

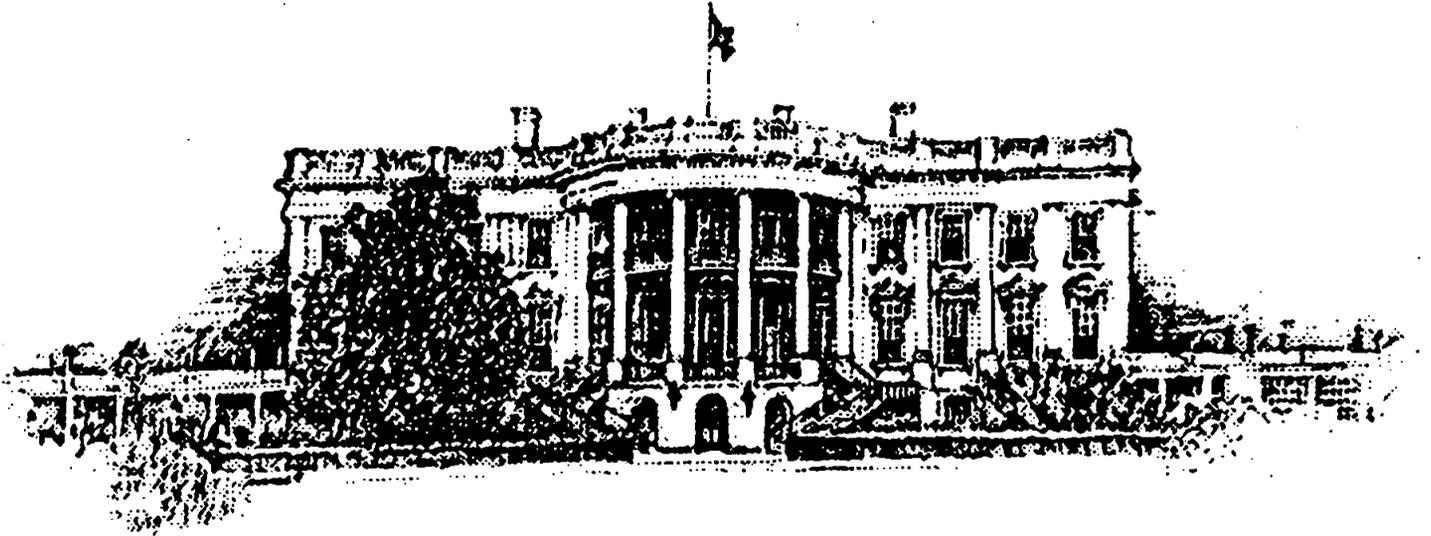
NLWJC - Kagan

Counsel - Box 024- Folder 007

Religion - Literacy Initiative

THE WHITE HOUSE

WASHINGTON



COUNSEL'S OFFICE

FACSIMILE TRANSMISSION COVER SHEET

DATE: _____

TO: Dawn Johnson

FACSIMILE NUMBER: 514-0539

TELEPHONE NUMBER: _____

FROM: Elena Kagan

TELEPHONE NUMBER: 4567597

PAGES (WITH COVER): 2

COMMENTS: Many Thanks.

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to states
distributed thru comm. a/c.
or recipient?
WASHINGTON

THE WHITE HOUSE

Mike Cohen

65575

NEC -

ED - Steve Winick

Gene

Jasen - Chicago

train

Speech-education

Verin

background
materials-

P. Johnson

What to tell people
about This.

Need to know how to 55

Dawn - Telecon 8/24

depends on how
set it up - what
mission is.

leg. specif
said: "rel
args"

← Bowen & Kenrich lugs - eg.
e.g. rel. affil. "hospitals"

among the recipients

all:

^ no
not churches

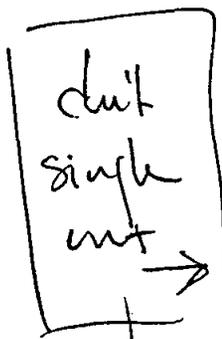
or

Parochial ~~schools~~
schools

"Rel args will be
included"

↓
in context of
ETA.

if so
someplace



seems
misleading
unless a sq.

P.f. sheds among
those eligible to receive
benefits

- It a sq

of course
elit to partic in
funded prog. to
same extent as...

Mike Cohen

After-school tutoring

Prof - widely available

- priv + paroch schools

- lots of places/camps - locations

Can kids in paroch schools participate -
at school? elsewhere?

fund recipient | Could a church or other rel. inst, ~~to~~ to run
tutoring? incl. a paroch sch.

Steve Winick Telecon 8/26

Initiative on reading K-3

Lots of it - no \$

But some \$

Some made avail thru DOE, Americorps
go to support after school,
summer tutoring programs
paying for personnel //

Q - late Friday: can church-related insts get \$?
can classes be held in such insts?

In community-outreach
community as a whole.

looking for something extremely general.

Draft 5 + a -

Yes. ~~Submit~~

Statute/

prev. sectarian
religiously-affiliated



U. S. Department of Justice

Office of Legal Counsel

Washington, D.C. 20530

DATE: August 26, 1996

FACSIMILE TRANSMISSION SHEET

FROM: Lisa Schultz OFFICE PHONE: (202) 514-3712

TO: Elena Kagan OFFICE PHONE: (202) 456-7594

NUMBER OF PAGES: PLUS COVER SHEET

FAX NUMBER: (202) 456-1647

REMARKS:

Handwritten notes: Dawn 0539 24.5 - 3082

IF YOU HAVE ANY QUESTIONS REGARDING THIS FAX, PLEASE CONTACT KATHLEEN MURPHY OR KEVIN SMITH ON 514-2057

OFFICE OF LEGAL COUNSEL FAX NUMBER: (202) 514-0563
FTS NUMBER: (202) 368-0563

11. Does this program include private schools and religious affiliated organizations?

We will encourage all Americans, including religious affiliated Americans, to be part of this national tutoring initiative. Certain religious affiliated organizations can qualify for participation in the tutoring program.

[NOTE: including churches or parochial schools in this program would raise serious concerns under the Establishment Clause.]



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

FAX: 202-205-2689

TELECOPIER COVER SHEET

Number of Pages Including This Cover Sheet: 2
Telephone Number of Receiving Telecopier: (202) 456-1647

ADDRESSEE:
Name: Elena Kagan

Organization: White House Counsel
Telephone Number: (202) 456-7594

FROM:
Name: Steve Winnick

Organization: Dept. of Education
Telephone Number: (202) 401-6000

DATE: 8/26/96 TIME: 5:46 p.m.

IN THE EVENT OF PROBLEMS IN TRANSMISSION:
Call: Joy Murphy Telephone Number: 401-6000

MESSAGE:
Attached is the rewrite of the subject question. We previously sent you the only questions we had received.

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May this program include children from parochial and private schools?

Yes. Private and parochial school students may participate in receiving services and in volunteering. We are hoping to have this effort reach as many students who need the services as possible. We are also hoping to draw upon as many sources of volunteers as possible. This effort is designed to be a community-wide effort to help students no matter where they attend schools to get the help they need to learn to read.

~~May private organizations including religious organizations participate in this volunteer effort?~~ program?

rel. orgs may participate in this volunteer effort program.
 Yes, this is consistent with the purposes of serving children who need assistance throughout the community, and for drawing upon community-wide resources. In addition, of course, all students—whether they attend parochial schools — may receive public schools, private schools or services and volunteer.

Note: Please do not make any reference to churches or parochial schools receiving

Q: May religious organizations participate in this program?

A: Yes, religious organizations may participate in this program. This is consistent with the effort to draw upon resources throughout the community to provide the best and most effective services possible.

In addition, of course, all students -- whether they attend public, parochial, or other private schools -- may receive tutoring services and themselves volunteer to be tutors. We want this effort to reach as many students as possible and to draw on as many sources of volunteers as possible.

Note: Please do not say that "churches" may participate in the program. To avoid any constitutional difficulties, use the term "religious organizations" instead. In fact, churches will set up affiliated organizations to receive funds under this program.

Please also do not say that parochial schools can participate in the program. Students of parochial schools can avail themselves of the benefits of the program; but there is a question, which should be avoided, whether the program can operate in or through parochial schools themselves.

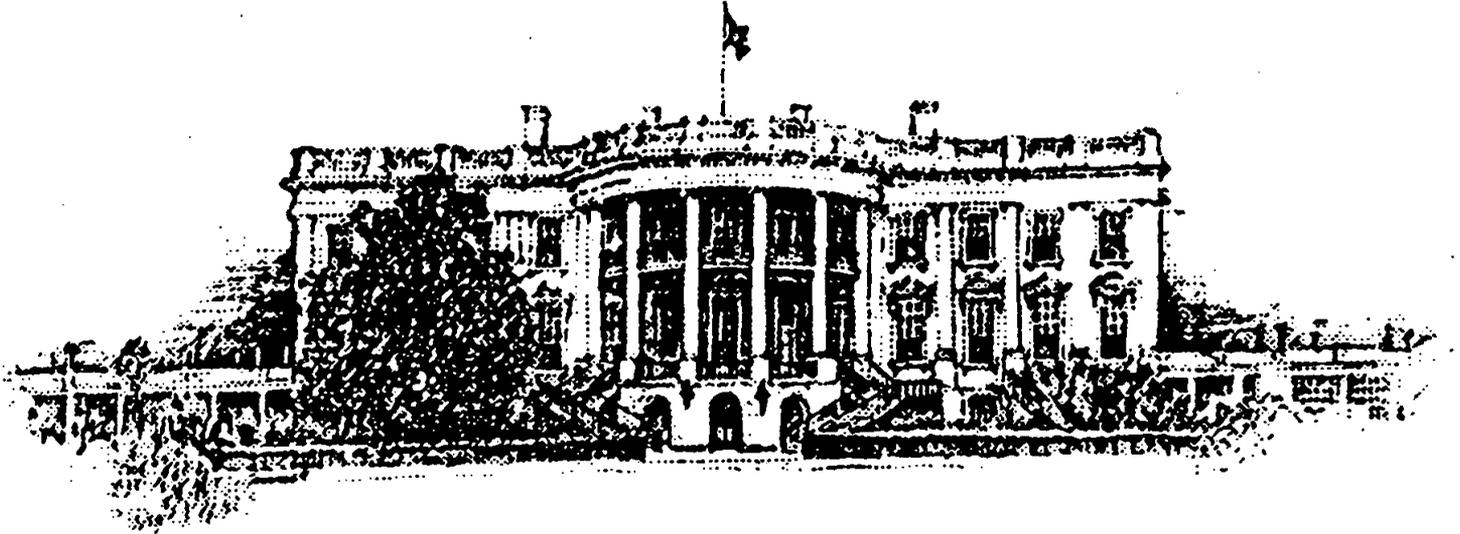
Steve —

Please call me
about this.

Elena

THE WHITE HOUSE

WASHINGTON



COUNSEL'S OFFICE

FACSIMILE TRANSMISSION COVER SHEET

DATE: _____

TO: Steve Winnick

FACSIMILE NUMBER: 205-2689

TELEPHONE NUMBER: _____

FROM: Elena Kaja

TELEPHONE NUMBER: 4567594

PAGES (WITH COVER): 2

COMMENTS: _____

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file

**PRESIDENT WILLIAM J. CLINTON
CAMPAIGN FOR UNIVERSAL LITERACY**

**BACON MEMORIAL LIBRARY 96 AUG 24 P 7: 12
WYANDOTTE, MICHIGAN
AUGUST 27, 1996**

Acknowledgments: Congressman John Dingell; Senator Carl Levin; Superintendent Patricia Cole; and two students, Justin Whitney and Nicole Rushman who read to the President from *The Little Engine That Could*, ending with the refrain, "I thought I could, I thought I could" -- then they introduce the President.

Justin...Nicole...I knew you could. You did a great job and we are all very proud of you. It is great to be here in Wyandotte [WINE DOT]. This is a "can do" city in a "can do" state and I am happy to be standing up here with some of the most outstanding leaders and future leaders in America.

They're having a great time in Chicago right now. I can't wait to get there, and I'm glad I'm going on this train trip, because I want all Americans to see what is working all across our country.

Today, we stand on the edge of a new century. A time of great challenge and change, but, especially, a time of remarkable possibility for all our people. My fellow Americans, I am as confident as I have ever been that the future ahead is bright, brighter than all the days of our magnificent past. "I think I can, I think I can" -- that is the spirit that will carry us forward. That is the spirit that will keep America on the right track to the 21st century!

As we take this trip through the heartland, we are seeing Americans in all walks of life, mastering our challenges with new solutions based on old values. My Administration set out to give our people the tools to meet our challenges.

In every city and town of our great land Americans are rising up and coming together to meet the challenges of our times -- and conquer them. We are doing it in a way that honors our legacy by protecting our values, but looks to the future by embracing new ideas. It is not a Democratic approach or a Republican approach -- it is a truly American approach.

Every day of this train trip, I want to highlight how Americans are coming together around our common values: Opportunity for all Americans to build a great future, and responsibility from all Americans to make the most of it -- the basic bargain of America that thrives when we come together as a community. Yesterday, we visited Columbus, Ohio where we talked about people taking responsibility to take back their streets from crime. Tomorrow, I will be in Kalamazoo to talk about how communities can come together to protect our environment. Earlier today, I was at the Jeep plant in Toledo, to celebrate expanding opportunity and to witness the 2 millionth Jeep rolling off the assembly line. I came here to talk with you

about another kind of opportunity -- the opportunity of an education and why it is so important in this new era. I will say more about that in a minute. But first, let me tell you why it is so important to build a strong economy as the first step to helping us meet all our other challenges.

When I took office, our economy wasn't creating enough opportunity. Unemployment was nearly eight percent; the deficit was out of control; new jobs were scarce. We put a comprehensive economic plan in place to get the American economy back on track: cutting the deficit, shrinking government, expanding exports, and investing in our people.

Look at the results: America is selling more cars than Japan for the first time in a decade. The combined rate of inflation, unemployment, and mortgages is the lowest in 30 years. We have cut the deficit by 60 percent. America has created more than 10 million new jobs -- more than 360,000 right here in Michigan. We cut taxes for 15 million working families, including more than 390,000 in Michigan. And real hourly wages are starting to rise for the first time in a decade.

We have seen recently just how much we can do when we put aside partisan politics and use common-sense. Last week, I signed bipartisan legislation to reform health care so families will never again be denied health insurance because a family member is sick; to end welfare as we know it; and to give 10 million Americans a raise, by increasing the minimum wage.

Now we must extend this season of progress by balancing the budget and meeting one of the most important challenges we face -- improving the education of our children.

Education has always been one of the crowning values of America. We are a country that says to its young people -- if you get a good education and work hard, there is nothing you can not achieve. And as America takes its place in the new global economy, it is clear that education is more important than ever before. Education is literally the fault line that separates those who will prosper from those who cannot in the 21st century. That is why over the last four years, my Administration has spared no effort to improve the quality of American education and expand the opportunity for all Americans to get the education they need to succeed.

We strengthened and expanded Head Start. We helped schools raise standards for basic and advanced skills. We introduced School-to-Work that prepares young people for careers and college. We created safe, drug-free and disciplined schools. We are putting the future at the fingertips of every American student by putting computers, and software and teachers who know how to use them in every classroom in America -- and hooking every school to the Internet by the dawn of the new century. We proposed \$5 billion to help communities repair broken down schools and build new ones. Direct loans are making it cheaper and easier for students to borrow the money they need to go to college.

These efforts are beginning to pay off. National math and science scores are up. SAT

scores are up -- the SAT scores in math are now at a 24-year high. ACT scores have gone up three times in the last four years. Half of all four-year-olds now attend preschool. And 88 percent of all our young people are completing high school. We are making progress -- but we must do more.

That is why I have proposed A \$10,000 tax deduction for families to help pay for education after high school. I believe the best tax cut is one that is targeted to education. I also believe we must make 14 years of education the standard for every American. That is why I have proposed a \$1,500 tax cut for Americans, modeled after Georgia's successful HOPE scholarships, to guarantee the first year of tuition at a typical community college, and the second year if individuals earn it by maintaining a B average.

These efforts will make a difference. But, in the next four years, we must do even more to make sure America has the best public schools on earth. Why? Because this fall more children will fill our schools than ever before [51.7 million] and we will see record enrollments for the next 10 years. We must start by setting high standards and high expectations for teachers and students. America's students can be the best in the world, if we give them the right standards, the right support and the right environment. This is so important. All the economic opportunity in the world will not matter unless we have students who can read and write and think at world-class levels.

The first step our children must make up the ladder of opportunity is to master the basics. We spent the last decade working hard to improve our national math and science scores -- and those scores are up. But reading scores for young children have stayed flat. Now we must make reading a national priority. Reading is the most basic of basics. A child who never learns to read, will grow into an adult who never has a chance. We know that kids who learn to read well early get the solid foundation they need to graduate from high school. They are less likely to drop out, and more likely to become productive citizens. Kids who learn to read well by the third grade will be the ones who will more likely participate in the high tech world of the 21st century. Let's remember, you can't surf the Internet if you don't know how to read.

We have to help our children take this essential first step. Our children should be reading as soon as possible. But, we must make it our national goal that every American child should be able to read independently by the third grade. Today, 40 percent of our children are not learning the basics of reading by 3rd grade. Some learn late; some never really learn at all. And surprisingly, some of these kids are the children of college graduates. We can do better -- but only if we all work together in a spirit of community that recognizes that every child is precious and every child deserves a chance to succeed.

That is why today, I am challenging Americans from all walks of life to make sure that all our children can read independently by the third grade. I am proposing a \$2.5 billion national literacy campaign that must involve every sector of our society --



businesses, religious institutions, colleges and universities, civic organizations, the media, the nation's 16,000 libraries, and individuals, including our senior citizens. Our goal is to mobilize volunteer coordinators and reading specialists to work with schools, teachers and parents. Together, they will recruit and train an army of 1 million volunteer tutors who will provide up to 100 hours of extra reading help, after school and during the summer, for the millions of children in grades K-3 who are behind in their reading.

The first step in fulfilling this goal is to encourage every parent in America to help their own children learn how to read. Parents are the first teachers our children know -- so are grandparents. The moments we spend reading to our children are some of the most precious moments we will ever know. So, I urge every parent in America to take time to spend time -- turn off the TV and read to your kids at least 30 minutes a day. And make sure they get a library card. They will get more out of this gift than anything we will ever give them.

While parents are their children's primary educators, helping every child become a successful reader by the end of the third grade is everybody's business. That's why my plan will support effective grassroots efforts that help parents help their children. I am urging every community to respond to this challenge. We know that there is no problem in America that has not been solved somewhere -- including poor reading among our young people.

There are some great success stories out there. During the 1995 school year, 25 AmeriCorps members tutored 128 second graders in reading in Simpson County, Kentucky. With their help, students made almost 3 years of progress in reading comprehension in one school year. This is a remarkable achievement -- and we need to help communities all over the country achieve those same results.

The hard work has to be done at the grassroots level. But communities cannot do this alone. As they did in Simpson County, the National Service Corps will play a leading role in helping to recruit and coordinate these tutors. But reading must be everyone's business.

I want to challenge employers to allow their employees to take time off so they can volunteer as tutors in schools. I challenge television broadcasters to devote some of the three hours each week they have already pledged to use for children's programming to shows designed to help young children learn to read. And I challenge technology corporations to develop and make available to libraries, schools and families, high-quality reading software for young children.

This is the way America has always met its challenges -- people working together in their communities to protect our values and honor our commitments to each other.

Literacy is not a luxury -- it is basic to expanding opportunity for all our citizens -- especially immigrant children who need this essential tool of citizenship. We have got to meet

this challenge -- and we have got to do it together. The future of our children and our nation depends on our success.

I want you all to think about what kind of future you want for your children, about what kind of country you want America to be in the 21st century. That's what this election is all about. Are we going to meet our challenges and protect our values to make the 21st century the future we want for our children? All across America, people are coming together and saying, "Yes."

New solutions for new challenges -- guided by values as old as America. We've got more to do, and we are going to do it. I look to the future and I am filled with confidence. I want this train trip to show all Americans what you see every day in Wyandotte -- America is on the right track to the 21st century!

Thank you, God bless you, and God bless America.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL



FAX: 202-205-2689

TELECOPIER COVER SHEET

Number of Pages Including This Cover Sheet: 11
Telephone Number of Receiving Telecopier: (202) 456-1647

ADDRESSEE:

Name: Elena Kagen

Organization: White House Counsel

Telephone Number: (202) 456-7594

FROM:

Name: Steve Winnick

Organization: DEPT. OF Education

Telephone Number: (202) 401-6000

DATE: _____ TIME: 3:20 p.m.

IN THE EVENT OF PROBLEMS IN TRANSMISSION:

Call: Joy MURPHY Telephone Number: 401-6000

MESSAGE:

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AMERICA'S READING CHALLENGE

President Clinton is asking America to become a nation of readers and he is establishing a goal that every child should be able to read independently by the end of the third grade. Reading is the first basic, the very foundation for all learning. A child who cannot read early and read well is hampered at the very start of their education. All too often these are children who become disconnected and the dropouts of the future.

The President is asking all Americans to be part of this national, bipartisan effort to make sure that every child gains this very first basic. Families and communities are the foundation of this effort and the President is proposing to provide \$2.5 billion to support them in meeting America's Reading Challenge.

America is one of the most literate nation's in the world. As a nation we compared very well with other developed nations, indeed the United States succeeds many developed nations in terms of overall literacy. This is a credit to America's school system. But in this new Information Age our national standard of literacy has to be higher. A child who cannot read well will never cruise much less use the Internet. This initiative recognizes the fact that 40 percent of all children are now reading below the basic level on the new, high standard, national reading tests. This includes almost one-third of all fourth graders whose parents are college graduates.

Improving America's reading habits begins with the American family. The American family is the rock on which a solid education can and must be built. Thirty years of research tells us that the starting point of American education is parental expectations and parental involvement in their children's education. Three factors over which parents exercise authority --daily attendance in school, reading material and literature in the home, and the amount of television a young person watches -- are the strongest indicators we have that parents have a powerful influence on their children's reading habits.

This national campaign to improve America's reading habits therefore starts by encouraging America's parents to slow down their lives to read with their children thirty minutes a day. Parents and grandparents are their children's first tutors. Families that turn off the television, read to their children and go to the library together set an example and give their children the firm foundation they need to do well in school.

But becoming a nation of readers is also a community responsibility as well. Many young families have both parents working and these families need America's support in giving their children the firm foundation they need to be good students. Our nation's schools, libraries, civic groups, religious institutions, the media, universities, business leaders and millions of our nation's senior citizens can all be part of this national effort to improve reading.

Many are already doing their part to improve reading of young children. For example, about 40 businesses, reading associations, community and religious groups have banded together with Secretary of Education Richard Riley to create Read*Write*Now which provided summer reading partners and materials for almost one million children. As part of this effort Pizza Hut

has donated 1 million coupons for free personal pan pizzas for every child that completes the R*W*N summer program this summer. And, a growing number of states and communities have started their own initiatives to promote children's reading success, including Texas, California, Charlotte, N.C., Spokane, WA, Rochester, NY, Orlando, FL, Boston, MA, Baltimore, MD, and New York, N.Y..

However, to help every child read independently by the end of third grade, much more needs to be done and all sectors of our society must play an active role. This is why the President challenges parents to be their child's first and best teacher. And this is why he challenges:

- 1 million Americans from all walks of life to volunteer to tutor young children in reading;
- employers to develop policies that enable their employees to get involved in learning and volunteer in schools;
- television broadcasters to devote some of the three hours each week they have already agreed to use for children's programming to shows designed to help young children learn to read;
- technology corporations to develop and make available to libraries, schools and families high-quality reading software for young children;

The President also recognizes that the federal government can play a supportive and encouraging role in sustaining this national effort. Our nation's math and science scores are up one full grade because of a decade of national effort and financial support. But our nation's reading scores are flat. Improving literacy must now become even more of a national priority as we move into the Information Age. Federal support does not mean federal interference. How children learn to read -- using phonics, whole-language or a combination of these methods is a decision that is best made at the local level by parents, teacher and tutors as they work with each child.

This is why he proposes investing \$2.6 billion in parent and community efforts to help meet the challenge. This \$2.5 billion initiative has several components:

- **Helping Parents to be their Child's First Teacher.** To give parents the helping hand they need and want to do right by their children, the President's reading challenge would fund challenge grants that invest in success by supporting effective, proven efforts that help parents who want assistance in helping their children from the first months of life to become successful readers by the end of third grade.
- **Providing One Million 4 and 5 year olds with a Head Start (Cohen to add)**
- **Individualized After-School and Summer Help for More Than 3 Million Children in Grades K-3 Who Want and Need It.** One million trained and supervised volunteer tutors will provide extra reading help after school and during the summers in about 20,000 schools or other locations for more than 3 million children in grades K-3 behind in reading. Federal support would be available for the trained reading specialists and tutor coordinators -- including thousands of AmeriCorps participants and other National Service

volunteers -- to provide instruction, organize school and community-based reading programs, and recruit and train volunteers.

- **Accountability for results.** Every two years the National Assessment of Education Progress (NAEP) will measure the reading performance of 4th graders, showing the nation's and each state's progress toward meeting the challenge. States that fail to show improvement in reading scores over time will be required to review and improve their reading programs, and, ultimately, would lose funding if progress is not made.

- **Overall Funding: \$2.636 Billion to Help Meet America's Reading Challenge.** The President's proposal would provide \$1.636 billion over 5 years in new net cost to support this initiative. An additional \$1 billion over 5 years to fund National Service volunteers, who would serve as tutor coordinators and tutors, is already in the President's balanced budget proposal and would be directed specifically on this reading effort. Each element of the initiative would be funded as follows:
 - Helping Parents to Be Their Child's First Teacher -- \$325 million over 5 years (\$65 million a year from FY1998 to FY2002)
 - After-School and Summer Tutoring -- \$2.286 billion over five years (\$375 million in FY1998, \$400 in FY1999, \$400 in FY2000, \$411 in FY2001, and \$700 in FY2002).
 - Ensuring Accountability for Results (NAEP Improvements) -- \$25 million over 5 years (\$5 million a year from FY1998 to FY2002)

WHY A READING INITIATIVE?

READING IS A FUNDAMENTAL SKILL FOR LEARNING AND MANY AMERICAN SCHOOL CHILDREN HAVE TROUBLE LEARNING HOW TO READ

- **In 1994, 40% of 4th grade students failed to attain the basic level of reading on the National Assessment of Educational Progress. 70% did not attain the proficient level.**
- **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. Students who have difficulty reading represent a cross-section of American children.**
- **If a child can't read well by 3rd grade, chances for later success are significantly diminished. The ability to read will increase a child's academic performance, unlock a child's potential to learn and empower them throughout their life. A focus on reading also can reduce the numbers of children in special education (many of whom have reading difficulties) and provide critical additional help for the 2.8 million limited English proficient students. Reading forms the strong foundation needed for school learning, self-sufficiency, responsible citizenship, and productive employment.**
- **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. In the past, many entry jobs required basic level reading skills, but increasingly more jobs require a higher level of reading skills than ever before. Although our 4th graders overall are performing very well on international tests, meeting our more demanding national standards and maintaining our international position requires continued improvements in reading.**
- **A focus on reading can pay off. Our nation's 15 year emphasis on students taking higher level math and science courses is paying off in ongoing improvements in math scores. More attention to reading can stimulate similar reading gains.**

EVERY AMERICAN HAS AN IMPORTANT ROLE IN HELPING ALL CHILDREN TO READ

The evidence is clear: everyone in a young child's life has an important role in helping young children learn how to read.

- **Every parent can help --and must assume the responsibility for helping -- their children read, for example, by reading with their child 30 minutes a day. A lot of research demonstrates that greater parental support for their child's literacy success makes a significant difference. According to a new study, for example, *Reading Literacy in the United States*, fourth-grade average reading scores were 46 points below the national average where principals judged parental involvement to be low, but 28 points above the**

national average where parental involvement was high -- a difference of 74 points. Even when other factors such as parents' education were taken into account, the phenomenon remained.

- **Schools can teach to high standards and ensure that no child receives a watered-down curriculum regardless of who they are or where they live. This is particularly important in high poverty schools and why the Clinton Administration dramatically restructured the Title I program in 1994 to support the efforts of states and communities to develop effective schoolwide programs geared to high standards. In addition to improving their regular programs, schools can be supportive of a national reading effort by working with the broader community, offering facilities after school and during the summer and encouraging all of their teachers to participate.**
- **Communities, public libraries, businesses, civics clubs, religious institutions, seniors, and national organizations too can play an essential role in helping reach the reading goal. This role can include harnessing available resources, establishing connections between all members of the community, and ensuring that every parent has the information and support they need to become involved with their children. Everyone -- young and old -- also can be a reading tutor.**

READING IS A LONG TERM BIPARTISAN CONCERN

(Cohen to add quotes)

INDIVIDUALIZED AFTER-SCHOOL & SUMMER HELP FOR CHILDREN IN GRADES K-3 WHO WANT AND NEED IT

- **Before and after school help for more than 3 million students who need it in 20,000 thousand sites around the nation.** This reading effort would help mobilize *1 million volunteer tutors to provide up to 100 hours of extra reading help – after school and during the summers – for more than three million children in grades K-3 behind in reading.* Federal support would be available for the trained reading specialists and tutor coordinators to provide instruction in reading English, organize school and community-based reading programs, and recruit and train volunteers. Schools whose students receive this help would be challenged to enhance their regular reading programs.
- **After-school, weekend and summer tutoring is an effective strategy to improve reading skills.** The research evidence shows that after-school and summer programs in which trained and supervised volunteers tutor young students in reading can substantially improve student's reading achievement. After-school, weekend and summer programs also have the advantage of extending rather than replacing learning time, helping schools stay open afternoons and weekends to help ensure young children have safe, supervised care and positive after school experiences, and providing children with mentors.
- **Locally designed tutoring efforts.** Communities would develop their tutoring efforts to best meet their local needs and concerns. It will be up to each community to determine for itself what sort of reading instruction and materials best meets the needs of its students. It will be up to each community where the tutoring should take place -- at a school, a library, a community center or other location. And, while most tutoring will be done after-school and in the summers in order to extend rather than replace learning time, communities may conduct other kinds of reading programs where they can show a proven track record of success.
- **Building on the success of National Service.** This initiative builds on the success of National Service programs like AmeriCorps, RSVP Senior volunteers in developing and coordinating effective tutoring program. It would make available approximately 11,000 AmeriCorps members to work in local communities as tutor coordinators to assist communities in their locally-designed reading efforts. In addition, thousands more Foster Grandparents, RSVP Senior Volunteers and national service college participants would be available to assist in coordinating tutoring programs or provide individualized tutoring.
- **\$2.286 Billion to Support Tutoring Efforts.** The President's proposal would provide \$1.286 billion over 5 years in new net cost to support these tutoring efforts. An additional \$1 billion over 5 years to fund National Service participants, who would serve as tutor coordinators and tutors, is already in the President's balanced budget proposal and would be directed specifically on this reading effort. Funding for tutoring efforts would be phased in over 5 years reaching \$700 million in the fifth year (\$375 million in FY1998, \$400 in FY1999, \$400 in FY2000, \$411 in FY2001, and \$700 in FY2002).

Reaching over 3 million K-3rd grade students with 1 million volunteers trained and supervised by about 30,000 reading specialists and tutor coordinators in at least 20,000 sites. Approximately 6.4 million students in grades K-3 need extra help to develop their reading skills in order to reach the basic level of reading performance. While costs of after-school and summer tutoring programs vary, a typical tutoring effort using trained and supervised volunteers costs approximately \$2 an hour per child served. Our goal is for children who want and need help to received up to 100 hours of tutoring a year (2 hours a week of tutoring during a typical 36 week school year would amount to 72 hours a year). \$700 million will fund tutoring for more than 3 million students each year -- or about half of those who need assistance.

Communities will organize their after-school and summer tutoring programs in many different ways -- some working through libraries, civic and community groups to develop programs that serve children attending several schools, some asking the schools' regular reading teachers to work additional hours in after-school and summer programs, etc Depending on communities's choices, \$700 million a year will enable communities to have one full-time volunteer coordinator and part-time reading specialist for about 20,000 sites (about 14,500 half-time reading specialists [at \$46,000 for full-time salary and benefits plus an additional \$4500 for other instructional costs such as high quality reading materials] and 14,500 full-time tutor coordinators [at \$16,000 for stipends, scholarships and other program costs for 11,000 AmeriCorps participants and \$24,000 for 1500 additional coordinators]). 2,400 Foster Grandparents, 64,000 RSVP Senior Volunteers and 10,000 national service college participants would also put their efforts to coordinating tutoring programs or providing individualized tutoring to children who need it. In addition, the President has already called for increasing the number of college students doing community service as part of the work-study program from the current 30,000 to 230,000 by FY2002. Many of these students would be available to assist in community tutoring efforts.

- **State and Community Commitment.** States and communities must do their part by showing their commitment to enhancing their reading programs during the regular school day in support of universal literacy and providing the funding necessary to keep schools or other locations open after-school, weekends and summers for the tutoring program and transporting students to and from programs, when appropriate.
- **Funding to States and Communities.** Funds for the tutoring effort would be provided to States based on their population of children aged 5-8 as well as poverty. Funds for national service activities would flow to the existing independent, bi-partisan State Commissions on Community and National Service. The remainder of the funding would be provided directly to States. The State Commission and the State would develop a common strategy for promoting reading success by the end of third grade in their state, including how funding and support would be provided to local communities. While states would have broad flexibility in how they design their programs they would have to demonstrate that their efforts and those of local communities: (i) target funding to those communities and schools in which young students were furthest behind in reading; (ii)

focus on providing individualized tutoring after-school, weekends or in the summer through trained and supervised volunteers and other community resources; (iii) where appropriate, relate to the in-school reading program; and (iv) provide information to the public about their strategies for ensuring that children doing least well in reading would make progress.

ACCOUNTABILITY

- **Ensuring Accountability for Results.** States must take responsibility for ensuring that parents know how well their children and their communities are doing in reading performance and whether they are meeting the goal of children reading well and independently by the end of third grade. However, it requires a national effort to ensure that everyone knows how the the reading performance of young students in their state compares to those in other states. This initiative would measure the reading performance of the nation's fourth graders every two years, showing the nation's and each State's progress toward meeting America's Reading Challenge. The ultimate target is all 4th graders reading at a basic level and many more reading at a proficient level. States that fail to show improvement in reading scores over time will be required to review and improve their reading programs, and, ultimately, will lose funding if progress is not made.
- **\$25 million investment in ensuring accountability.** A bi-annual check of fourth graders' reading performance will be made by the National Assessment of Education Progress (NAEP). Currently, the NAEP measures 4th grade reading performance every four years. Under this proposal, the 4th grade reading NAEP will be done every two years and states and school districts that wish would have available to them the tools to use the NAEP to measure their own performance even more frequently. These improvements to the NAEP require an investment of \$25 million over 5 years.

7. How many of these children are immigrant and isn't that the real reason why reading scores are flat - we have so many children who can't speak English crowding our public schools?

8. Aren't you asking citizens and parents to do what schools should be doing? Isn't this really a statement that public schools are failing to do their job?

9. What will be the role of teachers unions in this proposal? Are you asking teachers who work after school in this initiative to volunteer as well?

10 Will children learn to read in English or Spanish? Will this be a bi-lingual reading program or English only?

Getting children to learn Children can will be

11. Does this program include parochial and private schools?

Yes and we will encourage religious affiliated Americans and other Americans to be part of this national tutoring initiative. Many church groups already have a long history of recruiting volunteers to be tutors and mentors. We want to draw on their experience and build on their success. Churches and synagogues will also be able to use their community centers as tutoring sites so long as they accept all children into the program regardless of their religious affiliation or lack of religious affiliation.

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12. Isn't using Americorps volunteers an expensive way to run a volunteer program? Why don't you put your emphasis on getting real volunteers instead of paid volunteers?

13. Isn't this really an effort to give Americorps some legitimacy because it under attack by the Congress?

NO