



U.S. DEPARTMENT OF EDUCATION

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RAISING STANDARDS AND ACCOUNTABILITY

GOAL

All States and Their Schools Will Have Challenging and Clear Standards of Achievement and Accountability for All Children and Effective Strategies for Reaching Those Standards

CONTEXT

High standards of achievement and accountability in the core academic subjects for all children has been at the heart of the President's agenda during the past four years. All major pieces of K-12 legislation promoted by the Department -- Goals 2000, Voluntary National Tests, School-to-Work, the new Elementary and Secondary Education Act (ESEA), and the Individuals with Disabilities Education Act (IDEA) -- support challenging state and local standards and community and systemwide reforms to lift the achievement of students to high standards.

While our students have been making progress in reading, science and mathematics, we are not yet where we need to be as a nation. According to the National Assessment of Educational Progress (NAEP), 40 percent of our 4th grade students do not reach the "basic" achievement level in reading. In the Third International Mathematics and Science Study (TIMSS), the U.S. 4th graders scored above average in math and science. While our 8th graders scored above the international average in math, our 8th graders score below the international average in mathematics, and only 5 percent of U.S. eighth grade students score in the top 10 percent internationally.

State assessments vary widely in how they define proficiency for their students. The Southern Regional Education Board compared the percent of 4th graders scoring at the proficient level on NAEP with the percent each state reported for its state assessment and found wide variation, with higher percentages of students scoring proficient on state assessments than on NAEP. This means many parents, teachers and principals can't have comparable benchmarks across America of how their students are mastering the basics.

EXISTING PROGRAMS AND RESOURCES

A number of states have initiated education improvement efforts geared towards more challenging standards. In the 1990's, the Department of Education's initiatives, along with those of groups such as the Council of Chief State School Officers, the National Science Foundation, and the Business Roundtable, have reinforced local state efforts.

- **Goals 2000: Educate America Act:** an important purpose of this Act is to support the creation of high standards. Communities in all 50 states are now using Goals 2000 resources to improve teaching and learning based on their own high standards in core academic subjects.

- **Title I:** The reauthorization of the Title I program for disadvantaged students focuses on ensuring that all students reach challenging standards in reading/language arts and mathematics. States and school districts are using Title I funds to implement challenging academic standards by preparing their teachers to teach to those standards and designing schoolwide programs focused on helping all children master the basics of reading and math. The Department is providing assistance to states and schools to ensure that all students reach challenging standards.
- **Eisenhower Professional Development program (Title II):** and other federal programs help support high-quality teacher training to prepare teachers to provide challenging curriculum and instruction.
- **School-to-Work** links vocational training in the workplace to rigorous academic learning in the classroom.
- **Individuals with Disabilities Education Act (IDEA):** This Act was recently reauthorized, and is designed to better enable students with disabilities to participate in the same curriculum and achieve to the high standards expected of all students.

Because of these and other efforts, the nation has made important progress in raising standards since the 1989 Education Summit in Charlottesville. Almost every state has academic standards, and the importance of raising expectations for all children is widely accepted. Yet much work needs to be done to get higher standards into schools and classrooms.

THE ADMINISTRATION'S PROPOSAL

The Department will continue supporting districts', schools' and states' efforts to address these challenges and strengthen their reforms geared to challenging standards. Its activities include:

Promoting concrete national standards of excellence in 4th grade reading and 8th grade math.

States and school districts will for the first time in 1999 be able to have students take voluntary national tests in 4th grade reading and 8th grade mathematics to inform individual students, their parents, and teachers how they are doing compared to national standards of excellence. The Department will fund the development of these rigorous voluntary national tests and has proposed that the independent, bipartisan National Assessment Governing Board set all policy related to the tests. The Administration will seek funding to cover the cost of the first year of administration of the tests.

Emphasizing to the public the importance of fixing failing schools. Secretary Riley has called on the public to fix failing schools by reconstituting them or closing them down, bringing the models of the New American Schools Corporation to local communities to choose, finding new leaders, removing incompetent teachers if repeated efforts to improve them do not work or starting charter schools. By developing a comprehensive research strategy on failing schools, the Department can advance this goal.

Promoting pending reauthorization proposals for vocational education, adult education, and vocational rehabilitation. Each of these proposals is designed to promote challenging standards and lifelong learning.

Proposing funding increases in FY98 for Department programs supporting challenging standards. The President's budget for 1998 included an increase in Goals 2000 funding to enable an estimated 16,000 schools to raise standards of teaching and learning. The Administration also proposed increases for a number of other programs including the Title I program, Eisenhower Professional Development and the Safe and Drug-Free Schools Programs.

SOURCES OF ASSISTANCE AND INFORMATION

For further information, call or visit the Department of Education's web site for the following:

- Department of Education information and publications: call 1-800-USA-LEARN
- Goals 2000: visit <<http://www.ed.gov/G2K/>>
- School-to-work: call 1-800-251-7236 or visit <<http://www.stw.ed.gov/>>
- Voluntary National Tests: visit <<http://www.ed.gov/nationaltests/>>
- Third International Mathematics and Science Study, to order the Department's TIMSS Toolkit, call (202) 219-1333; or the report *Pursuing Excellence*, call (202) 512-1800 (stock number 065-000-0095-5) or visit <www.ed.gov/NCES/timss>

TEACHER QUALITY

GOAL

To Make Sure There Is a Talented, Dedicated and Well-Prepared Teacher in Every Classroom.

CONTEXT

In recent years, our nation has engaged in an on-going effort to raise standards for student learning. However, our nation's goals for higher student achievement cannot be reached if we do not focus on the quality of our teaching force. Thus, one of our priorities must be to ensure that there will be a talented, dedicated, and well-prepared teacher in every classroom.

In addressing the quality of our teaching force, our nation must confront a number of serious problems in the teaching profession. The 1996 report of the National Commission on Teaching and America's Future (NCTAF) identifies five major barriers to successful reform that relate directly to the quality of our teaching force: (1) unenforced standards for teachers; (2) major flaws in teacher preparation; (3) painfully slipshod recruitment; (4) inadequate induction for beginning teachers; and (5) the lack of professional development and rewards for knowledge and skill.

While confronting the challenges that we currently face in our teaching force, we must prepare for even greater challenges that lie ahead -- challenges of *quantity*, *quality*, and *equity*:

Quantity: Over the next 10 years, the nation will face a tremendous demand for additional teachers due to increasing student enrollments and the need to replace teachers who retire or otherwise leave the profession. To meet this demand, the nation will need to hire over 2 million teachers in the next decade-- almost half of which will be first-time teachers. Thus, the future of the nation's schools rests largely upon the preparation and support received by these newly-prepared teachers.

Quality: In these changing times, teachers must know and do more than ever before. Our information-age economy increasingly demands that students, who make up our future workforce, possess not only basic reading and math skills, but adaptability, critical thinking, facility with problem solving, technological literacy, and strong communication skills. Teachers will face many daunting challenges in their 21st century classrooms, and the more than 2 million teachers who will enter our schools in the next ten years will be called upon to meet all of these demands creatively and effectively. Appropriate preparation and support will be essential to their retention and success.

Equity: High poverty communities which face the greatest challenge in recruiting, supporting, and retaining new teachers will need over 700,000 additional teachers in the next ten years. Because schools that face shortages of highly-qualified teachers are often forced to hire less-

qualified teachers, these will be shortages of *quality* rather than *quantity*. Therefore, students in high-poverty urban and rural schools -- the very students who need the *best* teachers because of the challenges that poverty brings to the classroom -- often have teachers who are the *least* qualified. When students in high-poverty communities receive instruction from unqualified teachers, they are being denied access to a quality education.

RESEARCH AND DATA

The following statistics from the National Commission on Teaching and America's Future (NCTAF) and the National Center for Education Statistics (NCES) demonstrate the urgency of focusing on the quality of the nation's teaching force:

- ▶ More than one-quarter of newly hired "teachers" enter the profession without having fully met state standards.
- ▶ More than 50,000 people who lack the training enter the teaching profession annually on emergency or provisional licenses.
- ▶ More than 40 states allow school districts to hire teachers by granting emergency licenses to individuals who have not met basic requirements for completing training and passing an examination.
- ▶ Over one-third of public school teachers whose main assignments are in English (25%), social studies (59%), science (40%), mathematics (34%), and foreign language (13%) do not have even a college minor in their primary teaching field.
- ▶ In high-poverty schools (schools in which more than 40 percent of students receive free or reduced-price lunch), the problem of under-prepared teachers is even more severe-- almost 50% have neither a college major or minor in their primary field.
- ▶ Our nation's teaching force does not reflect the diversity that is transforming our nation's classrooms: students of color comprise 30% of our nation's student population, but only 13% of our teachers are people of color.

Our nation does not invest adequately in its teachers:

- ▶ 22% of all new teachers leave the profession in the first three years, often because of a lack of support and a "sink or swim" approach to induction. Rates of attrition in urban districts can reach fifty percent in the first five years of teaching. (Recruiting New Teachers, Inc.)
- ▶ The nation's schools typically spend only 1% to 3% of their resources on teacher development as compared to significantly higher expenditures by both American corporations and schools in other countries. (The leading corporations devote 15-20% of their budgets to on-going training for their workers.)
- ▶ The United States has by far the lowest ratio of core teaching staff to non-teaching staff of any industrial nation. Teachers make up only 43% of total school employment in the U.S. compared to 60% to 80% of school employment in other countries. (Organization for Economic Cooperation and Development)

EXISTING PROGRAMS AND RESOURCES

Much is being done across the country to address issues of teacher quality:

Interstate New Teacher Assessment and Support Consortium: Developing performance-based assessment for the initial licensing of teachers

National Board for Professional Teaching Standards: Establishing voluntary standards for highly accomplished teaching; many states and districts are providing support for teachers to undergo the rigorous procedure to become National Board-certified

National Council for the Accreditation of Teacher Education: Establishing standards for Colleges of Education that will be recognized as a voluntary national accreditation system

Holmes Partnership, the Center for Educational Renewal, the Renaissance Group, Project 30 and others: Partnerships between higher education and K-12 schools to reform teacher education.

National Commission on Teaching and America's Future: Is working with 12 states who have committed to implementing the recommendations of the Commission. They are designing a policy inventory that states can use as a starting point to develop a comprehensive strategy to improve the quality of their teaching force.

THE ADMINISTRATION'S PROPOSAL

The Department of Education is also working aggressively to improve the quality of teaching throughout America's schools:

Recruiting Teachers for High-Poverty Areas: ED is proposing a targeted program, through the reauthorization of Title V of the Higher Education Act, to support partnerships between institutions of higher education and PreK-12 school districts in high-poverty communities to recruit, prepare, and retain a diverse population of high-quality teachers.

Strengthening Teacher Education: Also through Title V of the HEA, the Department is proposing a program which would authorize grants to "lighthouse partnerships" between exemplary teacher preparation institutions, school districts, and other higher education institutions. The program would seek to identify and spread best practices in teacher education and would promote the vital role of K-12 educators in designing and implementing effective teacher preparation programs.

Rewarding Master Teachers: Funding from the Department of Education will help the National Board for Professional Teaching Standards to complete the development of assessments to identify accomplished teachers and encourage teachers to reach for high standards of teaching.

Improving Professional Development: The Eisenhower Professional Development Program provides grants to state and local educational agencies, institutions of higher education, and other organizations to support high-quality professional development activities aligned with challenging state student performance standards. The **National Awards Program for Model Professional Development** identifies and disseminates exemplary models in schools and school districts that have made the link between professional development and improved student achievement. Formula grant programs such as **Title I, Goals 2000**, and the reauthorized **Individuals with Disabilities Education Act (IDEA)** encourage the use of funds for professional development.

Supporting Research, Development, and Dissemination: The Office of Educational Research and Improvement is supporting two new programs to focus on teacher issues. A new **Teacher Policy Center**, headquartered at the University of Washington in Seattle, funded in August, 1997, is a consortium of universities that will focus on ways educational policies can improve the recruitment and retention of capable teachers, develop their knowledge and skills, and support teachers' work and student learning simultaneously. A new **Partnership for Excellence and Accountability in Teaching**, bringing together State and local education agencies, postsecondary education institutions, national professional organizations, and other stakeholders across the nation will be funded in September 1997. The Partnership will be a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development for K-12 teachers.

Measuring Our Progress: A **Biennial National Report Card on Teacher Quality**, to be issued by the Department starting in 1998, will constantly refocus public attention on the teaching profession and provide a way to measure the nation's progress in recruiting, preparing, and retaining high-quality teachers.

SOURCES OF ASSISTANCE AND INFORMATION

Teacher Initiative: "Ensuring that there is a talented, dedicated, and well-prepared teacher in every classroom"

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STRENGTHENING READING

GOAL

Every child will read well and independently by the end of the third grade.

CONTEXT

Reading is the foundation for all other learning. Even though as a nation we are above the international average in reading, unfortunately, too many of our children still struggle when it comes to reading. Forty percent of America's fourth graders cannot read at what the National Assessment of Educational Progress (NAEP) considers to be the basic level.¹

Our schools emphasize reading instruction focused on learning to read during the first three grades. By the fourth grade, we expect children to "read to learn" be good readers so they can then master the rest of the core curriculum. Too often, the children who struggle with reading early on fall further behind in school, are placed in special education classes, or lose interest, give up, and drop out.

As a nation, we now have the opportunity to make greater progress in this area. New scientific research shows that experiences before and after birth, particularly in the first three years of life, dramatically influence brain development.² Nurturing, talking to, singing to and reading to our youngest children can improve their ability to learn and develop throughout their lives. Although this information presents daunting challenges, it also expands our understanding of how to help every child get off to a strong and healthy start and begin to become a lifelong learner. Moreover, we now know a lot more about how to teach reading.

RESEARCH AND DATA

- Limited reading proficiency is a problem that faces all of our Nation's children. Although reading problems are particularly severe for disadvantaged students, they are not limited to this population. 32% of fourth-graders whose parents graduated from college are reading at or below the basic level (NAEP 1994 Reading Report Card for the Nation and States).
- Poor reading skills have proven to be a predictor of school failure. Disadvantaged third graders who have failed a grade or who are reading significantly below grade level are very unlikely to graduate from high school and will experience difficulty throughout their school careers (Madden et al. 1993).

¹ NAEP 1994 Reading Report Card for the Nation and the States. The basic level provides a measure of the capacity to read independently and understand the overall meaning of what is read.

² White House Conference on Early Childhood Development and Learning, April 1996.

- Without early identification and early intervention (before entry into the third grade), reading difficulties severe enough to hinder learning and the enjoyment of reading will persist into adulthood unless intensive reading programs are provided (National Institute for Children's Health and Development, 1997).
- To participate in the high-skill workplace of the 21st century, all students will have to improve their reading skills and focus on continuous learning (1990-91 International Education Assessment).

EXISTING PROGRAMS AND RESOURCES

- The America Reads' Federal Work Study program allows Federal Work Study students to be trained as reading tutors for preschool and elementary school children in their communities while earning money for college at the same time. Over 775 colleges and universities have signed on to participate in the America Reads Federal Work Study program. The Department of Education waives the FWS local matching requirements for colleges and universities that sign on to the America Reads Federal Work Study program.
- The Department of Education's READ*WRITE*NOW! program is a grassroots summer literacy initiative to improve children's reading and writing skills. Volunteer learning partners in communities all over America are reading and writing with children for at least 30 minutes each week, and are encouraging children to read with their families 30 minutes a day, 5 days a week. Over 1.5 million children were served through this program in the summer of 1997. Free READ*WRITE*NOW! materials are available to the public through the Department's home page (<http://www.ed.gov>) and through the Department's toll free number 1-800-USA-LEARN, as long as supplies last.
- Title I of the Elementary and Secondary Education Act supports state and local efforts to improve educational opportunities for low-achieving children attending high-poverty schools. Title I served over 6.4 million children in 1994-1995. Enabling students to obtain basic and advanced skills in reading is a primary focus; over 76% of Title I school participants receive reading instruction to help them achieve to the same high standards expected of all children.
- States across the nation are using resources from the Goals 2000 Act to help students improve their reading skills. California has used millions of dollars under the Goals 2000 Act to fund a major reading initiative for students in grades K-4. In Houston, Texas, Goals 2000 funds support a parent involvement reading program. In Minglewood Elementary School in Tennessee, a literacy lab was created with Goals 2000 funds to provide students the opportunity to increase their reading skills through the use of technology.
- Even Start projects provide participating families with a comprehensive integrated program of early childhood education, adult basic education, and parenting education, making the necessary link between adult literacy and children's school success.

- The Inexpensive Book Distribution program funds Reading Is Fundamental's efforts to bring free books to disadvantaged children across the United States. Reading Is Fundamental is one of READ*WRITE*NOW's! major sponsors, providing learning partners for children across hundreds of sites in the nation.
- The U.S. Department of Education also provides funding for special education and related services to over 5 million children with disabilities, many of whom need special help in reading and writing. The Office of Special Education in the Department has supported a summary on "what works" in reading instruction for students with learning disabilities, and developed easy-to-read materials for parents and service providers.
- The Office of Bilingual Education and Minority Language Affairs provides competitive grants for schools, districts, and States to effectively teach limited English proficient students, how to read and learn other academic skills.

THE ADMINISTRATION'S PROPOSAL

The President and Secretary believe a strong and early focus on reading, coupled with greater parental involvement, can reduce special education and remedial education costs, decrease truancy rates, and reduce the number of young people dropping out of school. It can also help bilingual students achieve the high standards established for all students. In the President's 1997 State of the Union address, he announced his plan to address the reading problem in our Nation -- the America Reads Challenge.

The America Reads Challenge asks every American to identify what role he or she can play -- professionally and personally -- to help all of our children to read independently and well by the end of third grade. While remaining sensitive to the unique learning needs of each child, we must work hard to instill in each of them, and in ourselves, high expectations for their reading skills.

The America Reads Challenge Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend extended learning opportunities for reading. Working with teachers and parents, this unprecedented initiative calls on all Americans in all fields -- schools, libraries, religious organizations, universities, the media, community and national groups, and cultural organizations, as well as college students, business leaders, and senior citizens -- to ensure that every American child can read well and independently by the end of third grade. The America Reads Challenge Act will help mobilize skilled reading specialists, trained volunteer reading tutors, and AmeriCorps members to ensure that every student can read well and independently by the end of the third grade. The reading specialists will train the volunteer tutors, as well as serve as the link with the students' classroom teacher. This Act would connect parents, teachers, trained reading professionals, and trained volunteer tutors to school, library, and community literacy efforts.

SOURCES OF ASSISTANCE AND INFORMATION

For more information on the *America Reads Challenge*, call (202) 401-8888.

IMPROVING MATH ACHIEVEMENT

GOAL

Every child will master challenging mathematics, including the foundations of algebra and geometry, by the end of eighth grade.

CONTEXT

In this technological era, mathematics achievement is more important than ever before as quantitative and problem-solving skills will be required to succeed in many careers. A young person's opportunities for college and careers are greatly enhanced by mastering challenging mathematics, including elements of algebra and geometry, by the end of eighth grade. Students are then ready for the more advanced mathematics and science courses in high school that will prepare them for college and productive employment.

Students who take geometry and more rigorous mathematics courses during high school are more likely to go to college. This is true regardless of their families' level of income, although for low-income students the correlation is particularly strong. Low-income students who take geometry and chemistry are almost three times as likely to attend college as those who do not.

RESEARCH AND DATA

The results of the Third International Mathematics and Science Study (TIMSS) show that U.S. students are generally learning the basics of arithmetic, scoring above the international average at the fourth grade. However, by the eighth grade, U.S. students score below the international average in mathematics when compared to their peers in 40 other nations. The U.S. was the only country in TIMSS whose students dropped from above average in 4th grade to below average in 8th grade.

U.S. students spend more years on arithmetic than students of any of our major competitors, but our students do less well in mastering more advanced mathematics. Beginning in fourth grade, students in top-performing countries practice arithmetic but are also introduced to algebra, geometry, probability, and other topics.

EXISTING PROGRAMS AND RESOURCES

- **Learning from TIMSS:** TIMSS provides a wealth of information not only about student achievement but also about curriculum, teaching practices and other factors that affect U.S. performance in mathematics. A TIMSS Resource Kit makes this information easily accessible and usable for teachers, administrators and concerned citizens. To promote effective use of the Resource Kit, the Department, the Eisenhower Consortia and NCTM will be holding a series of national and regional training sessions for master teachers, math supervisors, professional developers, and others interested in using it. The Department is also sharing key information

about TIMSS with school board members and others who might use it to spark local conversations about improving mathematics education.

- **Eisenhower Professional Development Program (State Formula Grants):** This program awards grants through the states to local school systems in support of sustained and intensive, high-quality professional development-- primarily in mathematics and science-- in the nation's elementary and secondary schools. One key aim is to increase students' opportunity to achieve challenging state content and performance standards. Grants are also awarded to institutions of higher education and non-profit organizations through state agencies for higher education.
- **Eisenhower Regional Mathematics and Science Education Consortia:** The 10 consortia, working closely with the Eisenhower National Clearinghouse, offer information and technical assistance to help states and school districts improve mathematics and science programs. They also train and provide technical assistance to classroom teachers, administrators, and other educators to help them adapt and use exemplary instructional materials, teaching methods, curricula, and assessment tools.
- **Eisenhower National Clearinghouse:** The clearinghouse was established to improve access to K-12 mathematics and science resources for teachers, students, parents, and others. It develops and maintains a comprehensive collection and catalog of K-12 mathematics curriculum materials (including print, audio, video, multimedia, kits, and Internet sites). It also ties into a network of existing databases containing catalogs of materials in various formats, text and evaluations of selected materials, and other resources for mathematics education.
- **Title I of the Improving America's Schools Act of 1994:** This program is the Federal Government's largest program that supports elementary and secondary education, with current funding of almost \$7.2 billion for grants to local educational agencies. Title I provides funds to help low-achieving children, particularly those in high poverty schools, learn to high standards. Mathematics has always been a major focus of the Title I program: according to the most recent data, 48 percent of 9 million participating children receive some instruction in mathematics.

THE ADMINISTRATION'S PROPOSAL

- **Voluntary National Test in Mathematics at Eighth Grade**
As part of a national effort to help all students achieve to higher standards, the Education Department is supporting the development of an individual voluntary national test in mathematics at the eighth grade as well as a test in reading at the fourth grade based on the highly regarded National Assessment of Educational Progress (NAEP). The Senate approved President Clinton's proposal to give the authority of setting policy for the voluntary national tests to the National Assessment Governing Board (NAGB)-- a bipartisan organization which is widely respected for its role in setting policy for NAEP.

President Clinton is urging states and local districts to participate in the voluntary national test, which will be available for use in 1999. Unlike any existing test, the voluntary national tests in reading at fourth grade and math at eighth grade would help parents and teachers compare each student's performance against national and even international standards of excellence. The mathematics test will be based on the same framework as the existing National Assessment of Educational Progress (NAEP), in which over 40 states participate. Because teachers, parents, and schools will receive detailed information about students' performance on individual items, the tests will stimulate improvement in reading and mathematics instruction and provide parents with information to help their children.

- **Comprehensive Action Strategy**

To help set the stage for a national effort to improve student achievement in mathematics, President Clinton has asked the Department of Education and the National Science Foundation to co-chair an Interagency Working Group on Improving Mathematics Education. The working group is preparing a comprehensive Action Strategy for using federal resources to assist states and local school systems to meet challenging mathematics standards in the eighth grade, and for involving the mathematical, scientific, and technical communities in support of these efforts. The strategy, which will be released this fall, will outline specific plans of federal agencies to achieve results in the following key areas: (1) building public understanding of what challenging mathematics looks like in grades four to eight; (2) equipping teachers with the skills and knowledge to teach challenging mathematics effectively; (3) assisting communities in efforts to implement high-quality curricula and instructional materials. Activities will be carried out in collaboration with other federal agencies, education, mathematics and professional organizations, the business community, and others.

SOURCES OF ASSISTANCE AND INFORMATION

For more information about the Voluntary National Tests in Reading and Math that will be available in 1999, visit the World Wide Web site at <<http://www.ed.gov/nationaltests>>.

For more information on TIMSS, consult the World Wide Web site at <<http://www.ed.gov/NCES/timss>>.

For general information about TIMSS and the National Voluntary Tests, call 1-800-USA-LEARN.

For information on the Mathematics Initiative, contact: Judy Wurtzel, Director at (202) 401-3389, or <judy_wurtzel@ed.gov>.

GETTING EDUCATIONAL TECHNOLOGY INTO THE CLASSROOMS

GOAL

Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

CONTEXT

As the nation moves toward the next century, a student's ability to learn to higher standards will be inseparable from his or her ability to access and understand technology. The livelihood of all Americans will depend on the ability to harness and use knowledge to adapt to the available jobs which, in turn, will depend in large part on technological literacy skills. We believe technology can help expand opportunities for American children to improve their skills, maximize their potential, and ready them for the 21st century.

If the Department succeeds in meeting its technology goals, all students for the first time --in the poorest schools, in the most isolated rural schools and in the wealthiest schools --will have access to the same universe of knowledge, in the same way, at the same time. This not only will promise to transform education, but could have important implications for the nation. Just as technology can be a great democratizing force, it can also exacerbate inequities in our society. If it is distributed unequally based on income or geography, if only some teachers gain the expertise they need to help their students use technology effectively, if some homes have access to computers but others do not, then the gap in educational opportunities and educational outcomes will only widen.

RESEARCH AND DATA

As early as the year 2000, approximately six out of every ten jobs in America will require computer skills currently possessed by only 22 percent of the labor force. And yet today, although 65 percent of schools are wired to the Internet, only fourteen percent of classrooms are connected and only one of every five teachers now use it. Additionally, the availability of quality software to help teach to rigorous standards is limited and many computers are outdated and most are still located in computer labs. Networking classrooms can go hand in hand with making sure that teachers and students have computers readily available.

EXISTING PROGRAMS AND RESOURCES

- **America's Technology Literacy Challenge Fund:** Provides formula grants to state education agencies to support grassroots efforts at the state and local level to put the future at the fingertips of every child by the dawn of the new century -- with modern computers, high quality educational software, trained teachers, and affordable connections to the information superhighway. To date, all 50 states have applied and received

funding for the first year grant and have started competing the funds to their local school districts. The Challenge Fund is designed to encourage states, local communities, the private sector, schools and individuals to work together to integrate technology into teaching and learning.

- **The Technology Innovation Challenge Grant Program:** Funds development and demonstration testbeds to generate innovative applications of technology that can be successfully adapted in schools and communities across the nation. The challenge grant communities form partnerships with local school systems, students, colleges, universities, and private businesses to develop creative new ways to use technology for learning. Since FY95, 62 projects have been funded in 33 states -- involving 548 school districts, 239 businesses, 140 colleges and universities, 53 museums and 17 libraries -- demonstrating the innovative uses of computers, networking and multi-media across the curriculum.
- **Universal Service Fund - E-Rate:** On February 8, 1996, a new and bold telecommunications law was enacted that will increase competition and lower prices for all consumers, including schools and libraries. On May 7, 1997, the Federal Communications Commission (FCC) voted unanimously to provide schools and libraries discounts on telecommunications services (such as phone service, internal connections, and Internet access) totaling up to \$2.25 billion annually. The discounts range from 20% to 90%, depending on poverty and geographic location and will begin in January, 1998. The average discount is expected to be 60 percent. The E-rate will help ensure that no school (public, private or parochial) or library is left behind in the information age.
- **Star Schools Program:** FY98 marks the 10th anniversary of the Star School's Distance Learning program. These projects provide courses in mathematics, science and foreign languages, literacy skills and vocational education in under-served areas. Star Schools promote partnerships that develop, construct, and operate telecommunications, audio, visual equipment and facilities. Additionally, the partnerships develop and acquire educational and instructional programming and provide technical assistance for their use. More than one million students and their teachers in 50 states and territories participate in this program.
- **Regional Technology in Education Consortia (RTEC):** The six regional consortia provide professional development, technical assistance, and on-line and other innovative resources to help states, local educational agencies and school districts, teachers, administrators and others to integrate advanced technologies into K-12 instruction, library media centers and other educational settings (including adult literacy centers). These technical assistance centers will play a critical role in helping states, school districts and schools implement the new telecommunications discounts.

THE ADMINISTRATION'S PROPOSAL

In response to the technology challenges facing American education, the Clinton Administration announced the "Technology Literacy Challenge." The Challenge calls on business and community leaders to join forces with educators to guarantee that every student in America can use computers and the information superhighway. The Technology Literacy Challenge is targeted at four concrete goals: provide all teachers the training and support they need to help students learn through computers and the information superhighway; develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; provide access to modern computers for all teachers and students; and connect every school and classroom in America to the information superhighway.

- To help provide additional resources to reach these goals, the administration is asking for substantial increases in the Technology Literacy Challenge Fund and Technology Innovation Challenge Grants.
- In addition, extensive efforts are being taken to help schools get ready to take advantage in a fair and effective way, of the E-rate beginning July 1, 1998.

SOURCES OF ASSISTANCE AND INFORMATION

U.S. Department of Education's Educational Technology initiative: please visit the World Wide Web at www.ed.gov/Technology

Technology Literacy Challenge Fund: contact Tom Fagan, 202-401-0039

Technology Innovation Challenge Grant program: contact Tom Carroll, 202-208-3882

E-Rate: contact Marianne McCormick at the FCC, 202-418-0542

Star Schools: contact Cheryl Garnette, 202-219-2267

Regional Technology in Education Consortia: contact Catherine Mozer Conner, 202-219-8070 or www.rtec.org/

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

CONTEXT

While most schools are safe and drug-free, a number of schools in all parts of the country are experiencing problems with crime and violence, and the presence of illicit drugs. Further, over the past several years drug use among youth has steadily increased, while attitudes regarding the dangers of drugs has eroded.

Having schools that are safe, disciplined, and drug-free is a prerequisite for teaching and learning. Evidence abounds which indicates that teachers cannot teach and students cannot learn when they are using alcohol and drugs, when they are threatened or bullied, or when they are physically attacked.

RESEARCH AND DATA

While most of our schools are considered safe, a significant amount of crime and violence takes place in schools and on the way to or from school. Further, a growing number of students are using alcohol and drugs. Recent data indicates that:

- ▶ 16,000 crimes occur on or near school campuses every day.
- ▶ 15.5 percent of students in grades 9-12 had been in physical fight on school property during a 12 month period.
- ▶ 4.5 percent of students missed at least one day of school (in a 30 day period) because they felt unsafe at school or traveling to and from school. A much larger number of students worry about becoming victims: 34% of junior and middle school students.
- ▶ Nearly one in 20 high school seniors use marijuana daily.
- ▶ 16 percent of eighth graders, 25 percent of tenth graders, and 30 percent of seniors reported having five or more drinks in a row during a two week period.
- ▶ Disapproval of drugs has dropped for the past five years. In 1991, 78.6 percent of seniors reported "great risk" of using marijuana. By 1996, there was a 18.7 percent drop in this number (59.9 percent).

EXISTING PROGRAMS AND RESOURCES

The Department of Education is taking several steps to help ensure that schools are safe, disciplined, and drug-free, and that students have the skills necessary to avoid the illicit use of alcohol and drugs. Among the activities the Department of Education is engaged in are:

- ▶ Sponsored a National Conference on Effective Drug Prevention Programs. The conference will be repeated in 1998.
- ▶ Jointly sponsored with the Office of Juvenile Justice and Delinquency Prevention, a national training program on hate crimes.

- ▶ Joined with ABC and the Partnership for a Drug Free America to develop, print and disseminate over 5 million copies of a new parents guide on how to prevent drug use among their children.
- ▶ Provided over \$8 million in funds for innovative programs designed to remove weapons from school, and return truants to school.
- ▶ Provided support for a technical assistance center designed to help colleges and universities develop effective drug and violence prevention programs.
- ▶ Provided support to six universities for the support of alcohol and drug prevention programs that have proven to be effective.
- ▶ Developed a new discretionary grant competition for purpose of collecting better data on school crime, violence. Seven grants, totaling \$3.5 million were awarded.
- ▶ Developed a new discretionary grant competition designed to replicate "research based" drug and violence prevention programming. Eleven grants totaling \$3.6m were awarded.
- ▶ Developed an expert review process to identify "promising" and "effective drug and violence prevention programs." Through this process ED will be able to identify programs that have proven to be effective in preventing drug use and in making schools safe.

THE ADMINISTRATION'S PROPOSAL

The Administration has proposed several new initiatives to help ensure that all children go to schools that are safe, disciplined, and drug-free. Among the initiatives are:

- ▶ Formulation of a set of principles of effectiveness. The Department of Education is proposing that all programs funded with SDFS dollars follow a core set of principles.
- ▶ The Department of Education will announce a revised "Safe and Drug Free Schools Recognition Program." This program will identify schools that have implemented effective drug and violence prevention strategies.
- ▶ Conduct a series of workshops for State and local education staff on actions they can take to effectively respond to a disaster, be it a shooting or a large scale natural disaster like an earthquake.
- ▶ Host two meetings for school security chiefs. Chiefs from major school districts will be brought together to discuss solutions to problems they are experiencing.
- ▶ Along with Harvard School of Public Health and the Department of Education will sponsor a series of teleconferences on effective strategies to prevent violence.

SOURCES OF ASSISTANCE AND INFORMATION

For more information, contact the Department of Education's Safe and Drug-Free Schools office at (202) 260-3954, or visit the website www.ed.gov/offices/oese/sdfs

MAKING QUALITY PRESCHOOL OPPORTUNITIES AVAILABLE

GOAL

Help Children Get off to a Strong and Healthy Start and Send Them to School Ready to Learn

CONTEXT

Programs serving preschool children can be found in several key offices in the U.S. Department of Education. Funds from Title I, Even Start, special education, and bilingual education support preschool programs. For a full inventory of programs and projects, including those undertaken by the Office of Educational Research and Improvement's National Institute for Early Childhood Education, please see the attached document used at the White House Conference on Early Brain Research.

RESEARCH AND DATA

A child's learning begins long before he or she goes to school. New scientific findings on brain development in very young children point to the importance of children's earliest experiences in helping them get off to a strong and healthy start to reach their full potential. This convergence of the medical and educational fields clearly indicates that parents are the first and most important teachers of their children.

Data collected over the last twenty years indicate that children who have been enrolled in high quality pre-school with a strong education component show short-term gains, and there is some evidence of long-term effects as well. According to the National Household Education Survey, 62% of the 3.7 million 4-year-olds (who are not in kindergarten) are enrolled in a pre-school program. Unfortunately, there aren't enough opportunities for all the families of preschool children who would like them. Low-income children are less likely to attend pre-school. In 1993, 52% of 4-year-olds living in poverty attended either school-based or center-based pre-school vs. 66% of 4-year-olds not living in poverty.

Many community, religious, civic, education, and family groups are reaching out to families of young children to see how they can help:

- **Missouri's Parents as Teachers (PAT) program.** Launched in 1981, the PAT program has been replicated in 46 other states and in Washington, D.C. The program's goal is to enhance parents' ability to nurture and teach their children from birth through age 5. PAT provides home visits, group meetings for parents, regular monitoring of children's health and development, and referral to social services and other agencies when necessary. PAT children display significantly enhanced language, problem solving, and social development by age 3, and they score higher on standardized reading and math tests in early elementary grades. PAT parents are more confident in their parenting skills and more involved in their

children's education. For more information, contact the Parents as Teachers National Center, 10176 Corporate Square Drive, Suite 230, St. Louis, MO 63132, 314-432-4330, <www.patnc.org>.

- **HIPPY (Home Instruction Program for Preschool Youngsters).** In the HIPPY program, which is designed to increase parents' self-esteem and to improve their children's cognitive abilities, a paraprofessional meets with parents of 4- and 5-year-olds to help them teach school readiness skills to their children. Parents also meet together for discussions of lesson topics and parenting issues. According to research, teachers rated HIPPY children as better adapted to the classroom and more likely to do well in school than non-HIPPY children. Currently, there are centers in 26 states and in Washington, DC, with 31 sites serving about 6,000 families in Arkansas alone. For more information, contact HIPPY, Teachers College, Columbia University, Box 113, 525 West 120th Street, New York, NY 10027, 212-678-3500, <www.c3pg.com/hippy.htm>.
- **Family Literacy.** Started by the National Center for Family Literacy in 1991 and funded by the Toyota Motor Corporation, the Toyota Families for Learning Program is a comprehensive approach to family literacy that combines adult education, parenting education, early childhood education, and literacy development. Both parents and their preschool-age children attend school each day. Many of the parents are high school dropouts who are unemployed when they join the program. Parents participate in adult literacy training and parent support networks. In addition, time is set aside for structured parent-child interactions that demonstrate how playtime can be an opportunity for learning. Parents also help with the day-to-day operation of the school, which provides job training while setting the stage for long-term involvement in their children's schools. On assessments of early childhood development, the children show great progress, matching or exceeding national averages. Located in fifteen sites around the country, this family literacy program supports learning for both parents and children. For more information, contact the National Center for Family Literacy, 325 West Main Street, Waterfront Plaza, Suite 200, Louisville, KY 40202, 502-584-1133.

Launched in connection with the White House Conference on Early Childhood Development and with an ABC prime time special, the *I Am Your Child* Campaign is a grassroots public awareness and community mobilization effort (1010 Wisconsin Avenue NW, Suite 800, Washington, DC 20007, 202-338-4385, <www.iamyourchild.org>). The Families and Work Institute has published *Rethinking the Brain*, which discusses, in lay terms, recent research on early brain development and its implications for families and educators (Families and Work Institute, 330 Seventh Avenue, 14th Floor, New York, NY 10001, 212-465-2044, <www.familiesandworkinst.org>).

To find information on specific topics or to read the latest research, you can search the ERIC Clearinghouse on Elementary and Early Childhood Education, which also links to the National Parent Information Network, at <ericps.crc.uiuc.edu>. The World Bank's Early Childhood Development Web site is another great source at <www.worldbank.org/children>.

THE ADMINISTRATION'S PROPOSAL

As part of his America Reads Challenge Act, President Clinton is proposing to invest \$300 million over 5 years in Parents as First Teachers Challenge Grants to foster effective programs that provide assistance for parents interested in helping their children become successful readers by the end of 3rd grade (call 202-401-8888).

The President is seeking significant increases for many programs with early childhood components, including a \$347 million increase for Title I, a \$6 million increase in Even Start family literacy programs, and a \$164 million increase in Special Education State Grants that would help children with disabilities.

SOURCES OF ASSISTANCE AND INFORMATION

For a free copy of the America Reads Challenge: READY★SET★READ early childhood learning kit or *Helping Your Child Get Ready for School*, please call the U.S. Department of Education at 1-800-USA-LEARN. These publications are also available at the Department's home page <www.ed.gov>.

The National PTA

330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312-670-6782
<www.pta.org>

National Association for the Education of Young Children

1509 16th Street, NW
Washington, DC 20036
1-800-424-2460
<www.naeyc.org/naeyc>

Administration on Children, Youth, and Families

U.S. Department of Health and Human Services
330 C Street, SW
Washington, DC 20204
<www.acf.hhs.gov>

National Head Start Association

1651 Prince Street
Alexandria, VA 22314
703-739-7564
<www.nhsa.org>

KEEPING SCHOOLS OPEN AS SAFE HAVENS OF LEARNING

GOAL

Provide children and youth with learning, tutoring, enrichment, and activities in a safe and drug-free environment after school and in the summer.

CONTEXT

Schools as Community Learning Centers can be a critical resource to meet the growing need for children to have safe and productive activities during the hours outside of the school day. While the number of after-school child care programs has grown over the last 20 years, there are still not enough organized, extended learning opportunities. In 1995, there were 23.5 million school-age children with parents in the workforce, yet as recently as the 1993-94 school year, only 3.4 percent of children in public elementary and combined schools were enrolled in the 18,111 before- or after-school programs at public schools. Furthermore, although the need for programs serving older children is also substantial, only a tiny percentage of in-school and out-of-school care programs serve older children and youth.

The U.S. Department of Education's month Satellite Town Meeting in September focused on after-school programming and made the theme part of its annual *America Goes Back to School* effort. The Department encourages after-school programming through the use of Title I funds. *Extending Learning Time for Disadvantaged Students: An Idea Book* was produced by the U.S. Department of Education, and provides information on how Title I schools can enhance learning outside of the traditional school day, week, or year. The Safe and Drug-Free Schools and Communities Act provides funding through the U.S. Department of Education to help schools build local partnerships to reduce violence and drug use. The law authorizes "the promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings." The act offers school districts the flexibility to design their own comprehensive school safety programs and coordinate them with community agencies.

RESEARCH AND DATA

According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m. (Federal Bureau of Investigation, 1997). After-school programs, whether in a public school, a community club or center, or housed in a church can be a critical resource to meet the growing need for children to have safe and productive activities during the hours outside of the school day. Research shows that students in quality after-school programs (lower student to staff ratios, age-appropriate activities, academic and enrichment activities) demonstrate higher academic achievement and have better attitudes towards school than children left alone or under the care of siblings (Posner and Vandell, 1994). In addition:

- **Organized activities help youth resist unsafe behaviors and enhance learning.** Children left to themselves or under sibling care after school experience greater fear of accidents and crimes and are more bored than other children. They are also more likely to engage in risk taking behaviors and drug and alcohol use, and are more often the victims of accidents and abuse (Miller and Marx, 1990).
- **Parents want more access to extended learning opportunities.** A 1997 survey of elementary and middle school parents shows that 90 percent of parents have children that attend an after-school program or would be willing to pay for an after-school program if it was offered to them (National Opinion Research Center, 1997).

There are a number of communities that operate exceptional after-school programs:

- **A school administered program utilizing regular school staff (Murfreesboro, TN):** All staff work on flex-time scheduling; volunteers and college students monitor lunch and recess, so that the school's regular teaching staff is available to teach afternoon academic and enrichment classes. The school partners with local youth sports leagues, and brings in outside professionals to offer lessons in art, music, martial arts, etc., at cost. The program also charges minimal fees (sliding scale, with a maximum of \$1.25 per hour) to offset some costs.
- **A program administered by an outside organization (The Virtual Y, NY):** Operated by the YMCA, these programs have an established curriculum with education, character building, and health components. Programs are staffed by a program coordinator (\$15 per hour) and five staff members (\$8 per hour). Educational activities focus on literacy and homework assistance. Prior to beginning operation, programs conduct a community needs assessment and acquire written buy-in from all stakeholders (i.e., the PTA, teachers and principal, etc.).
- **A partnership between a school and an outside organization (Washington Heights, IS 218, NY):** A partnership between the Children's Aid Society, the Boys and Girls Clubs of America, the New York City Board of Education, and the school district, the program is designed to turn the school into a community center, providing children and other members of the community with educational and enrichment activities, as well as the services of the school's social service agency partners, all at the same site.

THE ADMINISTRATION'S PROPOSAL

A small grant program, the 21st Century Community Learning Center Program, authorized under Title X, Part I of the Elementary and Secondary Education Act, assists rural and inner-city public schools stay open after school hours to serve as safe, neighborhood learning centers where students can do their homework and obtain tutoring and mentoring services. The Administration is asking \$50 million from Congress to expand the 21st century community learning center programs to develop hundreds of new after-school programs focused on improving student achievement and preventing violence and substance abuse.

SOURCES OF ASSISTANCE AND INFORMATION

AmeriCorps
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
1-800-94-ACORPS

ASPIRA Association, Inc.
1112 16th Street, NW
Suite 340
Washington, DC 20036
(202) 835-3600

Association of Junior Leagues
International
660 First Avenue
New York, NY 10016
(212) 683-1515

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765

Children's Aid Society
IS 218
4600 Broadway
New York, NY 10040
(212) 596-2866

National Community Education
Association
3929 Old Lee Highway
Suite 91-A
Fairfax, VA 22030
(703) 359-8973

National Guild of Community
Schools of the Arts
P.O. Box 8018
Englewood, NJ 07631
(201) 871-3337

National School-Age Care Alliance
c/o AYS Services
4720 North Park Avenue
Indianapolis, IN 46205
(317) 283-3817

National Urban League
Time to Beat the Street
Office of Development
The Equal Opportunity Building
500 East 62nd Street
New York, NY 10021
1-888-326-9688
www.nul.org

School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 283-2547

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464

YMCA of USA
1701 K Street, NW
Suite 903
Washington, DC 20006
(202) 835-9043

HELPING FAMILIES PAY FOR AND THINK ABOUT COLLEGE EARLY

GOAL

By 18 years of age, be prepared for and able to afford college.

CONTEXT

A college education has never been more important than it is today and will be in the years to come. Between 1992 and 2000, 89 percent of the new jobs created in this economy will require post-high school levels of literacy and mathematics. In fact, most high school graduates of the next century will need a solid foundation of skill even to be able to benefit from college and specific technical training across a lifespan.

RESEARCH AND DATA

Whereas fifteen years ago the typical worker with a college degree made 38 percent more than a worker with a high school diploma, today, he or she makes 73 percent more. People who finish two years of college earn 20 percent more each year and a quarter of a million dollars more than their high school counterparts over a lifetime.¹

Only half the people entering the work force are even nominally equipped for the 21st century world of work. And, although higher education is more important than ever, it has become harder for American families to afford it. Between 1979 and 1993, many middle class families' income decreased while college costs increased by 165 percent.² Moreover, in 1994, only 45 percent of high school graduates from low-income families and 58 percent from middle-income families went directly from high school to college, compared to 77 percent from high-income families.³ This difference is important since those who immediately enter college upon high school graduation finish college at far higher rates than those who delay entry. There is also a gap in college attendance rates and graduation rates between minorities and whites, as well as between higher and low-income persons.⁴ Priority three calls for making two years of college-- the 13th and 14th years of education -- as universally available for young Americans as the first 12 are today. It also recognizes the importance of financial aid and incentives in encouraging families and their children to learn for a lifetime and thus to keep this nation moving forward in an age of information and technology.

EXISTING PROGRAMS AND RESOURCES

This commitment to expanding access to college already has taken many forms.

- The Direct Lending Program, which became law in 1993, gives student loans directly to people who need them, with new flexible repayment plans. The program now provides \$10 billion in loans at about 1,300 schools, making loans to students and their families more affordable and debt more manageable, while saving taxpayers billions of dollars.

- Between 1993 and 1997, the Congress also gave bipartisan support for a \$12 billion (or 48 percent) increase in Pell Grants, the foundation of student aid for lower-income students and their families. FY97 saw the largest Pell Grant increase in recent history, a \$230 increase (9 percent) in the maximum grant to \$2,700. This represents a full \$400 increase, more than 17 percent, in the maximum grant since 1993.
- In fiscal year 1997, with strong bipartisan support from the Congress, the College Work-Study program also received an unprecedented one-year increase of 35 percent, with a new emphasis on community service, especially tutoring elementary school children to read.

In addition, a number of the Department's existing programs can be used to increase students' readiness for and participation in college.

- Title I of the ESEA, as reauthorized in 1994, places new responsibilities on school districts to provide Title I funding to high-poverty middle and high schools, allowing secondary schools to invest in activities that support college and career awareness and preparation.
- The School-to-Work Opportunities Act is already expanding educational, career and economic opportunities for more than 500,000 young people in 1,800 high schools by providing school and work-based learning opportunities. Federal vocational education programs will be reshaped in the coming year to bolster these school-to-work activities.

THE ADMINISTRATION'S PROPOSAL

First, students must be able to afford the cost of attending at least two years of college. Second, the ethic and public expectations about higher education must change; middle and high school students' must think about college early, understand the importance of going to college, and recognize the role of hard work in getting there.

Helping Students and Families Pay for College

The Department of Education, primarily through the Office of Postsecondary Education, supplies 70 percent of the financial aid to U.S. college students through Pell Grants, work-study aid, and college loans. Over the next five years, the Congress will more than double the federal aid available for postsecondary education since 1993 — going from \$24 billion a year to \$58 billion in 2002.

The historic balanced budget agreement between the President and Congress will provide help for middle class families to pay for college as well as help for working people trying to upgrade their skills over the course of their lives. In fact, promoting educational opportunity is the centerpiece of the final tax cut bill. The major provisions include:

- ***The biggest increase in Pell Grants in 20 years.*** The budget agreement accepts the President's proposal to increase the current maximum grant by \$300, from \$2,700 to an all-time high of \$3,000

per student per year. It also expands eligibility for Pell grants to more poor independent students. This single largest Pell Grant increase in two decades would benefit approximately four million students.

- ***\$1,500 HOPE Scholarship to make the first two years of college universally available.*** The final agreement includes a program to advance the goal of making the 13th and 14th grades as universally available as a high school diploma is today. Students will receive a scholarship of 100% on the first \$1,000 of tuition and fees and 50% on the second \$1,000. The credit, available for college enrollment after January 1, 1998, is phased out for joint filers between \$80,000 and \$100,000 of income, and for single filers between \$40,000 and \$50,000.
- ***20% lifetime learning tax credit for college juniors, seniors, graduate students and for working Americans pursuing lifetime learning to upgrade their skills.*** The 20% tax credit will be applied to the first \$5,000 of tuition and fees through 2002, and to the first \$10,000 thereafter. The credit is available for college enrollment after July 1, 1998. The credit is phased out at the same income levels as the HOPE Scholarship.
- ***Using Individual Retirement Accounts (IRAs) for Educational Savings.*** The budget agreement also allows penalty-free IRA withdrawals for undergraduate, post-secondary vocational, and graduate education expenses. Taxpayers also are given the opportunity to deposit \$500 into an education IRA. Earnings would accumulate tax-free and no taxes will be due upon withdrawal for an approved purpose.

Think College Early: Changing the Ethic about Postsecondary Education

While expanding financial aid is critical to opening the doors to college, making two years of college as universal as a high school diploma is today will also require changing the attitudes and expectations of students, parents and families, teachers, counselors, and other school personnel. Students may not take advantage of the increasing higher education opportunities unless the ethic regarding college attainment evolves. Students and parents need to embrace the importance of going to college, to give priority to the preparation for college, and to learn what it takes to reach the goal of attending and graduating from college. They must be aware of the typical costs of college and their options for paying them. And they must take rigorous courses starting in middle and junior high school all the way through high school so they are prepared academically to enroll and succeed in college. Many foundation and community-based programs, such as Eugene Lang's "I Have A Dream", are taking on the college ethic directly by providing students with mentors and other assistance as early as the fifth grade, as well as by sending the clear message that college is important. Governor Zell Miller's Hope Scholarship and PREP in Georgia and former-Governor Bayh's "Twenty-first Century Scholars Program" in Indiana are other examples of programs boosting college participation through early planning and preparation.

As part of its higher education efforts, the Department will launch an initiative, in March 1998, aimed at encouraging early preparation for college. The Department's first step in promoting this initiative is to get students and their parents to Think College Early. This involves making students, parents and

middle schools aware of the importance of going to college and of the steps that every student should be taking to get prepared for college. Because the school has a critical role in shaping the attitudes and expectations of students and their parents, the Department has been working with a number of educational associations and organizations, including the National Forum to Accelerate Middle Grades Reform, the College Board, the National Middle School Association, the American School Counselor Association, and the National Association of Secondary School Principals. Our goal is to gain the support of school counselors, teachers, principals, and their associations to think college early and to collaborate on similar themes by the time the initiative is announced publicly next March.

SOURCES OF ASSISTANCE AND INFORMATION

U.S. Department of Education's Partnership for Family Involvement in Education webpage at <http://www.ed.gov/PFIE/index.html>.

Also on the Department of Education's website is the publication, Getting Ready for College Early, at <http://www.ed.gov/pubs/GettingReadyCollegeEarly/>. This publication will be available in Spanish also on November 1, 1997.

Think College Early, Diana Phillips, (202) 205-3687

Higher Education information: Jay Noell, (202) 708-9451

ENDNOTES

1. Census Bureau, Current Population Reports, 1996.
2. Digest of Education Statistics.
3. National Center for Education Statistics, Beginning Postsecondary Students, 1990-94 2nd follow-up.
4. The Condition of Education, 1996, p. 54.