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CONTACT: Steve Drake
TEL: 301 680 0585
Email: sdrake@verizon.net

EIA Hails Results of U.S. Department of Education Study on Federally Funded Tutoring, Says Program Should be Strengthened in Reauthorization of “No Child Left Behind”

*Statement of Education Industry Association (EIA)
Executive Director Steve Pines*

WASHINGTON, DC – June 27, 2007 – The Education Industry Association (EIA), which represents many private providers of supplemental educational services (SES) under “No Child Left Behind,” is very pleased with the results of the report conducted by the RAND Corporation (*State and Local Implementation of NCLB: Volume 1 – Title 1 School Choice, Supplemental Educational Services, and Student Achievement*), and released today by the U.S. Department of Education. This scientifically rigorous study indicates that the federally funded tutoring program had a statistically significant, positive effect on student achievement in reading and math in five out of seven large urban school districts examined during the past several school years.

The report further found that SES helped the lowest-achieving students, and in a majority of districts studied, had a particularly beneficial impact on student achievement among key student subgroups, including African American and Hispanic students, as well as students with disabilities and limited English proficiency (LEP). These students are often the farthest behind academically, so it was pleasing to see that SES tutoring was shown to be an effective life-line helping to close the achievement gap with their more advantaged peers. The study also took note of the cumulative, positive effect of multiple-year SES enrollment on student achievement.

EIA believes the report’s findings, in combination with the several other state- and district-sponsored SES evaluation studies released in the past year which indicate that majorities of low-income parents and school officials find SES to be beneficial, provide strong evidence for the continuation of the still-young initiative in a reauthorized “No Child Left Behind.”

When more wealthy families seek help for their children, they call a tutor. SES marks the first time in public education policy that the playing field is leveled for lower-income families, by giving them access to the same high quality tutoring that their more fortunate peers have enjoyed for decades. The independent research firm, RAND Corporation, has documented what parents from all backgrounds have known for years -- tutoring works!

EIA looks forward to participating in upcoming discussions on NCLB reauthorization, and will seek enhancements to the tutoring initiative. These include more resources for States and school districts for evaluation, parent outreach and program administration, policies which reserve unspent tutoring funds for supplemental services in the following year, and the requirement that schools open their facilities to providers to ensure the safest, most convenient location for service delivery.

About the Education Industry Association

The Education Industry Association works to expand educational opportunities and improve student achievement for learners of all ages by infusing American education with market-based drivers of service, innovation, and results. Founded in 1990, EIA is the leading trade association for private providers of education services, suppliers, and other private organizations in all sectors of education. EIA currently has more than 600 individual and corporate members. For more information call EIA Executive Director Steven Pines at 800-252-3280 or visit www.educationindustry.org.