



# 21st Century Community Learning Centers

Providing Quality Afterschool Learning  
Opportunities for America's Families

U.S. Department of Education  
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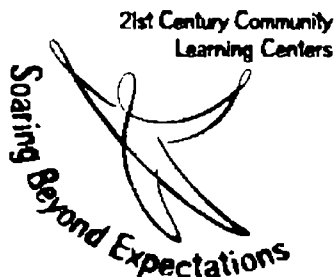
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## 21<sup>st</sup> Century Community Learning Centers

### Providing Quality Afterschool Learning Opportunities for America's Families

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

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

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

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

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

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

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

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

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

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



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

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

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

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

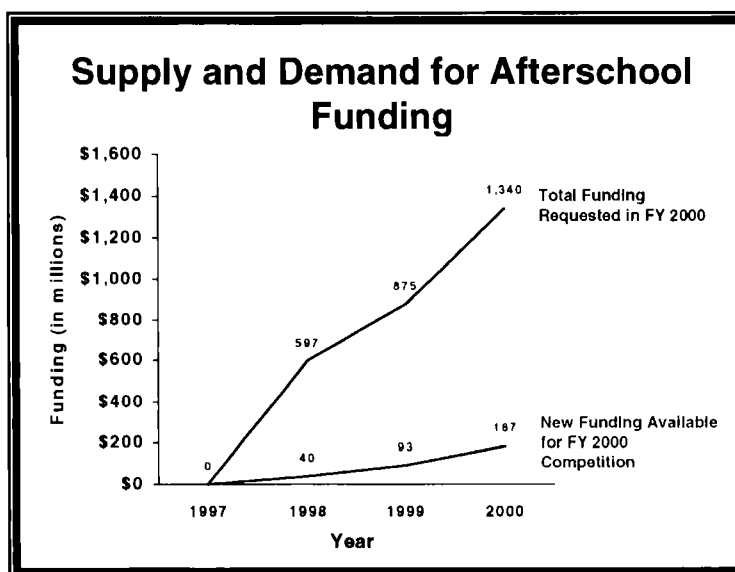
<sup>2</sup> Miller, Beth (June 2000). *Update of the National Child Care Survey of 1990*. National Institute on Out-Of-School Time; Seppanen, P., Kaplan de Vries, D., & Seligson, M. (1993). *National Study of Before- and After-School Programs*. Washington, DC: Office of Policy and Planning, U.S. Department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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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### ***Serving Those Most in Need***

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

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

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

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

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

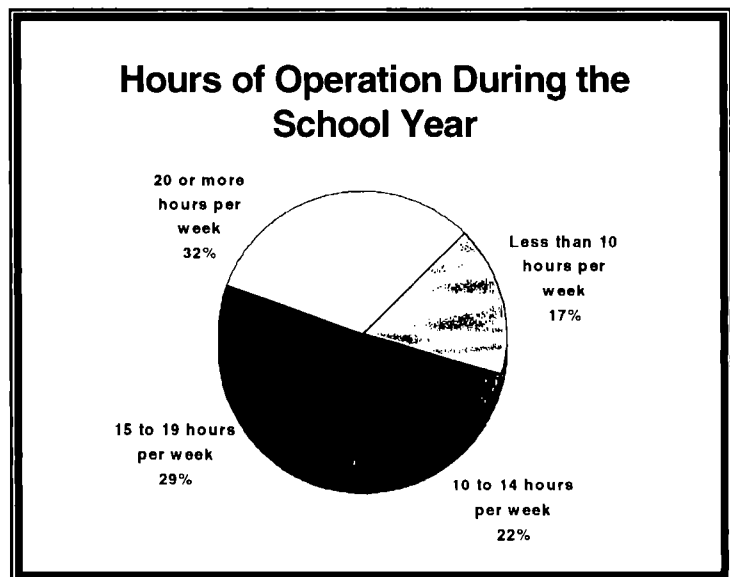
|                                                   | White | African American | Hispanic or Latino | Asian, Hawaiian, Pacific Islander or Native America | High Poverty |
|---------------------------------------------------|-------|------------------|--------------------|-----------------------------------------------------|--------------|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

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

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

### ***Extending Time to Be Safe and Smart***

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



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

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

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

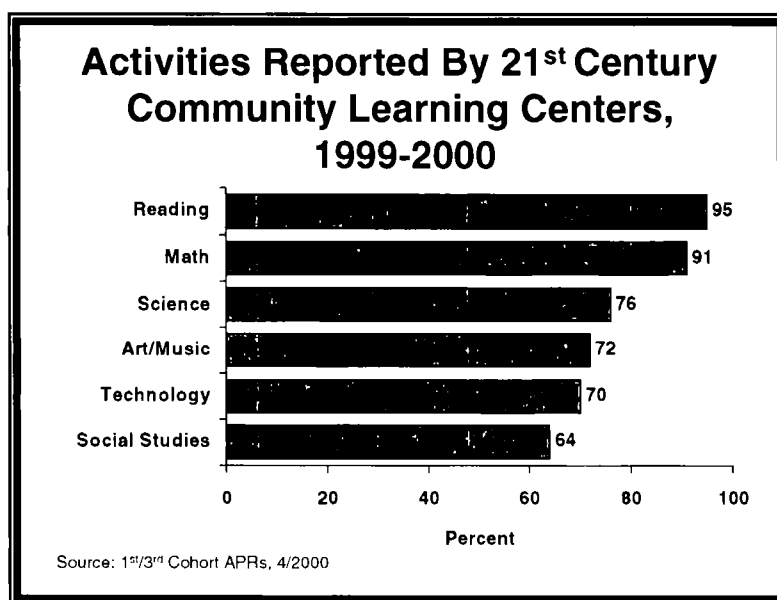
### ***Providing Quality Afterschool Learning Opportunities***

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

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

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

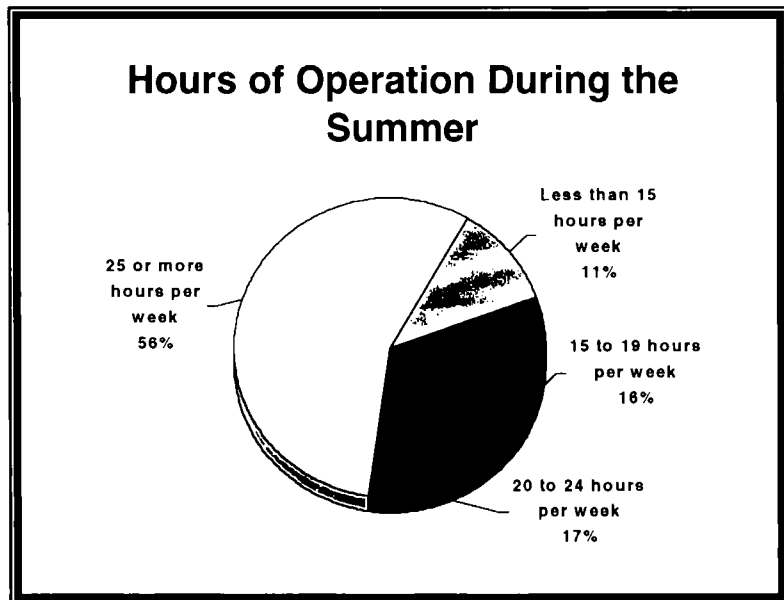
And to make sure that activities offered are of the highest possible quality, all 21<sup>st</sup> Century Community Learning Centers grantees are trained on quality elements of an afterschool program, including how best to provide academic enrichment, every fall and spring. The National Center for Community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



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

### ***Keeping Learning Alive in the Summer***

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



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

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

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

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

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

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

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

## ***Creating Collaborating Communities***

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

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

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

the regular school program to achieve a variety of goals.

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

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

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

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

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

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

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

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

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

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

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

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

### ***In Conclusion—***

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

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

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

### ***Contact Us!***

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

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

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

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

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# EDUCATION:

## Passport to Prosperity

## **BRIEF ON EDUCATIONAL PROGRESS 1992-2000**

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### ***PREFACE***

Since taking office, President Clinton and Vice President Gore have made better education a cornerstone of their Administration's priorities, and have focused on ensuring that Americans have the educational opportunities necessary to succeed in today's global Information Age economy.

Almost eight years after they were elected, the progress on many key education measures stands as testimony to their vision and their efforts on behalf of America's children to invest more in our nation's schools and demand more from them. Through their leadership, President Clinton and Vice President Gore have helped raise expectations for all students, supported states in developing and putting in place rigorous standards and systems of assessment and accountability aligned with those standards, and invested in proven strategies to increase the educational performance of all students. As a result, student performance as measured by test scores, rigorous coursework, high school graduation rates, and college enrollment has improved, especially for students in our most disadvantaged schools.

However, relying on this positive momentum is not enough, and President Clinton and Vice President Gore believe that much remains to be done in building upon these important gains. In fact, voters indicate that they see education as the highest priority for additional federal funding – above and beyond other critical national needs such as health care, Social Security, and Medicare – and above tax cuts as well. This agreement on the urgency of federal support to improve our nation's schools with federal support cuts across the party affiliation of voters. With the juxtaposition of our current economic strength against the awareness of an increasingly international economy, serious federal investment to improve the state of our schools is something that should move out of the realm of partisan debates to the arena of bipartisan action as Congress prepares its Fiscal Year 2001 budget.

Collectively our nation's leaders must think ahead to capitalize on the gains that have been made by expanding successful education improvement strategies and to make federal investments that have the greatest impact on our future workforce – today's students. Targeted commitments are especially crucial because the tax cut strategy passed by the Congress this year—in combination with the substantial tax cuts supported by the Congressional majority for next year—would drain over \$2 trillion of the projected surplus, effectively ignoring the great opportunity before us to meaningfully invest in the future, and seriously threatening key national priorities—including education.

This brief examines the educational progress over the past eight years in key areas such as standards and accountability, student performance, closing the achievement gap, technology, and increased access to higher education, in the context of key initiatives that have helped the nation's schools and students make these gains. Throughout this document progress is illustrated by gains in student performance measures such as test scores and access to programs or curricula; in most cases the period examined is 1992 to 1999, though in instances where data was not available for those particular years, data from the closest years is considered and noted as such. Below are a few highlights of this progress:

- In 1992, only 14 states had standards in core subjects; today, 49 states have them and 48 have assessments to measure student progress.
- Since 1992, reading and math scores on the National Assessment of Educational Progress have increased for 4th, 8th, and 12th graders, including those students in the highest poverty schools.
- Federal funds are targeted to the areas of greatest need -- the percent of high-poverty schools receiving Title I funds went from 79% in 1994 to 96% in 1998.
- Math SAT scores are at a thirty-year high. The average SAT math score has gone from 501 in 1992 to 514 in 2000, and the average verbal score has gone from 500 to 505.
- More high school graduates than ever are going directly to college, with notable gains for low-income high school graduates -- from 44% in 1992 to 51% in 1997, and African American high school graduates -- 50% going directly to college in 1992 compared to 59% in 1997.
- Under the Clinton-Gore Administration student aid has doubled to nearly \$60 billion, and more are benefiting from federal student grants and loans -- 43% in 1992 compared to 59% in 1999. The maximum Pell Grant has increased by \$1,000, from \$2,300 in 1992 to \$3,300 in 2000.

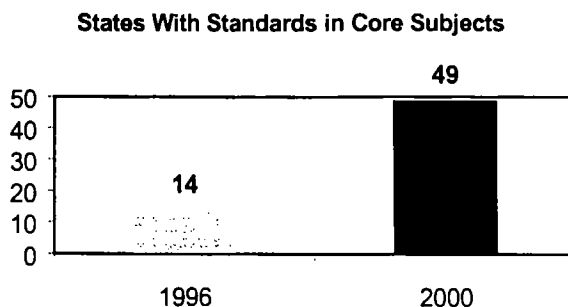
With the leadership of President Clinton and Vice President Gore, legislative action including Goals 2000, the Reading Excellence Act, and the Improving America's Schools Act of 1994, helped end the crippling era of watered-down curricula and low expectations for disadvantaged students, and laid a foundation of educational standards and accountability to ensure that all students achieve their full potential. Their leadership on education policy has also meant the reduction of federal paperwork burden and regulation, as well as greater flexibility for states in exchange for but not instead of strong accountability safeguards to ensure true achievement gains by students through the Education Flexibility Partnership Act. Equally important have been significant funding increases which have doubled the federal investment in education and training.

The Administration's FY 2001 budget priorities such as the 21<sup>st</sup> Century Community Learning Centers, Teacher Recruitment and Training, Class Size Reduction, School Construction and Modernization, the Title I Accountability Fund, and the Technology Literacy Challenge Fund have played key roles in accelerating achievement gains for our elementary and secondary students. Substantially increased maximum Pell Grants, greater Work-Study opportunities, new tax credits and the GEAR UP mentoring and college preparation program are making the dream of higher education a reality for more Americans. In some cases, Clinton-Gore initiatives have been based upon efforts that were reaping demonstrable success at the state and local levels, and in others, policies have drawn on the findings of an extensive research base -- in other words, the educational budget priorities of this Administration have been rooted in what we know works to improve student learning.

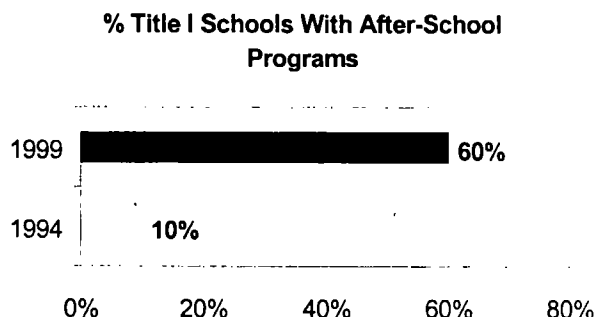
However, research has again proven what common sense tells us -- investment matters, but significant investment must be balanced with accountability for results.<sup>1</sup> It is critical to remember that while the federal investment in education is the largest today that it has been in 30 years, it is not just the overall dollar amount, but rather the way in which funds have been targeted that has generated positive results during the Clinton-Gore Administration. It is these innovative areas that we need to be looking to as we continue to shape both the leadership and supportive roles that the federal government can play in our nation's schools. The President and Vice President are committed to demanding more from our schools and investing more in them to continue the progress of the past seven-and-a-half years and to move closer to the goal of a high quality education for every single child in the nation.

## NATIONAL LEADERSHIP ON STANDARDS AND ACCOUNTABILITY

In 1994, with the passage of the Goals 2000: Educate America Act and the Improving America's Schools Act, President Clinton and Vice President Gore led the nation in charting a new course for American public education. With this legislation, the Administration raised expectations for all students to achieve to high standards and rallied bipartisan support and funding for State efforts to establish challenging academic standards, high-quality assessments to measure school and district progress, and rigorous accountability systems to hold schools and districts accountable for improving student performance. In 1996, only 14 states had designed and adopted academic standards; today, 49 states have developed content standards and 48 have assessments to measure student progress in core academic subjects. All states are required to have standards, assessments, and accountability systems in place by this school year. For the first time, these systems are allowing states and districts to identify low-performing schools. The Administration's Elementary and Secondary Education Act (ESEA) Reauthorization proposal, The Educational Excellence for All Children Act, further strengthens accountability by requiring states and districts to fix failing schools or shut them down. The FY 2000 budget agreement included financial support and technical assistance through the President's Educational Accountability Fund to assist states and school districts in this critical process. In the FY 2001 budget, the Administration is seeking to expand funding for such accountability supports – from \$134 million to \$250 million – so that more failing schools can receive the additional assistance they need to turn around. The Administration's ESEA reauthorization proposal would advance efforts to make high standards a reality in every classroom by supporting state and local efforts to align instruction and professional development with challenging academic standards and the FY 2001 budget request for a \$1 billion investment to improve teacher quality would also further that goal.



*1999 National Education Summit Briefing Book*

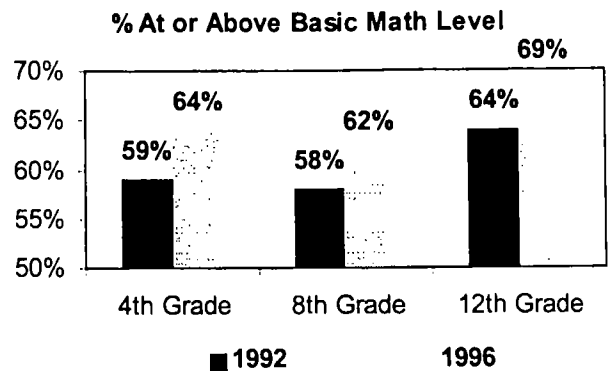


*OMB FY2001 Budget*

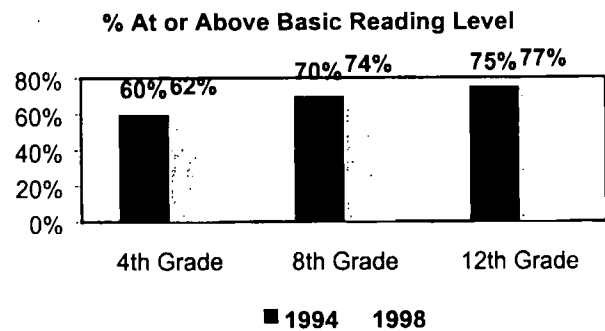
|                                                                                  | Then    | Now               |
|----------------------------------------------------------------------------------|---------|-------------------|
| <i>(Unless otherwise indicated, 1999 data is indicated)</i>                      |         |                   |
| States with standards-based promotion policies:                                  | 3 (96)  | 13 <sup>ii</sup>  |
| States with standards-based promotion or high-school exit exams:                 | 10      | 27 <sup>iii</sup> |
| States offering extra academic assistance struggling to meet State standards:    | 10 (96) | 29 <sup>iv</sup>  |
| States with consequences in place for failing schools:                           | 11 (96) | 16 <sup>v</sup>   |
| States giving rewards for schools making significant progress in turning around: | 7 (96)  | 14 <sup>vi</sup>  |
| Number of charter schools:                                                       | 1       | 2000 (Fall 2000)  |

## AN EDUCATION AGENDA WITH RESULTS: TEST SCORES ARE ON THE RISE

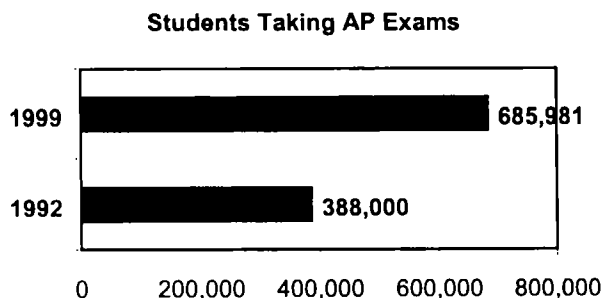
Scores on the National Assessment of Educational Progress (NAEP), the Scholastic Achievement Test (SAT), and the American College Test (ACT) and the number of students taking Advanced Placement (AP) exams have all risen since 1992. This year, math scores on the SAT have reached the highest average since 1969, particularly notable because more students from different backgrounds are taking the test. These gains are attributable at least in part to the fact that more students are taking academically rigorous courses, including pre-calculus, calculus and physics. The Clinton-Gore Administration's emphasis on standards and accountability has facilitated this change, as has the commitment to expanding access to Advanced Placement courses and other rigorous curricula. These achievement gains also reflect the impact that targeted, research-based initiatives have had over the past seven-and-a-half years. Federal support for such initiatives as class size reduction, comprehensive school reform, internet access in classrooms, and after-school and other extended learning opportunities have helped provide millions of students and their schools with the tools they need to meet high standards. The President's Fiscal Year 2001 budget seeks to continue and expand the federal commitment in several areas crucial to continuing these academic achievement gains – including \$1.75 billion for Class Size Reduction, \$1 billion for 21<sup>st</sup> Century Community Learning Centers, \$903 million for Education Technology, and \$1 billion for improving teacher quality through a combination of recruitment, retention, and professional development initiatives.



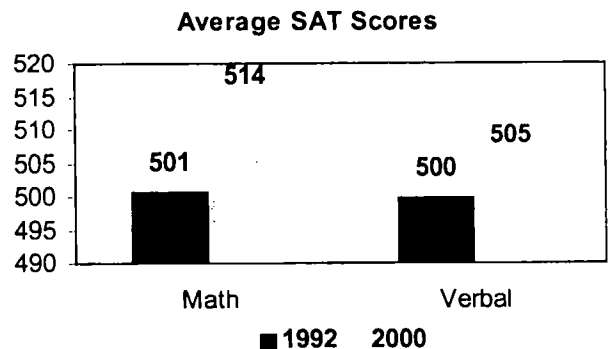
NAEP Mathematics Report Card 1996



Condition of Education 2000



[www.sat.org/press/senior99/html/ap11.html](http://www.sat.org/press/senior99/html/ap11.html)

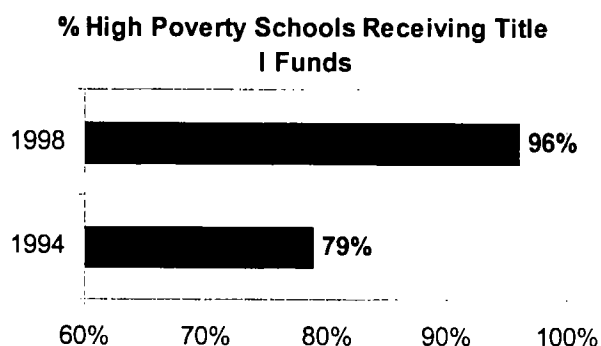


[www.collegeboard.org](http://www.collegeboard.org)

|                                                                                                                                     | Then<br>(1992 unless otherwise indicated) | Now<br>(1999 unless otherwise indicated) |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Graduating high schools seniors taking a core curriculum of 4 years of English and 3 years each of Math, Science and Social Studies | 38% (90)                                  | 55% (98) <sup>vii</sup>                  |
| Average class size in schools and grades participating in class size reduction initiative:                                          | 23 (96)                                   | 18 <sup>viii</sup>                       |

## CLOSING THE ACHIEVEMENT GAP: ENDING THE ERA OF LOW EXPECTATIONS

**Low-Income Students:** Today, nearly all of the nation's highest-poverty schools receive Title I funds, compared to fewer than 80 percent at the start of the Administration, and the proportion of low-income high school students advancing directly to college is on the rise. New initiatives aimed at enhancing student learning and achievement, including the 21<sup>st</sup> Century Community Learning Centers, Class Size Reduction, and Educational Technology, have provided Title I schools and low-income students with important tools for reaching high standards. Studies are also confirming that achievement is negatively impacted when students attend schools that have unhealthy and unsafe conditions, such as leaks and ventilation problems. The Clinton-Gore Administration has been advocating the importance of federal assistance through loans and zero-interest bonds to address the urgent need for school construction and modernization across the country – in fact, \$127 billion is needed just to bring existing schools into acceptable condition. This concerted attention to educational access and achievement divides has helped to narrow test score gaps between high-poverty students and their counterparts, though more needs to be done. In addition to increasing funds for initiatives that help close the gap between disadvantaged students and their peers such as Class Size Reduction, 21<sup>st</sup> Century Community Learning Centers, the Technology Literacy Challenge Fund, Community Technology Centers, and the Accountability Fund, the President's FY 2001 budget requests \$50 million to recognize states that make significant statewide progress in closing the achievement gap between groups of students.



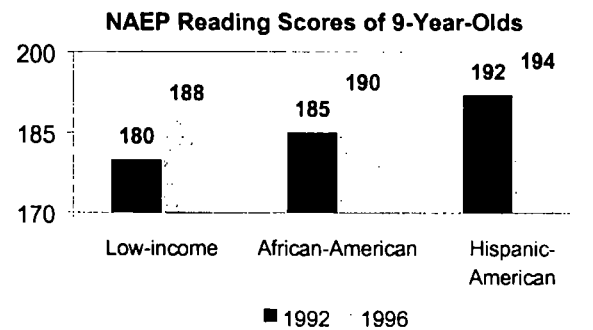
*U.S. Department of Education "Study of Educational Resources and Federal Funding: Final Report" August 2000*

|                                                                                             | Then<br>(1992 unless otherwise indicated) | Now<br>(1999 unless otherwise indicated) |
|---------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Gap between reading performance of 9-year-olds in high-poverty schools and all 9-year-olds: | 29 points                                 | 22 points (96) <sup>ix</sup>             |
| NAEP math performance of 9-year-olds in high-poverty schools:                               | 208                                       | 217 (96) <sup>x</sup>                    |
| Gap between math performance of 9-year-olds in high-poverty schools and all 9-year-olds:    | 20 points                                 | 13 points (96) <sup>xi</sup>             |
| Low-income high school graduates going directly to college:                                 | 43.6%                                     | 50.6% (97) <sup>xii</sup>                |

**African-American Students:** The reach of the Clinton-Gore Administration's focus on educational accountability and elimination of the achievement gap has not been limited to just low-income students. African American students as a group have also realized gains in test scores, high school graduation rates, and the proportion of students continuing directly on to college. The Administration's credo of high expectations

and achievement for all – formally legislated in the Improving America's Schools Act of 1994

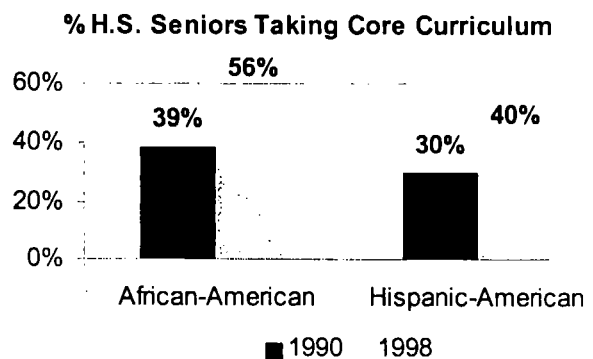
and coupled with targeted investment in what works – has indeed made a difference. Beyond test score gains, more African American students are taking a rigorous core curriculum and Advanced Placement courses in high school than at the beginning of the Administration. Continued cooperation from Congress and states on implementing accountability provisions and in dedicating the necessary resources will be critical to making further progress in the elimination of the achievement gap between school-aged African Americans and their peers.



U.S. Department of Education, "5-Year Report Card," February 2000, and the Digest of Education Statistics 1999, Table 112

|                                                                                    | Then<br>(1992 Unless otherwise indicated) | Now<br>(1999 Unless otherwise indicated) |
|------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Reading test score gap between African American and White students (9 year olds):  | 34 points                                 | 30 points (96) <sup>xiii</sup>           |
| Reading test score gap between African American and White students (17-year-olds): | 37 points                                 | 29 points (96) <sup>xiv</sup>            |
| African American high school graduates going directly to college                   | 50%                                       | 59% (98) <sup>xv</sup>                   |
| African American SAT composite scores:                                             | 849 (89)                                  | 860 (2000) <sup>xvi</sup>                |
| African Americans taking SAT exam:                                                 | 106,573 (96)                              | 119,394                                  |
| African American students taking AP exams:                                         | 10,448 (88)                               | 31,023 <sup>xvii</sup>                   |

**Hispanic-American Students:** Over the course of the Clinton-Gore Administration, the achievement gap between Hispanic and non-Hispanic students has also narrowed. More Hispanic students are taking AP courses and a core curriculum in high school than ever before, and the gap in test scores on a variety of nationally-administered tests is narrowing as well. A whole host of initiatives, including mentoring and college preparation programs like GEAR UP and TRIO, as well as programs making up the comprehensive Hispanic Education Action Plan (HEAP), which spans early childhood through adult education, are likely contributing to these gains. However, progress for Latino students is not happening quickly enough. Addressing the alarmingly low rates of high school completion of Hispanic students, as well as the unique needs of migrant and recently-immigrated, non-English speaking communities have been top priorities of the Clinton-Gore Administration. In addition to creating HEAP, the President's recent Strategy Session on Improving Hispanic

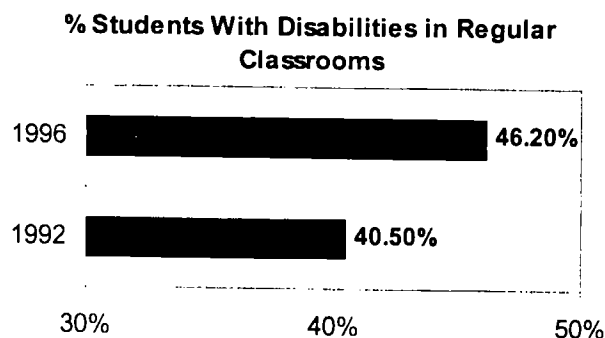


Digest of Education Statistics 1999

Student Achievement which brought policymakers together with educators, corporate interests and community leaders, complements other efforts being made across federal agencies to further narrow the educational gaps between Hispanics and their peers. The President's FY 2001 budget proposes \$823 million in increases for HEAP programs, including GEAR UP, Title I grants to localities, Adult Education, Migrant Education, Bilingual Education, and Hispanic Serving Institutions.

|                                                                     | Then<br>(1992 unless otherwise indicated)                                | Now<br>(1999 unless otherwise indicated)                                                       |
|---------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Hispanic Students Testing at or above Basic Math Level              | 35% – 4 <sup>th</sup><br>34% – 8 <sup>th</sup><br>45% – 12 <sup>th</sup> | 41% – 4 <sup>th</sup> (96) <sup>xviii</sup><br>39% – 8 <sup>th</sup><br>50% – 12 <sup>th</sup> |
| 25-29 year old Hispanic High School graduates with college degrees: | 15.6%                                                                    | 16.5% (98) <sup>xix</sup>                                                                      |
| Hispanic students taking AP exams:                                  | 13,322 (88)                                                              | 68,236 <sup>xx</sup>                                                                           |

### ADVANCING THE ACHIEVEMENT OF STUDENTS WITH DISABILITIES



U.S. Department of Education Release, 4/11/2000

Greater attention to the needs of students with disabilities and early intervention has enabled more special needs students to learn in regular classrooms with their nondisabled peers, graduate from high school with a regular diploma, and pursue postsecondary education. The Individuals with Disabilities Act Amendments of 1997 made it clear that the education of students with disabilities should be based on the same challenging standards as applied to nondisabled students, with appropriate modifications and supports for their disabilities. It also required students with

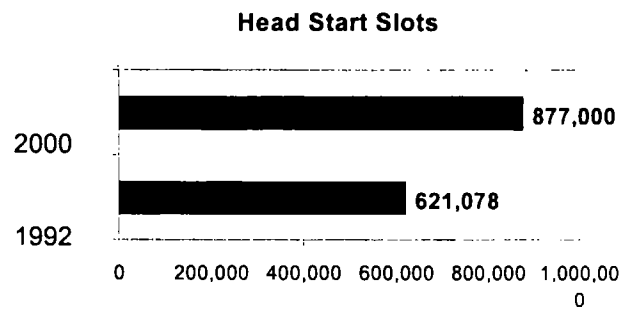
disabilities to be included in State and district-wide assessments, and that schools must also be held accountable for the educational outcomes of students with disabilities. The President's FY 2001 budget further increases funds to states and districts to provide the specialized educational assistance that students with disabilities require, with an eye towards improving the learning and achievement of all students. In addition, in recognizing the critical role that qualified teachers play in the education of any child, the Administration has also requested additional funds for special education professional development and funds to help schools implement research-based practices and to assist families provide crucial intervention services to children with disabilities as early as possible.

|                                                          | Then<br>(1992 unless otherwise indicated) | Now<br>(1999 unless otherwise indicated)          |
|----------------------------------------------------------|-------------------------------------------|---------------------------------------------------|
| Students with Disabilities graduating with diplomas:     | 101,589 (92-93)                           | 134,319 (96-97) <sup>xxi</sup>                    |
| Students taking the SAT reporting a disabling condition: | 42,789 (96)<br>940 combined score         | 73,169 (99) <sup>xxii</sup><br>949 combined score |

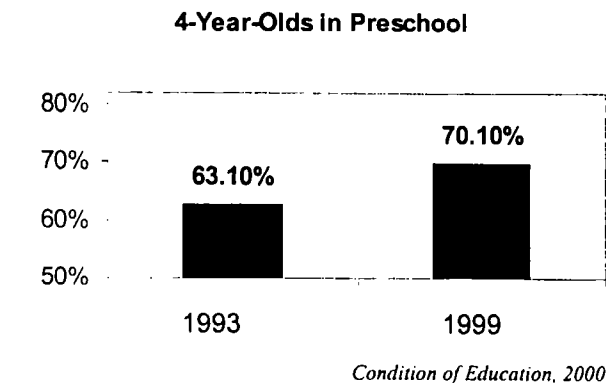


## GREATER ACCESS TO QUALITY PRESCHOOL OPPORTUNITIES

Scientific studies of brain and cognitive development have made clear the long-term impact and importance of ensuring all families have access to high quality early childhood education. The President and Vice President have succeeded in expanding funding for the highly successful Head Start program, which has been shown to improve vocabulary, math, and social skills. These results persist over time. Head Start children have better high school attendance rates, are less frequently retained in grade and have less need for special education. In FY 1995, the Early Head Start program was established in recognition of the importance of the earliest years, from birth to three, in a child's growth and development. The FY 2001 budget will improve the quality of Early Head Start and add 10,000 children, raising participation above 50,000. In the 1998 reauthorization of Head Start, the Clinton-Gore Administration raised standards and increased



*Department of Health and Human Services Release, 12/31/99*

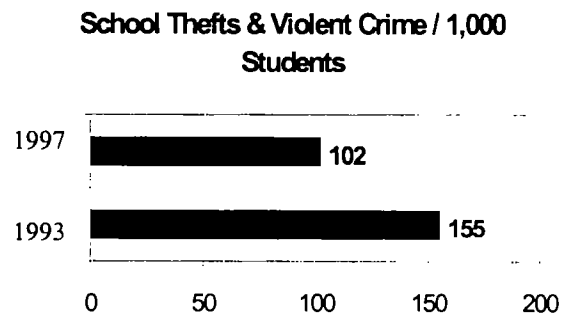


accountability, and also augmented the percentage of funds spent on ensuring quality in Head Start centers. Today, not only does Head Start serve more children than ever, but since 1993, 150 sub-par programs have been shut down while over 200 have received intensive assistance to substantially improve the quality of their programs. The Administration continues to make high-quality preschool opportunities a high priority in the FY 2001 budget, establishing and funding at \$3 billion over five years their previously proposed Early Learning Fund for

grants to communities to foster cognitive development. The President and the Vice President have also proposed \$30 million for early childhood educator professional development, as well as further increasing the number of Head Start and Early Head Start slots to serve nearly 1 million children. The Administration will continue to step up efforts to target groups that are underrepresented in access to early childhood educational opportunities, including recent immigrants and limited English proficient children. President Clinton and Vice President Gore have also expanded the federal commitment in the FY 2001 budget request for research on child development.

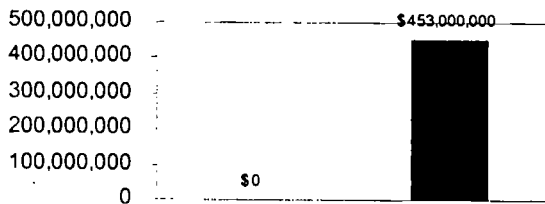
## INCREASING CHILDREN'S SAFETY AND IMPROVING SCHOOL DISCIPLINE

Though tragic, high-profile incidents have brought the issue of school violence to the forefront recently, the good news is that programs like the Safe and Drug Free Schools and Communities program and policies such as the expanded adoption of smaller learning communities have contributed to decreases in school crime and students bringing weapons to school. School climate, sense of belonging, and



*Department of Justice, "Indicators of School Crime and Safety," 1999*

### Federal Funding for After School Programs



OMB FY 2001 Budget

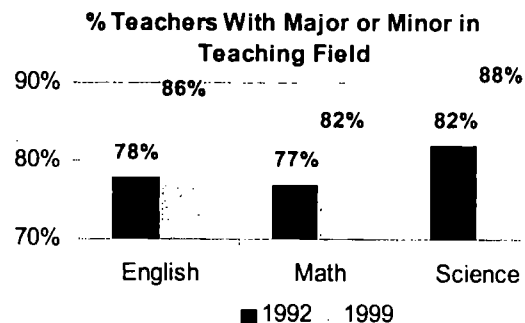
adequate individual attention are key factors in student behavior, and in his FY 2001 budget the President promotes these strategies by increasing funds for Safe and Drug Free schools and Communities to \$650 million, increases Class Size Reduction to \$1.75 billion, and expanding the Small, Safe and Successful High Schools program from \$45 million to \$120 million. Research shows that the hours after school lets out is the time when most young people are likely to be victims of violent crime, or use drugs and alcohol. Since it was started as a \$1 million demonstration program in 1997, President Clinton and

Vice President Gore have grown the 21<sup>st</sup> Century Community Learning Centers to a \$453 million program providing 850,000 children with after school and summer school opportunities. Today, 3600 schools in over 900 communities are enriching the lives of children through the 21<sup>st</sup> Century Community Learning Centers, and the President's FY 2001 request for \$1 billion in funding for the program would enable 2000 communities to provide expanded learning opportunities in 8000 21<sup>st</sup> Century Community Learning Centers. In addition, the Administration's budget also requests nearly \$250 million for the Safe Schools / Healthy Students program to provide further assistance to community-wide efforts to address mental health, juvenile justice and education, and also calls on Congress to fund Project SERV (School Emergency Response to Violence) as the next important steps in improving school safety and discipline.

|                                                                         | Then<br>(1992) (Unless otherwise indicated) | Now<br>(1999) (Unless otherwise indicated) |
|-------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------|
| Public schools with mandatory uniform policies:                         | 1,700 (96)                                  | 2,600 (97) <sup>xxiii</sup>                |
| Students bringing guns and other weapons to school:                     | 12% (93)                                    | 9% (97) <sup>xxiv</sup>                    |
| Children served by 21 <sup>st</sup> Century Community Learning Centers: | 0                                           | 850,000                                    |

### A FOCUS ON IMPROVING TEACHER QUALITY

Research has shown that high-quality teachers are one of the most important factors in student learning, and schools across the nation will need to hire 2.2 million teachers over the next decade to meet the demand of rising enrollments and replace a large pool of retiring Baby Boomers. The Clinton-Gore Administration has made the recruitment, preparation, and training of high-quality teachers a priority, by increasing professional development grants and by raising the standards for teacher education and certification in the Higher Education Act of 1998. Already there are tangible gains – more teachers today have a major or minor in their primary teaching field than at the beginning of the Administration, and innovations such as the Troops-to-Teachers and the National Board for Professional Teaching Standards have led more highly educated and well-trained individuals to



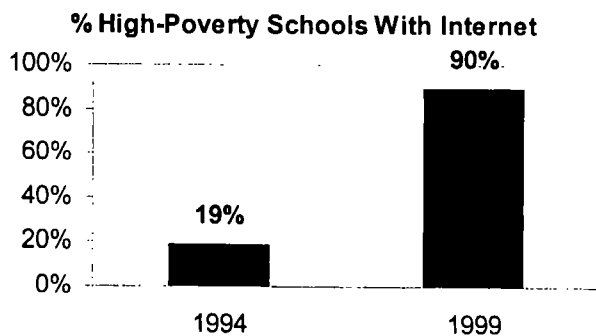
U.S. Department of Education, "5-Year Report Card on American Education," February 2000

come into and stay in our classrooms. The Administration's Elementary and Secondary Education reauthorization proposal underscores the importance of every child having a qualified teacher by requiring states to ensure that teachers are fully qualified and certified, and expanding critical teacher recruitment, preparation, and training mechanisms, including innovative methods to attract mid-career professionals to the field. The President's FY 2001 budget provides \$1 billion for a strengthened program of recruitment and training, through expanding Troops-to-Teachers and other programs such as Hometown Teachers, as well as expanded professional development in technology and early childhood education, and incentive and reward programs for both districts and teachers.

|                                                                              | Then<br>(1992 Unless otherwise indicated) | Now<br>(1999 Unless otherwise indicated) |
|------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Teachers certified by the National Board of Professional Teaching Standards: | 282 (95)                                  | 4,804 <sup>xxv</sup>                     |
| Troops to Teachers participants hired (cumulative):                          | 0                                         | 3,721 <sup>xxvi</sup>                    |
| Eisenhower Professional Development Grants:                                  | \$240 million                             | \$335 million <sup>xxvii</sup>           |

## ENHANCING THE REACH AND USAGE OF EDUCATION TECHNOLOGY

The rising importance of technology and general computer literacy has made closing the digital divide a national challenge, one which has been a priority for the Clinton-Gore Administration. Whereas computers were largely luxuries in the most affluent school districts just a decade ago, the Administration's aggressive E-Rate program has made it possible for nearly all schools in the country, including even the poorest, to be connected to the Internet and the wealth of resources associated with access to the digital superhighway. Yet access alone is not sufficient, and the Administration has led the crusade to work collaboratively with states, districts, industry experts, and institutions of higher education – to make sure that adequate pre-service and in-service professional development is available, so that teachers can be comfortable integrating technology in their curricula, and to ensure that appropriate software is developed – through the Preparing Tomorrow's Teachers to Use Technology and Technology Literacy Challenge Fund programs. To ensure that technology provides schools and students with the most effective applications to help them achieve and meet high standards, the President's FY 2001 budget calls for \$450 million for the Technology Literacy Challenge Fund and \$170 million in funding for Next Generation Technology Innovation grants, for state-of-the art educational technology, including online and distance learning. The President's budget also includes increased commitments to Community Technology Centers and Preparing Tomorrow's Teachers to Use Technology programs.



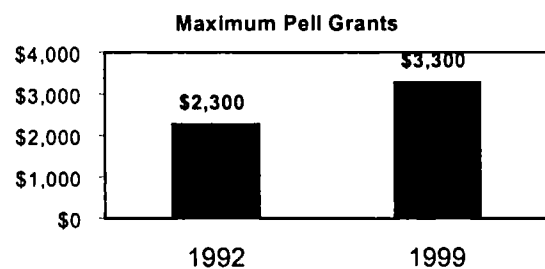
NCES, "Internet Access in U.S. Public Schools and Classrooms,"  
February 2000

|                                                       | Then<br>(1992 Unless otherwise indicated) | Now<br>(1999 Unless otherwise indicated) |
|-------------------------------------------------------|-------------------------------------------|------------------------------------------|
| Schools with internet access:                         | 35% (94)                                  | 95% <sup>xxviii</sup>                    |
| Community Technology Centers receiving Federal funds: | 0                                         | 170+                                     |

## INCREASING COLLEGE OPPORTUNITY AND MAKING COLLEGE AFFORDABLE FOR ALL AMERICANS

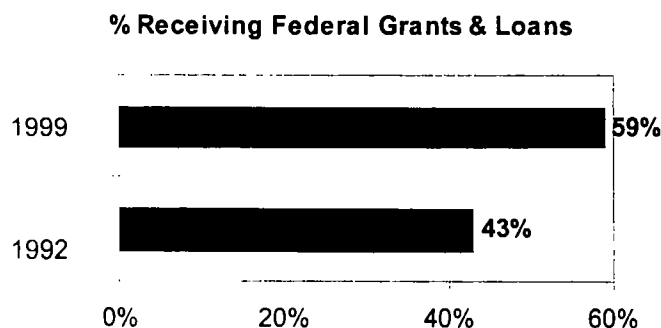
Education beyond high school is essential not only for individual opportunity but for the health of the nation's economy. The Clinton-Gore Administration has been and continues to be extremely committed to expanding access to post-secondary education, through tuition and loan assistance and by implementing programs aimed at better preparing high school students to continue their education after graduation from high school.

Greater numbers of high school graduates are going directly to college and more working individuals are continuing their education today than ever before, thanks in part to the largest



*OMB FY 2001 Budget*

federal investment in higher education since the G.I. Bill. A nearly 50 percent increase in the maximum amount for federally-backed Pell grants, a 40 percent increase in Work-Study assistance, and the new Hope Scholarship and Lifetime Learning tax credits are now available to millions of families continuing their education. More individuals are completing college degrees and receiving federal aid today than just eight years ago, and whereas more than 22 percent of student loan borrowers defaulted within two years of



entering repayment before the Clinton-Gore Administration, that rate has fallen for seven straight years and is now a record-low 8.8 percent. At the same time, collections on defaulted loans have tripled from \$1 billion to \$3 billion under this Administration. In addition, the AmeriCorps program has provided education awards for over 150,000 young people to help them earn money for college while serving their communities. In addition, the President and Vice President have helped more low-income students prepare for college through the Administration's GEAR UP mentoring and college preparation initiative. The President's FY 2001 budget underscores the importance of increasing access to higher education by providing an additional \$125 million for GEAR UP; an increase of \$80 million for TRIO; funds to provide SAT and ACT preparation courses for disadvantaged youth; and tax credits including the 10-year, \$36 billion College Opportunity tax cut that will provide up to \$2,800 in tax relief for millions of families when fully implemented.

|                                                                                         | Then            | Now                              |
|-----------------------------------------------------------------------------------------|-----------------|----------------------------------|
| High school graduates going directly to college:                                        | 62%             | 66% (1998) <sup>xxx</sup>        |
| GEAR UP participants:                                                                   | 0               | 450,000                          |
| Work-study grant recipients:                                                            | 712,000         | 930,000 <sup>xxx</sup>           |
| 25-29 year olds with college degrees:                                                   | 27%             | 32 % (98) <sup>xxxi</sup>        |
| Number of students benefiting from federal grants and loans:                            | 6,231,000 (43%) | 8,769,000 (59%) <sup>xxxii</sup> |
| Students receiving AmeriCorps Education Awards to help pay for postsecondary education: | 0               | 150,000+                         |

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- <sup>i</sup> RAND, "Improving Student Achievement: What NAEP State Test Scores Tell Us," 2000.
- <sup>ii</sup> American Federation of Teachers, "Making Standards Matter 1999"
- <sup>iii</sup> National Governor's Association, Issue Brief 9/1/98; 1999 National Education Summit Briefing Book.
- <sup>iv</sup> American Federation of Teachers, "Making Standards Matter," November 1999.
- <sup>v</sup> 1999 National Education Summit Briefing Book.
- <sup>vi</sup> 1999 National Education Summit Briefing Book.
- <sup>vii</sup> NCES High School Transcript Study; Digest of Education Statistics 1999; Table 142
- <sup>viii</sup> Dept. of Education, "Local Success Stories: Reducing Class Size" (Nov. 99). 1996 numbers reflect national average size for elementary schools. 1999 figure represents class size in grades 1-3 for schools participating in President's class size reduction initiative.
- <sup>ix</sup> Dept of Education, "5-year Report Card" (Feb. 2000)
- <sup>x</sup> Dept of Education, "5-year Report Card" (Feb. 2000)
- <sup>xi</sup> Dept of Education, "5-year Report Card" (Feb. 2000)
- <sup>xii</sup> Bureau of the Census, March 1998 CPS; Condition of Education 2000 Table 32-3 (reflects 3-year averages 91-93 & 96-98)
- <sup>xiii</sup> Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- <sup>xiv</sup> Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- <sup>xv</sup> Census Bureau; Condition of Education 2000, Table 32-1
- <sup>xvi</sup> The College Board; [www.sat.org](http://www.sat.org)
- <sup>xvii</sup> The College Board; [www.sat.org/press/senior98/html/aptable3.html](http://www.sat.org/press/senior98/html/aptable3.html), [www.sat.org/press/senior99/html/ap11.html](http://www.sat.org/press/senior99/html/ap11.html)
- <sup>xviii</sup> NAEP 1996 Mathematics Report Card (1997) Table 3.5
- <sup>xix</sup> Bureau of Census, "Educational Attainment in the U.S." March 1998 ([www.census.gov/prod/3/98pubs/p20-513.pdf](http://www.census.gov/prod/3/98pubs/p20-513.pdf)); Condition of Education 1999, p.126
- <sup>xx</sup> The College Board; [www.sat.org/press/senior98/html/aptable3.html](http://www.sat.org/press/senior98/html/aptable3.html), [www.sat.org/press/senior99/html/ap11.html](http://www.sat.org/press/senior99/html/ap11.html)
- <sup>xxi</sup> Report on the Implementation of IDEA, 4/2000, Table AD3
- <sup>xxii</sup> The College Board, [www.sat.org](http://www.sat.org)
- <sup>xxiii</sup> Indicators of School Crime and Safety 1999 – Table A2; Digest of Education Statistics 1999, Table 90.
- <sup>xxiv</sup> Depts of Education and Justice, "Indicators of School Crime and Safety" 9/99, Figure 11.2 -- students carrying weapon to school at least once during past 30 days
- <sup>xxv</sup> National Board for Professional Teaching Standards, [www.nbpts.org](http://www.nbpts.org)
- <sup>xxvi</sup> DOD, DANTES, 3/30/00, ([voled.doded.mil/dantes/ttt/data.htm](http://voled.doded.mil/dantes/ttt/data.htm))
- <sup>xxvii</sup> OMB, FY2001 Budget p.43; Table 1-1
- <sup>xxviii</sup> NCES, Internet Access in U.S. Public Schools and Classrooms, 2/2000
- <sup>xxix</sup> Census, CPS; Condition of Education 2000 Table 32-1
- <sup>xxa</sup> OMB, FY2001 Budget p. 237
- <sup>xxxi</sup> Census Bureau
- <sup>xxxii</sup> OMB, Budget Appendices FY1994 & FY2001; includes federal grants and loans only, 13 million Americans benefit from the HOPE Scholarship and Lifetime Learning Tax Credit.

