unique feature of That Bookstore in Blytheville: in fact, the unexpected has become one of the store's hallmarks. For example, the guest book is not a book at all. Instead, it is a collection of wooden folding chairs that authors sign. The back room is the site of a variety of special events--luncheons, story hours, folk concerts, book discussions, school field trips, and jazz and chamber music concerts. The bookstore's community involvement goes beyond the usual civic organizations and local board membership. It includes working with neighborhood groups to establish a peace garden, coordinating efforts with schools and local community college to bring authors into schools, and establishing a summer reading program for interested middle school classes.

Perhaps the most distinctive physical feature of That Bookstore in Blytheville is the ceramic tiles. A total of 88 tiles that cover the store's facade. Customers designed the hand painted tiles to illustrate favorite books. One of the store's strengths is its programming for children including story hours, award winning author events, character costumes for use in schools, and programs that put books into the homes of disadvantaged children. It is a source of community pride that the *Book Angel Program*, started at That Bookstore in Blytheville, has been adapted by bookstores across the country.

# *Success Express: Destination Education*

Secretary Riley's Back-To-School Bus Tour

August 27-August 31, 2000



## **EVENT DESCRIPTION**

**SITE:** Blytheville Community Dinner at East Junior High School (August 30)  
**CITY:** Blytheville, Arkansas  
**POPULATION:** 23,000  
**PRINCIPAL:** Idell Jenkins (870) 763-5924 h (870) 762-0173 f  
**SCHOOL FACTS:** Population: 394  
Demographics: African American: 329; Hispanic: 4; Asian: 2; Caucasian: 59  
Percent of Students in District Receiving Free/Reduced Lunch: 65 percent

**PURPOSE OF EVENT:** Following his visit to That Bookstore in Blytheville, Secretary Riley will participate in a community dinner at the school to celebrate the community's strong involvement in the education of their children. A group of children will entertain the gathering with music. Attending will be: U. S. Representative Marion Berry; Eunice Ellis, Pizza Hut/Book It National Director; Betty Jacobs, President, Arkansas PTA; Linda Pondexter, President, Arkansas Education Association; Rich Nagel, Executive Director, Arkansas Education Association; Judy White, President, Arkansas School Boards Association; the following National Board Certified Teachers - Jean D. Gibson, Fayetteville; Retha L. Gipson, Jonesboro; Michael Shepherd, Marion; Phyllis Wofford, Jonesboro; Wallace Brewer, Jonesboro; and Seth Dailey of Paragould, an outstanding elementary school reader to be honored for his accomplishments at the Bookstore program. (NOTE: Sandy Hughey, coordinator for the dinner, is now the Elementary Instructional Coordinator for Blytheville and was the 1999 National Distinguished Principal among Elementary Principals in Arkansas.

**FOCUS AT SITE:** *The Need for Increasing Parental Involvement and Investments in Education*

### **SECRETARY RILEY WILL RECOGNIZE:**

- \* the important relationship, documented by research, between parental involvement and student achievement.
- \*the Wireless Telephone Foundation ClassLine Program for educators in this community.
- \*the need for additional investments at the federal, state, and local level in public education.

### **BACKGROUND:**

At the community supper, the Secretary will participate in the donation of 15 wireless telephones to the Blytheville Public Schools. Nokia donated phones and ALLTELL provided free airtime as part of the Wireless Telephone Foundation's ClassLink Program that provides teachers with the means to communicate with parents and increase school safety.

**SECRETARY RICHARD RILEY - SPEECH CHART FOR SUCCESS EXPRESS BUS TOUR**

DATE	TOWN	SITE	REMARKS	MESSAGE
Aug. 27	Monroe, LA	Airport	Greeting	*State highlights *community partnerships *Department investments
Aug. 27	Rayville, LA	Rayville High	Community Meal	*parental involvement *Class Size Reduction *budget Priorities/SCHIP
Aug. 28	Winnsboro, LA	Winnsboro High	School Event	*technology *teacher training *school modernization
Aug. 28	Wilmot, LA	Wilmot Elementary	Greeting	*state highlights *community partnerships *Department investments
Aug. 28	Portland, AR	Portland Elementary	School Event	*teacher training *comprehensive school reform *community involvement
Aug. 28	Greenville, MS	Solomon Middle	Community Meal	*community partnerships *school modernization *budget priorities/SCHIP
Aug. 29	Hollendale, MS	Simmons High	School Event	*teacher training *College Prep/Algebra Project *ExplorNet announcement
Aug. 29	Rosedale, MS	West Bolivar Elementary	School Event	*Class Size Reduction *teaching training *NetDay announcement

SECRETARY RICHARD RILEY -- SPECIAL CHART FOR SUCCESS EXPRESS BUS TOUR

Aug. 29	Clarksdale, MS	Delta Blues Museum	C.B.O Event	*arts in education *after-school program *Blues culture
Aug. 29	Helena, AR	Delta Cultural Center	Community Meal	*parental involvement *ClassLink announcement *budget priorities/SCHIP
Aug. 30	Marianna, AR	Whitten Elementary	School Event	*teacher training *community involvement *school modernization
Aug. 30	Memphis, TN	AutoZone Baseball Stadium	Greeting	*community partnerships *comprehensive school reform *after-school program
Aug. 30	Memphis, TN	Middle College High	School Event	*comprehensive school reform *College Access/Gear Up *community/university partnerships
Aug. 30	Blytheville, AR	Blytheville Bookstore	C.B.O. Event	* literacy *community partnerships *parental involvement
Aug. 30	Blytheville, AR	East Junior High	Community Meal	*parental involvement *ClassLink announcement *budget priorities/SCHIP

SECRETARY RICHARD RILEY – SPL. CHART FOR SUCCESS EXPRESS BUS TOUR

Aug. 31	Union City, TN	Hampton Inn	Community Meal	*State highlights *community partnerships *Department investments
Aug. 31	Hickman, KY	Fulton County High School	School Event	*college access/Gear UP *community partnerships *after-school program
Aug. 31	Charleston, MO	Hearnes Elementary	School Event	*Class Size Reduction *after-school program *technology
Aug. 31	Cairo, IL	Fort Defiance Park	Community Welcome (same as Meal format)	*community partnerships *college access/Gear UP *budget priorities/SCHIP
Aug. 31	Metropolis, IL	Clark Elementary	School Event	*Class Size Reduction *school modernization *Anniversary of IDEA/ADA
Aug. 31	Paducah, KY	American Quilters Society	Greeting/ Farewell	*State highlights *community partnerships *Department investments

Remarks by Secretary Richard W. Riley  
Warren E. Hearnes Elementary School  
Charleston, Missouri *eh*  
Success Express Bus Tour  
August 31, 2000

Good afternoon. I'd like to thank Governor Carnahan for that generous introduction, and the students of Charleston for their warm greeting when I arrived by ferry from Kentucky. I've met the kindergarten, the first grade, and the second and third grades so far, and I'm so happy to see the rest of you here right now. I enjoyed my tour of the school. Your principal, Jim Edwards, has done a great job, don't you think?

It's wonderful to see people from all over the community and state who represent a range of education and community activities. Your leadership and hard work is important to making "Better Education Everybody's Business".

I'd like to commend Governor Mel Carnahan for his visionary leadership here in Missouri and across the country for better schools. And Commissioner King and Superintendent Terry Rowe, thank you for your leadership and dedication. We also have two very special guests here today, Governor Warren Hearnes himself and his wonderful wife Betty. I am honored that they are here today.

Because of their accomplishments, and the hard work of the educators, teachers, parents, and students here, this school and this community have come a long way. You are truly an example for the rest of Missouri and the country to follow.

[STORY: <sup>Spider</sup>~~Elephant~~ and ice cream]

As I travel across America on this bus trip, I think of how lucky we are. I have met so many nice students, their parents, and teachers. I have seen schools and towns just like yours, and I want you to know that I have enjoyed meeting you today. We are also lucky because many parts of this country are doing very well making money and creating jobs.

But not every part of the country is sharing equally in this good news. There is still a lot of work to be done. We need to make sure that children in schools have the money and supplies they need to learn. Your state and your town built and run your school, but they need help from the Federal government in Washington. That's where I work as the Secretary of Education, trying to help this school and other schools like it. For example, one program that we support in your school district, called "Reach for the Stars," provides activities for students after school. It's a good program that I hope you can take part in.

And there are other ways of helping your school. Just think what a difference it makes when your school has smaller classes. You aren't crowded together in a small room, you don't have so much noise distracting you. And think of how important it is to have good school buildings and the latest computers in your classes.

As you <sup>students</sup> get older, you will see how these things helped you read better and accomplish harder tasks. You can already do so much more than you could a year ago. With good schools and good teachers, and support from your parents and community, you will be ready for whatever career or future you strive for.

The question is, will we as a nation commit the resources schools will need to meet those goals? With the strongest economy in memory, we have the potential to make real progress for your future.

The "Back to School" season is really a great opportunity for all of us to pitch in to improve the quality of our schools. That is why I am also asking Congress in Washington to do their part, too. We need them to continue to fund the next step to reduce class size in the early grades so students get the personalized attention they need – all across America.

And if there's one concrete piece of advice I can leave with you, it's: read, read, read. Read on your own, and read to someone else younger than you. Ask your parents to read to you a little bit every day. If you're a grown-up, read to your children or grandchildren. That's one thing that will prepare the minds of the next generation for the new century. And that's something that everybody can start doing right now.

Thank you for your welcome and your hospitality. You have done a great job here in Charleston. You have taken the initiative, set tough goals, and you deserve credit for your leadership. While I continue on my "Success Express" bus tour, I hope you will continue making your destination better education for everybody.

**AGBTS 2000  
BUS MANIFEST**

**Date: August 30, 2000**

**Drive Time:**

**Leg: 4.1**

**Departs: --:-- pm**

**Best Western (WEST HELENA, AR)**

**Arrives: --:-- pm**

**Whitten Elementary School (MARIANNA, AR)**

**Success Express (40 seats)**

1. **RWR**
2. **Terry Peterson**
3. **Patrick McDermott**
4. **Ginny Markell, National PTA President**
5. **Cheryl Parker Rose**
6. **Iris Tatom (Nurse)**
7. **Roberta Heine**
8. **Dave Snyder**
9. **RWR 2**
10. **Diane Rossi**
11. **Margaret Di Maria**
12. **Carol Rasco**
13. **Jack Sanders, SERVE**
14. **Rachel Tompkins (Rural School Trust)**
15. **Catherine LeBlanc**
16. **Steve Mancini**
17. **Paul Smolarek**
18. **Alex Koudry**
19. **Gary Hopkins, Education World**
20. **Press**
21. **Press**
22. **Press**
23. **Press**
24. **Press**
25. **Press**
26. **Scott Fleming**
27. **Dorothy Caldwell, USDA**
28. **Kari Arftsom, NREA**
29. **Lee Powell, USDA**
30. **Rich Nagel, Executive Director, Arkansas Education Association**
31. **Linda Pondexter, President, Arkansas Education Association**
32. **Darrin Brown, State Farm**
33. **Secretary Rodney Slater, DOT**
34. **Linda Darr, DOT**
35. **Kelly Coyner, DOT**
36. **Al Eisenberg, DOT**

**AGBTS 2000  
BUS MANIFEST**

**Date: August 30, 2000**

**Drive Time:**

**Leg: 4.2**

**Departs: --- pm**

**Whitten Elementary School (MARIANNA, AR)**

**Arrives: --- pm**

**Autozone Stadium (MEMPHIS, TN)**

**Success Express (40 seats)**

1. **RWR**
2. **Terry Peterson**
3. **Patrick McDermott**
4. **Ginny Markell, National PTA President**
5. **Cheryl Parker Rose**
6. **Iris Tatom (Nurse)**
7. **Roberta Heine**
8. **Dave Snyder**
9. **RWR 2**
10. **Diane Rossi**
11. **Scott Fleming**
12. **Carol Rasco**
13. **Jack Sanders, SERVE**
14. **Rachel Tompkins (Rural School Trust)**
15. **Catherine LeBlanc**
16. **Steve Mancini**
17. **Paul Smolarek**
18. **Alex Koudry**
19. **Gary Hopkins, Education World Press**
20. **Mike Erskine, Memphis Commercial Appeal**
21. **Press**
22. **Press**
23. **Press**
24. **Press**
25. **Press**
26. **Congress Harold Ford, Jr.**
27. **Darrin Brown, State Farm**
28. **Lee Powell, USDA**
29. **Kari Arfstrom, NREA**
- 30.
31. **Margaret Di Maria**
- 32.
- 33.
- 34.
- 35.

**AGBTS 2000  
BUS MANIFEST**

**Date: August 30, 2000**

**Drive Time:**

**Leg: 4.3**

**Departs: --:-- pm**

**Autozone Stadium (MEMPHIS, TN)**

**Arrives: --:-- pm**

**Middle College High School (MEMPHIS, TN)**

**Success Express (40 seats)**

- |     |   |                          |
|-----|---|--------------------------|
| 1.  | <b>RWR</b>  |                          |
| 2.  | <b>Terry Peterson</b>   | 37. Ben Canada, AASA     |
| 3.  | <b>Patrick McDermott</b>  | 38. <b>Scott Fleming</b> |
| 4.  | <b>Ginny Markell, National PTA President</b>                      | 39.                      |
| 5.  | <b>Cheryl Parker Rose</b>   | 40.                      |
| 6.  | <b>Iris Tatom (Nurse)</b>   |                          |
| 7.  | <b>Roberta Heine</b>  |                          |
| 8.  | <b>Dave Snyder</b>  |                          |
| 9.  | <b>RWR 2</b>  |                          |
| 10. | <b>Diane Rossi</b>  |                          |
| 11. | <b>Judy Heumann</b>   |                          |
| 12. | <b>Carol Rasco</b>  |                          |
| 13. | <b>Sybrena Bullock</b>  |                          |
| 14. | <b>Rachel Tompkins, Rural School Trust</b>                        |                          |
| 15. | <b>Johnnie B. Watson, Superintendent, Memphis City Schools</b>    |                          |
| 16. | <b>Don Feuerstein (President, New American Schools)</b>           |                          |
| 17. | <b>Jack Bierwith (President, Outward Bound)</b>                   |                          |
| 18. | <b>Alex Koudry</b>  |                          |
| 19. | <b>Gary Hopkins, Education World Press</b>                        |                          |
| 20. | <b>Michael Cardman, Education Daily</b>                           |                          |
| 21. | <b>Press</b>  |                          |
| 22. | <b>Mike Erskine, Memphis Commercial Appeal</b>                    |                          |
| 23. | <b>Press</b>  |                          |
| 24. | <b>Press</b>  |                          |
| 25. | <b>Eunice Ellis (Pizza Hut/ Book It)</b>                          |                          |
| 26. | <b>Congressman Harold Ford, Jr.</b>                               |                          |
| 27. | <b>Diane Dozier (Tennessee PTA President)</b>                     |                          |
| 28. | <b>Kimberly Houck (Region Director, Tennessee PTA)</b>            |                          |
| 29. | <b>Cathy Crouse (PTA Council President-Memphis City Schools)</b>  |                          |
| 30. | <b>April Strand (PTA Council President-Shelby County Schools)</b> |                          |
| 31. | <b>Vernon Coffey (TN Commissioner of Education)</b>               |                          |
| 32. | <b>Governor Don Sundquist</b>                                     |                          |
| 33. | <b>State Senator Andy Womack</b>                                  |                          |
| 34. | <b>Charles Dudley, CEO of Independent Bank</b>                    |                          |
| 35. | <b>Darrin Brown, State Farm</b>                                   |                          |

Date: August 30, 2000

Departs: --:-- pm

Arrives: --:-- pm

Drive Time:

Leg: 4.3

Autozone Stadium (MEMPHIS, TN)

Middle College High School (MEMPHIS, TN)

**Bus #2 (20 seats)**

1. Stan Williams
2. Paul Smolarcik
3. Kari Arfstrom (NREA)
4. Bart Teal, NOVA University
5. Steve Mancini
6. Fritz Edelstein
7. Jack Sanders, SERVE
8. Lee Powell, USDA
9. Margaret Di Maria
10. Marianne Kugler, Mott Foundation
- 11.
- 12.
- 13.
- 14.
- 15.

**AGBTS 2000  
BUS MANIFEST**

**Date:** August 30, 2000      **Drive Time:**      **Leg:** 4.4  
**Departs:**      --:-- pm      **Middle College High School (Memphis, TN)**  
**Arrives:**      --:-- pm      **That Bookstore (BLYTHEVILLE, AR)**

**Success Express (40 seats)**

1.     **RWR**
2.     **Terry Peterson**
3.     **Patrick McDermott**
4.     **Ginny Markell, National PTA President**
5.     **Cheryl Parker Rose**
6.     **Iris Tatom (Nurse)**
7.     **Roberta Heine**
8.     **Stan Williams**
9.     **Dave Snyder**
10.    **RWR 2**
11.    **Diane Rossi**
12.    **Alex Koudry**
13.    **Carol Rasco**
14.    **Paul Smolarcik**
15.    **Rachel Tompkins (Rural School Trust)**
- 16.
17.    **Steve Mancini**
18.    **Eunice Ellis (Pizza Hut/ Book It)**
19.    **Fritz Edelstein**
20.    **Judy Heumann**
21.    **Sybrena Bullock**
22.    **Gary Hopkins, Education World Press**
23.    **Michael Cardman, Eucationa Daily**
24.    **Press**
25.    **Press**
26.    **Press**
27.    **Bart Teal, NOVA University**
28.    **Margaret Di Maria**
- 29.
30.    **Ben Canada, National President, AASA**
31.    **Scott Fleming**
32.    **Rich Nagel, Executive Director, Arkansas Education Association**
33.    **Linda Pondexter, President, Arkansas Education Association**
34.    **Darrin Brown, State Farm**
36.    **Lee Powell, USDA**
37.    **Marianna Kugler, Mott**
38.    **Kari Arfstrom**

**AGBTS 2000  
BUS MANIFEST**

**Date: August 30, 2000**

**Drive Time:**

**Leg: 4.5**

**Departs: --:-- pm**

**Bookstore (BLYTHEVILLE, AR)**

**Arrives: --:-- pm**

**East Junior High School (Blytheville Arkansas)**

**Success Express (40 seats)**

1. **RWR**
2. **Terry Peterson**
3. **Patrick McDermott**
4. **Ginny Markell, National PTA President**
5. **Cheryl Parker Rose**
6. **Iris Tatom (Nurse)**
7. **Roberta Heine**
8. **Stan Williams**
9. **Dave Snyder**
10. **RWR 2**
11. **Dianne Rossi**
12. **Paul Smolacik**
13. **Carol Rasco**
14. **Alex Koudry**
15. **Rachel Tompkins (Rural School Trust)**
- 16.
17. **Steve Mancini**
18. **Eunice Ellis (Pizza Hut/ Book It)**
19. **Judy Heumann**
20. **Sybrena Bullock**
21. **Gary Hopkins, Education World Press**
22. **Michael Cardman, Education Daily**
23. **Press**
24. **Press**
25. **Press**
26. **Margaret Di Maria**
27. **Bart Teal, NOVA University**
28. **Phillis Wofford, Board Certified Teacher, Jonesboro, AR**
29. **Congressman Marion Berry**
30. **Scott Fleming**
31. **Ben Canada, President, AASA**
32. **Rich Nagel, Executive Director, Arkansas Education Association**
33. **Linda Pondexter, Presedent, Arkansas Education Association**
34. **Retha Gipson, Board Certified Teahcer, Jonesboro, Ar**
35. **Michael Sheperd, Board Certified Teacher, Marion, Ar**
36. **Rob Donner, Principal, Jonesboro, AR**
37. **Darrin Brown, State Farm**
38. **Marianne Kluger, Mott**
39. **Lee Powell, USDA**
40. **Kari Arfstrom, NREA**
41. **Fritz Edelstein**

**AGBTS 2000  
BUS MANIFEST**

**Date: August 30, 2000**

**Drive Time:**

**Leg: 4.6**

**Departs: --- pm**

**East Junior High School (Blytheville, TN)**

**Arrives: --- pm**

**Hampton Inn (UNION CITY, TN)**

**Success Express (40 seats)**

1. **RWR**
2. **Terry Peterson**
3. **Patrick McDermott**
4. **Ginny Markell, National PTA President**
5. **Cheryl Parker Rose**
6. **Iris Tatom (Nurse)**
7. **Roberta Heine**
8. **Stan Williams**
9. **Dave Snyder**
10. **RWR 2**
11. **Diane Rossi**
12. **Paul Smolacik**
13. **Carol Rasco**
14. **Alex Koudry**
15. **Rachel Tompkins (Rural School Trust)**
- 16.
17. **Steve Mancini**
18. **Eunice Ellis (Pizza Hut/ Book It)**
19. **Judy Heumann**
20. **Sybrena Bullock**
21. **Gary Hopkins, Education World Press**
22. **Michael Cardman, Education Daily**
23. **Press**
24. **Press**
25. **Press**
26. **Press**
27. **Press**
28. **Scott Fleming**
29. **Ben Canada, AASA President**
30. **Marianne Kugler, Mott Foundation**
31. **Fritz Edelstein**
32. **Darrin Brown, State Farm**
33. **Lee Powell, USDA**
34. **Bart Teal, NOVA University**
35. **Kari Arfstrom, NREA**
37. **Margaret Di Maria**

# America Reads and America Counts: Community Service in Action

**C**amarra Boyd struggled with multiplication. She had difficulty with basic arithmetic, and word problems were, well, . . . a problem. She was frustrated, disengaged, and failing most of her assignments. *Camarra hated math.*

Then she met Joel Harting. Joel, a third-year Business Management major at Ouachita Baptist University, was a new America Counts Federal Work-Study (FWS) tutor. Of the many FWS choices available to him, he opted for America Counts because it meshed his academic strengths with his interest in community service.

The two got off to a rocky start. The third-grader from Central Elementary School was more than a challenge. Her intelligence and ability were masked by a very poor attitude; the first several sessions were largely exercises in futility.

Then something clicked. Joel's perseverance had made an impression. Camarra began to look forward to her tutoring sessions; it was exciting that one of the "cool big kids" came to the school everyday just to work with her. Joel had built trust, and their new rapport fostered an environment conducive to learning. After weeks of resistance, Camarra began to make progress.

Today, after nearly nine months of tutoring, Camarra's teacher reports that her math skills have improved. *She even likes math.* Camarra used to shy away from difficult problems; she now tackles them with confidence and ease. Her frequent eye-rolling and impatient declarations ("This problem is way too easy for me!") let Joel know that his efforts are making a difference.



By Frances Bond, Wendy Goldstein, Nancy Hawthorne Mumaw, Carol Rasco, and Linda Rosen

## Community Service and the Federal Work-Study Program

*When your college students tutor children in reading and math, you perform a great public service in your community. It's a tangible connection that helps strengthen the relationship between your campus and local area. You also give your FWS students an experience of a lifetime.* — U.S. Secretary of Education Richard W. Riley

Camarra is one example of the tens of thousands of young children whose lives have been enriched through FWS community service. During the 1998-99 academic year, 74,359 students were employed in community service positions, comprising approximately 13% of all FWS jobs.

In 1965, at the height of President Johnson's Great Society, Congress created the FWS program with two objectives in mind: to open the doors of higher education to all students by providing employment-based financial assistance, and to encourage student involvement in the national effort to rejuvenate impoverished communities.

Since 1994, all campuses that receive FWS funds from the federal government have been required by law to use at least 5% of their allocation for community service employment. Beginning July 1, 2000, this requirement will increase to 7%. Campuses wishing to be considered for reallocated funds must use at least 10% of their allocation on community service jobs. Additionally, all institutions receiving FWS funds will be required to employ one or more FWS students as reading or family literacy tutors starting in the 2000-01 academic year.

Expanding community service employment efforts not only help institutions comply with the law, but also provide a number of important benefits to the institution, the FWS student, and the community.

### *Benefits for the Institution*

The late Ernest Boyer, who served as U.S. Commissioner of Education in the 1960s and later headed The Carnegie Foundation, frequently lamented in his later years the failure of academia to actively participate in the greater community that surrounds it. He urged his colleagues on various campuses to dedicate themselves and their resources

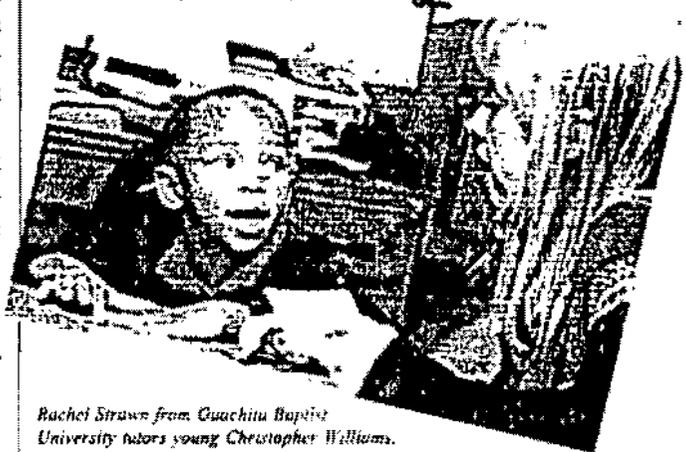
to improving their world. He warned that isolation from the community would lead to a loss of respect for the academic world.

By creating or expanding service jobs, institutions can assume important roles in strengthening their communities. In addition to providing needed "extra hands" in local schools, America Reads and America Counts can be a powerful platform for focusing efforts on specific problems identified by the community and for demonstrating the institution's ability to contribute to solving those problems.

Participation in such programs is a long-term investment for higher education. By building a bridge with local students and their parents, institutions can generate interest in their academics, facilities, and enrichment programs. Moreover, tutoring and mentoring relationships provide elementary students with a glimpse of the college experience and may inspire them to make higher education a long-term goal.

### *Benefits for FWS Students*

An increasing number of college students want to participate in activities outside the classroom, including volunteer activities in the local communities. Yet most students, because of time constraints, are forced to limit their involvement to a select number of activities. This is especially true for students

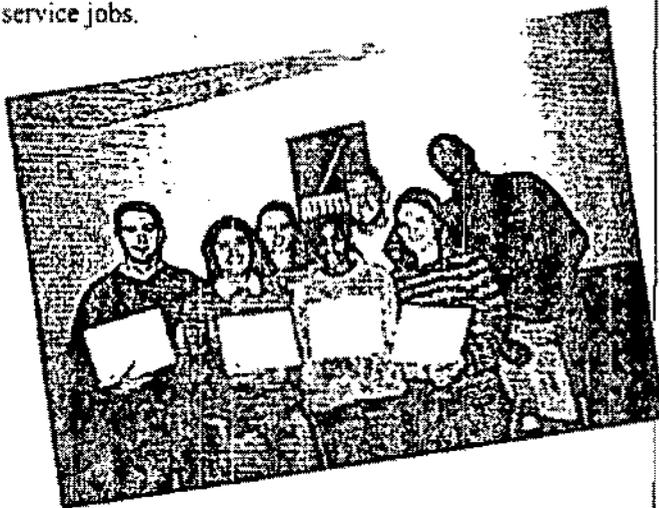


*Rachel Strawn from Quachita Baptist University tutors young Christopher Williams.*

who must work to help pay for their education expenses. FWS community service jobs enable students to combine

the financial need to work with the personal goal of helping the local community.

An additional benefit of FWS community service jobs is that students gain personal exposure to real-world problems and issues, helping them make the critical link between the academic and the "outside" world. Students also gain a greater understanding of the local residents that they meet and work with as part of their FWS community service jobs.



*America Reads tutors from Embry-Riddle Aeronautical University, Fall 1997. Left to Right: Jim Ditto, Cindy LoCicero, Laura Silegemeyer, Blonnie Massenburg, Joseph Rosaulo, Christine Aylward, and Denery Phillips.*

#### *Benefits for the Community*

Communities and schools often turn to non-governmental organizations for services previously provided by federal, state, and local governments, and might welcome a source of helping hands at little or no cost. While the linkage between communities and higher education institutions may not be well established, the very act of establishing and structuring community service programs or tutoring programs can be the beginning of many opportunities for collaboration.

For rural towns and inner cities in particular—two areas hardest hit by declining resources for public schools—reading and math tutors can make a dramatic difference in the quality of education that children receive. FWS tutors can help young students keep pace with classroom instruction and boost their achievement by providing the individual assistance that many schools are not positioned to provide.

#### **America Reads and America Counts**

*America Reads gave our university student employment program new life. Students can now use their FWS awards to improve the lives of people in the community. The lessons our students have learned will remain with them for life and will help shape them into good citizens, concerned parents, and contributing members of their community."—Jeanne Morton, Director of Student Employment, Suffolk University, MA*

America Reads and America Counts offer unique opportunities for colleges and universities to join with others across the nation in improving literacy and mathematics education, at relatively little cost to the institution. All campuses that receive FWS funds are automatically eligible to participate.

In 1997, with nearly 40% of American children reading below the most basic level, President Clinton proposed the America Reads Challenge—an initiative to help ensure that every child learns to read well and independently by the end of third grade. In its simplest terms, America Reads challenges all citizens to play a role, either personally or professionally, in creating communities of strong readers.

As part of this effort, the President called upon the higher education community to lead the way by employing FWS students as reading tutors. To jump-start this effort, U.S. Secretary of Education Richard W. Riley issued a special waiver to the institutional-share requirement, allowing the federal government to pay the full wages of FWS students employed in this capacity, and increased the overall pot of FWS funds so that more students could participate. In 1998, the institutional-share waiver was expanded to include family literacy programs, in which FWS students tutor pre-kindergarten and elementary school children and their parents and caregivers.

Building upon the success of America Reads, America Counts was launched in fall 1998, and Secretary Riley expanded the waiver of the institutional-share requirement to include mathematics tutoring for students in elementary school through ninth grade. Recognizing the crisis our nation faces in mathematics education, President Clinton renewed his earlier challenge to colleges and uni-

# America Reads and America Counts

versities, asking every campus to do its part to ensure that all children build strong skills and understanding in math.

In the three years since these programs began, more than 1,300 campuses have committed to America Reads and/or America Counts. Through their efforts, tens of thousands of young children nationwide have received valuable educational services. But higher education campuses can do even more. Assuming that an FWS tutor works with three different students over the course of a school year, if each participating campus pledged to employ five more America Reads and America Counts tutors than it did the previous semester, within one year as many as 19,500 more children would get the personal attention and additional learning opportunities they need to improve their academic achievement. There are still 2,000 eligible campuses receiving FWS funds that are not yet involved in either program. If each of these schools starts a program this fall with just five tutors, the cumulative impact could grow to 49,500 more students.

## Tutoring Works

*Tutoring provides an intimate atmosphere in which children's needs can be addressed in a safe, comfortable, and creative environment. In the beginning of the school year, I learned that my student was afraid to read. Through tutoring, I was able to empower her and help her build her self-confidence to participate in classroom discussions. By the middle of the school year, I was no longer working with a child who was afraid; rather, I was participating in the growth of a girl who now had the confidence to say out loud, "I can read! I can't believe I just finished a whole book. My parents are going to be so proud of me!"* John DiBiaggio, graduate student tutor, Tufts University

Research and experience have consistently shown that well-designed tutoring programs can have a positive impact, particularly for low-performing students. Because of its flexibility and personal nature, tutoring can be an excellent means of addressing students' individual needs. The nature of a tutoring session can be tailored to a student's—or a student group's—learning style and level of understanding. Moreover, tutoring provides for instan-

taneous feedback; tutors can provide explanations or respond immediately to student problems or questions.

Additionally, tutoring can provide important emotional/psychological benefits. Several studies have found that tutoring can increase both the student's and the tutor's self-esteem, self-confidence, and academic motivation. By building trust and providing a student with personal attention and a positive role model, tutoring can improve a student's attitude toward the subject matter and belief in his or her ability to succeed.

Effective tutoring programs have several characteristics in common: appropriate training of tutors, formal time commitments, structured sessions, monitoring of tutoring services, and close relationships between classroom instruction, curriculum, and tutoring services provided.

## Getting Started

*Our approach was to find a way to make it happen. Rather than focusing on why we couldn't do it, we put our efforts into trying to find ways to get our program started. It took a lot of networking, creative thinking, and some hard work, but the staff were committed to program goals and that made all the difference in the world."—Ann Klein, Associate Director, Student Financial Services, University of California, San Diego*

There are almost as many ways to implement America Reads and America Counts programs as there are institutions eligible for Federal Work-Study. The potential impact of any program, however, is a function of the process of building and maintaining a relationship between institution, tutoring site(s), tutors, and students.

While the America Reads and America Counts programs require a special commitment from financial aid and student employment administrators, there are a number of key steps that can be taken to ensure that responsibilities are shared among all stakeholders:

◆  *Garner Support from the Campus Administration*  
Work with your campus president, or other high-level administrators, to leverage resources and generate campus-wide visibility and enthusiasm. America Reads and America Counts program coordinators who enjoy the full

# Got America Reads and America Counts? Why not?

America Reads and America Counts can make a real difference to children and families, as well as offering students a meaningful work and community service experience. At UC San Diego, rather than focusing on all the reasons we *couldn't* do America Reads and America Counts, we focused on finding ways to get our programs started. It took some networking, creative thinking, and hard work, but staff were committed to the program goals, and that made all the difference. As noted by Financial Aid Director Vince De Anda: "There was a certain excitement among the staff involved in setting up the UCSD program. It was evident from the start that there was a real commitment to make this program successful. We also were realists, acknowledging that the first year of any program would have its share of bumps—we were simply determined not to let them deter us. Certainly, improvements could be made along the way, our main focus was to get the program off the ground."

Since fall 1997, when we hired and trained our first 65 America Reads tutors and placed them in 17 local schools and community programs, we have fine-tuned our America Reads program and have launched America Counts, placing 130 reading and math tutors in the greater San Diego area. Have we been successful? The best recommendation is hearing what our FWS student participants say they've enjoyed most about their tutoring experience:

*"The kids—seeing these wonderful kids improve in every way, and also the feeling of knowing you helped."*

*"Building self-esteem in the students and improving their skills."*

*"I enjoyed being around the kids. I felt like I was doing something that helped improve their chances for success. I really like the idea of college students tutoring younger kids."*

Each year, our program grows as more students seek rewarding community-service employment opportunities. And each year, we know that children and families in our community will benefit from UCSD's involvement in these programs.

There is no doubt that it has been well worth the effort. So I ask you again, Got America Reads and Counts? Well, why not?

*Ann Klein is Associate Director of Student Financial Services at the University of California, San Diego.*

# America Reads and America Counts

support of campus administrators will be able to respond to a variety of challenges, such as funding and staffing. Request a meeting with your campus president, or another appropriate administrator, to sketch out your vision for the programs and secure backing.

## ◆ *Increase Teamwork*

Successful tutoring programs require teamwork. There are a number of individuals, groups, and organizations—both on and off your campus—who can work together to share responsibilities and integrate services. Coordinate your efforts with others to strengthen the quality and breadth of services the program will provide.

A first step is to form an advisory group or steering committee comprising key stakeholders. This type of guiding body can identify program goals, develop a plan for meeting these goals, leverage funding and other resources, and collectively respond to unforeseen obstacles. Key stakeholders might include:

- *Community Service Staff:* Some campus community service centers already have tutoring and mentoring programs. Community service staff may be willing to incorporate America Reads and America Counts tutoring into their existing programs.
- *Faculty:* Faculty members may be able to provide content-specific guidance for tutor training and ongoing content support and also help identify prospective tutors. Some faculty may even be willing to incorporate America Reads and America Counts tutoring into their academic courses.
- *Student Associations:* Service-oriented student groups such as Alpha Phi Omega, the national community service fraternity, can assist by providing administrative support, recruiting college students, or having members serve as tutors.
- *Student Employment Administrators:* These campus staff members typically have established networks for job recruitment and placement and can provide guidance on matching students with appropriate positions.
- *Local Schools:* Many higher education campuses collaborate with local teachers and district specialists to train tutors, design the tutoring curriculum, and manage day-to-day operations.
- *Community-Based Organizations (CBOs):* Staff from CBOs such as the YMCA or Boys and Girls Clubs are

## Characteristics of a Successful FWS Tutoring Program

- ✓ Clearly defined program goals and objectives
- ✓ Strong support from campus administrators
- ✓ A committed advisory group or steering committee
- ✓ Campus-community collaboration
- ✓ Good communication among all stakeholders
- ✓ Clearly defined tutor rules and responsibilities
- ✓ High-quality tutor training
- ✓ Ongoing tutor support
- ✓ A strong evaluation component

generally interested in partnerships that expand services to community children and may also provide additional, capable hands.

- *Business and Industry:* Local businesses and industries also can provide much needed support. Berkshire Community College, for example, has partnered with Apex Engineering to design a math enrichment program. "Got Math?" helps young students overcome math anxiety and enjoy learning through hands-on activities that demonstrate the connection between school and mathematics in the real world.
- *Other Higher Education Institutions:* Neighboring institutions can collaborate to share the workload so that services to the community are coordinated and complementary.

## ◆ *Design Your Program to Fit Local Needs and Complement Existing Efforts*

The America Reads and America Counts programs were intentionally designed with very few strings attached, so that colleges and universities can design programs that best suit their institution's and community's needs.

Work with other members of your advisory group to determine what types of tutoring services would most benefit the young students in your program. Tutoring and mentoring can occur in a variety of settings—one-on-one, small groups, in class, after school, before school, or during the summer. Ask teachers and parents how your tutors can best supplement their efforts. When designing

## Go For It! You Can't Lose

**E**arlier this month, as I thumbed through a stack of America Reads and America Counts program evaluation forms, my eyes fell upon a note scribbled by a local elementary teacher. It read: "Embry-Riddle tutors support our children in reading and math, but in other ways too. They are role models and in some cases are like extended family. When we count our blessings, we count Embry-Riddle twice!"

In an instant, I was reminded of the tremendous contribution our institution has made to improving education in the Daytona Beach community. As a student employment administrator, I have been intimately involved in the day-to-day operations of America Reads and America Counts. I've seen first-hand the positive impact these programs have had on our student tutors—I merely have to count the ever-increasing number of tutor applications I receive each semester to confirm that these programs have been a deeply enriching experience for our students. It's reassuring to know that we're making a difference in our local schools as well.

I must admit, when America Reads first began in 1997, I was apprehensive about starting a program on our campus. Concerned that Embry-Riddle—a small, private university without an education department—did not have the necessary resources to undertake such an effort, I consulted with Patricia Ryan of our Teachers Resource Center, and together we decided to take on the challenge. What a wonderfully rewarding experience it has turned out to be!

Patricia and I divided responsibilities and partnered with local educators to establish program guidelines and objectives. A formal agreement was drafted that all parties were required to sign. I assumed responsibility for screening and selecting the tutors, as well as managing the FWS funds, and Patricia conducted tutor training and served as our campus-school liaison.

In our first semester, Embry-Riddle employed 11 reading tutors for a local elementary school. By the 1999-2000 academic year, 44 FWS reading and math tutors provided over 5,185 hours of service in four elementary schools, reaching hundreds of young children in need of assistance.

It's difficult to fully express how much our tutors are doing for the community, and our institution. These programs have strengthened campus-community relations more than anything else evolving from the student employment arena. Moreover, we have been able to impart to our FWS students the importance of education in a way many had never experienced before—through the eyes of children. Most recently, an America Counts tutor confided, "I wish I had given more respect to my teachers; teaching is much harder than I ever imagined."

I have never before been so exhilarated about participating in a student employment program, or felt such a sense of pride in the work my students have undertaken. The time and effort it takes to administer such programs can never outweigh the benefits. If your campus hasn't yet committed to helping young children in reading and math, I encourage you to go for it—you can't lose!

*Kathy Parsons is Director of Student Employment at Embry-Riddle Aeronautical University in Daytona Beach, FL.*

# America Reads and America Counts

a tutoring curriculum, consider ways to reinforce or enhance the content that students are learning in school.

By piggybacking on existing campus programs and partnerships, you can minimize the workload and provide added value for everyone. For example, it is likely that your institution's education department already has a strong relationship with one or more local schools. Perhaps you can use the FWS tutoring programs to expand that relationship or work with a faculty member to link America Reads and America Counts with the education department's teacher preparation curriculum.

## Utilize Existing Resources

Take advantage of the rich supply of existing resources and materials designed to assist program administrators in training tutors, assessing student learning difficulties, evaluating progress, etc. For example, there is a set of free, on-line math tutor training materials that can be used to prepare FWS students, and several manuals that provide valuable insights on how to best help students struggling with reading.

## Summary

The FWS program offers colleges and universities a way to initiate positive change on their campuses and in their communities. By expanding community-service employment, institutions can provide FWS students with wonderfully enriching experiences and also address specific community needs. Programs such as America Reads and America Counts help campuses comply with the new FWS regulations. You can make the commitment to help children learn to read and do math by completing the *voluntary* America Reads and America Counts Sign Up Sheet, located at the end of this article. Happy tutoring!

*The following America Reads and America Counts staff at the Department of Education developed this article: Frances Bond, Wendy Goldstein, Nancy Hawthorne Mumaw, Carol Rasco, and Linda Rosen.*

*Some information in this article was adapted from the America Counts literature review at <http://www.ed.gov/mericacounts>*

*For more information on how to get started, please visit the America Reads and America Counts Web sites [www.ed.gov/mericareads](http://www.ed.gov/mericareads) and [www.ed.gov/mericacounts](http://www.ed.gov/mericacounts) or call 1-800-USA-LEARN.*

## Recruiting Tutors

- ✓ **Recruit Early:** Students may find other jobs if you wait too long.
- ✓ **Be Creative and Take Advantage of All Resources:**
  - Include a letter from the campus president or an information flyer in every student's FWS award packet.
  - E-mail eligible FWS students about this great opportunity.
  - Post flyers around campus and on the FWS job board.
  - Make announcements in classes, particularly in courses related to education, math, and science.
  - Contact service-oriented student clubs and organizations.
  - Use campus communication media, such as radio, television, student newspaper, etc.
  - Make presentations at new-student orientations and
  - Advertise at campus job fairs.
- ✓ **Hold an Informational Meeting:** Describe the program's mission and goals, and clearly specify what will be expected of tutors, allowing students to determine if they can make the commitment.
- ✓ **Be Selective:** Hire FWS students who are both dependable and comfortable with the subject matter.
- ✓ **Have Prospective Tutors Complete Applications:** Ask open-ended questions about work experience, career goals, knowledge of the subject, interests, semester workload, and experience with children.
- ✓ **Interview:** Interviews help administrators get to know prospective tutors individually and assess a student's potential for tutoring success.
- ✓ **Have Tutors Sign Commitment "Contracts":** Though not legally binding, these "contracts" symbolize for tutors the importance of their commitment to the program.

# Federal Work-Study and Community Service Award Year 2000-2001 and the America Reads Challenge

## History of the America Reads Challenge

- In an effort to increase the reading proficiency among America's youth, the Administration in 1997 launched the America Reads Challenge with one major objective: to have all children reading well and independently by the end of the third grade.
- During the first full year of the program, in award year 1997-98, 790 postsecondary institutions participated in the America Reads Challenge. As of July 1, 2000, nearly 1,400 postsecondary institutions voluntarily accepted the America Reads Challenge and participated in reading or family literacy tutoring efforts.

## Federal Work-Study Waiver

- Currently, there are 3,300 institutions receiving Federal Work-Study (FWS) Program funds. The FWS Program funds provide part-time employment to approximately 942,000 students, as part of their financial aid package, to help pay for their education.
- In 1997, as one response by the federal government to the Challenge, the Secretary of Education initiated the America Reads Federal Work-Study Waiver. FWS Program funds can be used to pay up to 100 percent of the wages for any FWS student who is tutoring preschool age or elementary school children in reading. Higher education institutions do not have to make a request to the U.S. Department of Education to use this waiver.
- Beginning with the 1998-99 award year, the FWS waiver of the institutional matching requirement was extended to tutoring in Family Literacy Programs. Family Literacy Programs offer opportunities for FWS students to tutor preschool age and elementary school children, as well as their parents and caregivers.
- Effective October 28, 1999 (the date of publication of the FWS regulations) Family Literacy services were expanded to activities beyond tutoring. Institutions may pay a Federal share of up to 100 percent for a FWS student employed in a Family Literacy Project that provides services to families with preschool age or elementary school children. In addition to tutoring, family literacy activities may include training tutors, performing administrative tasks such as coordinating tutors' schedules, working as an instructional aide or preparing family literacy materials.
- Beginning with the 1999-2000 award year, the waiver of the institutional matching requirement was extended to FWS students employed under America Counts. America Counts provides mathematics tutors for students in elementary through ninth grade.

## Community Service Requirement

- Institutions receiving FWS funds for award year 1994-95 through 1999-2000 were required to use

at least five percent of their total annual Federal allocation (initial and supplemental) to pay the wages of FWS students employed in community service jobs.

- Beginning July 1, 2000, an institution is required to use seven percent of the total amount of the FWS funds to compensate students employed in community service activities.
- In meeting the seven percent community service requirement, an institution must ensure that one or more of its FWS students is employed:
  - As a reading tutor for preschool or elementary school children or
  - In a Family Literacy Project

### Training for Tutors

- It is recommended that FWS students employed as reading or mathematics tutors be given high quality training prior to and during their service. Training may be provided by the school district, by the university, by a literacy organization or coalition of organizations or agencies receiving tutors. The FWS student may be paid for a reasonable amount of time spent in training.

### Support from the America Reads Challenge in the U.S. Department of Education

- The America Reads Challenge in the U.S. Department of Education assists universities by providing the following services: an updated website, recruitment brochures, tutor training materials, an on-line directory, an interactive listserv, and electronic *Federal Work-Study Updates*.
- Access to the America Reads Challenge may be made via the website at [www.ed.gov/americanreads](http://www.ed.gov/americanreads) or phone (202) 401-8888 or 1-800 -USA -LEARN, or fax (202) 260-8114 or e-mail [americanreads@ed.gov](mailto:americanreads@ed.gov)

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