

NLWJC - Kagan

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Education - DC Reads Event



ABERNATHY_P @ A1
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To: Eli G. Attie, Bruce N. Reed, COHEN_M @ A1@CD@LNGTWY, GREEN_MG @ A1@CD@LNGTWY
cc: Nicole R. Rabner, Katharine Button, Elena Kagan, RASCO_C @ A1@CD@LNGTWY
Subject: Status of DC colleges pledges of reading tutors

The Education Department and Corporation for National Service report that they have secured pledges of approximately 1,400 new reading tutors for the DC public schools, including about 1,000 new college work study tutors.

If one includes college students who are already tutoring then the total rises from 1,400 to nearly 1,800 tutors.

So we have the commitments and just need a date to do this event, with enough lead time so that the college Presidents can attend.

File - Education
PCE Speech
DC Roads



THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 24, 1997

REMARKS BY THE PRESIDENT
TO THE AMERICAN COUNCIL ON EDUCATION

The Grand Hyatt Hotel
Washington, D.C.

2:14 P.M. EST

THE PRESIDENT: Mr. Secretary, that was a good speech --(laughter) -- and fully illustrated Clinton's third law of politics, which is, whenever possible, be introduced by someone you have appointed to high position. (Laughter.) Their objectivity is stunning. (Laughter.)

I thank Secretary Riley and all the people at the Department of Education for the work that they do. Stan Ikenberry, I'm glad to be here today, with all of you. President Knapp, thank you for your moving remarks about the HOPE Scholarship. You all laughed when Barry said he was making a great sacrifice by going to the Aspen Institute, but in Georgia, that's what they think. (Laughter and applause.)

President-elect Myers, and to my friend Barry Munitz -- you know, we're all in a lather up here in Washington these days about campaign contributions; everybody hates them, but nobody wants to go to public funding. So we seem destined to some period of hand-wringing. And since we're in a spirit of full disclosure, I have to tell you that in addition to my coming here today, I received a gratuity, which I intend to disclose before the whole world. I complimented Barry on his watch, and he gave it to me. (Laughter and applause.) And, cravenly, as we politicians are, I took it without blinking. (Laughter.) He swears it cost \$18.00. (Laughter.)

But I'll tell you why I bragged on it -- and all of you more or less of my age group can identify with this -- look how big

the numbers are, I can -- (laughter.) It's the first watch I've ever seen I don't need glasses for. The more expensive they are, the smaller the numbers get. (Laughter.) So, thank you, Barry.

I would like to begin today, if I might, with a very personal and serious word. This is the first opportunity I have had, really, to say something publicly about the death of Al Shanker yesterday, one of the greatest educators of the 20th century in this country. He was my friend for many years. I considered him my colleague. He believed that all children could learn -- with high expectations and high standards, high-quality teaching and high accountability. He literally lived a life that was nothing less than a crusade, with intense passion and power. And I know that all of you will join me in wishing his wife and his family and the members of the American Federation of Teachers the best, and giving them our sadness and our thanks for a remarkable American who did his job very, very well.

I also want to come here to thank you. Secretary Riley said, in his inimitable way, that this is a big day for us -- and this is a big day for us -- starting with the community colleges and their trustees and then going to this organization which represents, I thought at last count, almost 1,700 two- and four-year colleges and universities. Your views matter, your voice is heard, and your endorsement of our college opportunity agenda, including the HOPE Scholarships, the tax deduction for tuition and the large increase in Pell Grants will help to bring that opportunity into reality, and to fulfill my dream of opening the doors of college to every single American who wants to go. Thank you very, very much. I'm grateful to you. (Applause.)

This is a remarkable time in the history of our democracy. At the end of the Cold War we find ourselves as the world's remaining superpower, with a special responsibility to try to shape the future in a way that will advance the cause of peace and prosperity. We find our own economy strong and growing, producing more jobs in the last four years than in any comparable term in our history, with record numbers of new businesses being formed each and every year.

We know that this is a time of enormous change, but the impulse to satisfaction I'm sure is great. Normally, when democracies have times this good, one of two things happens -- sometimes both at the same time -- people get very self-satisfied and begin to relax, and, therefore, miss the underlying currents of what

is really going on for the future; or they become too easily preoccupied with small matters and begin to divide among themselves over things that bring them down, instead of lift them up. We must give in to neither impulse.

Because the growth of the global economy and the absolute explosion in scientific and technical information associated with the Information Age give us an opportunity -- but not a guarantee, an opportunity -- for undreamed of new jobs and careers, for greater knowledge and understanding, not just for greater material wealth, but for enhancements in the quality of lives for families and communities, it is literally true that in the era toward which we are moving more people than ever before in all of human history will have a chance to live out their dreams. But it is also true that the chance cannot be realized unless we give them the power to make the most of their own lives. So this is no time to rest.

Four years ago, we knew we couldn't rest, and we set about laying the foundation for progress by changing the economic policy of the country to focus on investing in our people, getting our fiscal house in order, emphasizing science and technology and opening the doors of trade with the rest of the world. We changed our social policy, centering it clearly on family and community and focusing on action instead of rhetoric. The result is that we've had marked drops in crime, the biggest drop in welfare rolls in the history of the country, the Family and Medical Leave law, action to stop teenagers from being exposed illegally to the sales and marketing of cigarettes, and a number of other initiatives.

Our foreign policy has begun to articulate the world that we want to make, working in an interdependent way with allies and friends of like mind throughout the world not only to advance the cause of peace and freedom and prosperity, but to stand up against the new threats to our security.

Along the way, we have fought -- and I hope largely resolved -- the battle that has dominated America for nearly 20 years now over what the proper role of our nation's government should be. You hardly hear anyone saying anymore that government is the enemy.

It was interesting -- in the last couple of days Hillary and I went to see -- or brought in the movie, because we have a theater at the White House -- it's the best perk of the job, I think -- (laughter) -- but we had about all the seriousness we could stand, and we watched that movie, "Dante's Peak," about the volcano exploding. And I couldn't help thinking, you know, the hero works

for the U.S. Geological Service, and his life is saved in the end by a contraption developed not here at home for uses on the ground, but by NASA for use in space. And I thought, the government is not the enemy. The role of the government is to create the conditions and to give people the tools to build strong lives and families and communities and a strong nation -- and to give people the chance to live out their dreams.

Now that that foundation has been laid, and now that I believe we have also moved away from the very dangerous rhetoric of the last several years that seeks to divide us against one another based on our racial or ethnic or religious or other differences, toward an understanding that it is actually a great Godsend for us to be the world's most multiethnic, multiracial, multireligious democracy, we now can actually seize the opportunities that are before us. But the first and most important thing we have to do is to recognize that, beginning at the beginning, our education system will not provide us the opportunity to do that unless we change it.

For the beginning years we have to raise standards. For our colleges and universities, which are plainly the finest in the world, we simply have to make sure that the access is there for everyone who should go to have a chance to go.

The main point I want to make is that we actually are in a position now to mold our future untroubled by war abroad or disruption at home in a way that is very, very rare in human history. We have no idea how long this moment of tranquility will last. We have no idea how long we will be fully free to wake up and say, what am I going to do today, without being impinged upon by some external force that will shape us.

I was interested when the Secretary talked about Abraham Lincoln and the land grant. I used to teach at a land grant school, so I like that. But it's interesting that President Lincoln signed that land grant bill during the Civil War. And Lincoln once said during the Civil War -- he gave a statement today that I would be ridiculed nationwide if I said -- he said, my policy is to have no policy; I am controlled by events. Well, of course, he did have a policy -- he had the most important one of all -- I'm going to hold this Union together if we all have to die to do it, including me. That was his policy. But he also told an important truth. When the wheel runs off and things fall apart, you are to some extent controlled by events.

Today in a rare moment, America is not especially controlled by events, but we cannot be unmindful of the larger historical trends which will shape our future. And it is the moral obligation of every person in a position of responsibility in the United States to take this opportunity -- not to lay down on the job and not to fall into mindless debates, but to lift our sights and our visions to take advantage of this rare moment and make the most of it. And we could do no better than to give our people the finest set of educational opportunities in the world and to make sure every single one of them has those opportunities. (Applause.)

I was encouraged by the report I got out back, very brief, about the words that Senator Lott said earlier here today. During the Cold War we had a bipartisan foreign policy, because -- literally because the future of the country was at stake -- everybody agreed we'd like to fight with you and we'd like to kick you out if you're not in our party, but politics should stop at the water's edge.

Today, in the Information Age, politics should stop at the schoolhouse door, because our security depends upon our ability to give all our people the finest education in the world. (Applause.) My shorthand expression for what we're trying to do -- and you will all recognize there are many other things at stake -- is that we have to create an America in which every 8-year-old can read, every 12-year-old can log on to the Internet, every 18-year-old can go on to college, and every adult can keep on learning for a lifetime. My balanced budget makes an unprecedented commitment to these goals -- \$51 billion next year. But far more than money is required.

Three weeks ago at the State of the Union I issued a call to action for American education based on 10 principles necessary to prepare our people for the 21st century. First, we have to set world-class standards for our schools and develop a system of accountability, beginning for the first time with national standards-based reading tests in the 4th grade and math tests in the 8th grade.

Second, we have to make sure we have the best teachers in the world.

Third, we must make sure that every child can read on his or her own by the third grade. I see my friend the President of the Miami-Dade Community College out here, the largest community college in our country and one of the most diverse student bodies.

Forty percent of the 8-year-olds in this country cannot read a book on their own -- 40 percent. And we have to do better than that if we want all of our children to be in two- and four-year colleges when their time comes.

Fourth, we have to make sure parents are more deeply involved in a constructive way in their child's learning from birth. The First Lady and I are going to host a conference on early childhood learning and brain development in the spring here.

Fifth, we have to give parents more power to choose the right public schools for their children and encourage school reforms like charter schools that set and meet high standards.

Sixth, we should encourage the teaching of character education in our schools -- and Secretary Riley has done a marvelous job of that -- and promote order and discipline at the same time by supporting local school initiatives, like school uniforms or truancy enforcement or curfews, and demanding zero tolerance for guns and drugs. I have seen in the most difficult neighborhoods in this country that children do not have to put up with violent, disruptive and destructive school environments. There are schools that are succeeding against all the odds. And if some can, all can. And until they all do none of us should be satisfied.

Seventh, we should support school construction at the national level. I believe, for the very first time -- because we have record numbers of school populations now, for the first time we've got a group bigger than the baby-boomers coming through, and the schools are growing at record rates while their facilities are deteriorating at record rates.

Eighth, we should make sure that learning is available for a lifetime by transforming what can only be described as a tangle of federal training programs into a simple skill grant that goes directly to workers. People who need and are eligible for federal training help, nearly all of them live within driving distance of a community-based educational institution that can give them what they need. And we do not need a lot of federal programs to get between them and those institutions. I have been trying for four years to pass this program. I hope you will help me get this done in this session of Congress, to create a new G.I. Bill for America's Workers that simply gives people a skill grant and lets them take it to the institution of education nearest them most able to meet their needs.

Ninth, we are determined to connect every classroom and library in this country to the Internet by the year 2000 and we're making good progress on that. But finally, and the thing that you have endorsed today, is our effort to meet the last goal, to throw open the doors of college to all people who are willing to work for the opportunity.

As the Secretary said, we have always expanded education. He began with Abraham Lincoln, and we might have begun with Thomas Jefferson, who advocated even as he advocated buying Louisiana -- for which I'm very grateful; otherwise I wouldn't be President -- (laughter) -- and America becoming a continental nation, that we should educate all of our children. Thomas Jefferson even advocated the education of every single child, boy or girl, of slave families in America. And we know from the beginning that it was the education of our leaders that gave them the vision to chart the course that has brought to this day.

I do believe, based on the sheer economic realities and the need for greater understanding of our interdependence in the world in which we're living that we have to make the first two years of college as universal as a high school education is today. Fifteen years ago, the typical worker with a college degree earned 38 percent more than a high school graduate; today, it is 69 percent. Two years of college alone means a 20-percent increase in learning and a quarter of a million dollars more in earnings over a lifetime.

Now, over the past four years we have put in place an unprecedented college opportunity strategy: Student loans provided directly to people who need them and that enable people to repay those loans as a percentage of their income. AmeriCorps, which has already helped 70,000 young people earn their way through college by serving their communities and their country. Two hundred thousand more students in Work Study as a result of last year's budget, and a very large increase in Pell Grants last year, taking the maximum grant to \$2,700 and expanding the number of people eligible.

The plan I have put before the Congress in my balanced budget would expand work-study again so that one million students will be able to work their way through college by the year 2000. We want 100,000 of these new work-study students to join our America Reads efforts to help make sure all our 8-year-olds can read independently by the year 2000.

I know that more than 80 college presidents have already

committed thousands of their work-study students to work as reading tutors. I thank those of you who are here leading this effort, many of you on the front row here, and I'd like to ask all the rest of you to join us. Go back home, look at how many people you've got in work-study, see how many you could allocate to this effort.

We're going to have about 35,000 AmeriCorps students trained especially to train tutors. We're going to challenge the parents and the schools to open up to make sure we can get these volunteers in there to teach these kids to read. We cannot expect the schools to operate efficiently if children have to leave the third grade not even being able to read. They will never learn what they need to know. And college students will relate well to these young kids and have a chance to literally revolutionize future learning in America.

A lot of these children are not just poor kids, they simply -- many of them come out of cultures where their first language is not English and they did not learn to read properly. We should not let them go past the 3rd grade without knowing we have all done everything we humanly can to make sure that they can read independently. So I thank those of you from the bottom of my heart, who have volunteered already, and I ask the rest of you to join in that crusade. We need you and it will make all the difference.

Finally, let me say we have got to do more in other areas. For three years in a row now we've expanded Pell Grants for deserving students. But our budget this year, our balanced budget contains the largest increase in Pell Grant scholarships in 20 years. We are adding \$1.7 billion in grants, a 25-percent increase, which will make 348,000 more students eligible -- many of them older students -- and will increase the maximum grant to \$3,000. And for 4 million low and middle income students the budget will cut student loan fees in half.

But if we're truly going to set a new standard, a 14-year standard, we've got to do more. That's why I have proposed America's HOPE scholarship based on the Georgia pioneering program; two years of a tax credit of \$1,500 for college tuition, enough to pay for the typical community college. We know it will work because of the testimonial you have already heard from President Knapp.

Second, I propose a tax deduction of up to \$10,000 a year for all tuition after high school to help families send children

or parents to college, or to graduate, or medical school, or any other education after high school.

Third, I proposed an expanded IRA, expanded in terms of eligibility, in terms of who can save and in terms of purpose, so that families can save tax free to pay for education. Together these proposals mean that a family could save money for college tuition and never pay a penny of taxes on it. For example, families could put up to \$2,000 of income into the IRA each year without paying taxes, then withdraw up to \$10,000 a year for tuition and deduct that from income so that there will not be any taxes when they're paid out.

Cutting taxes to help people pay directly for college has never been done before on a national level. But we have cut taxes for years to help people buy a home or invest in a business because that's the way we felt we could encourage people to invest in their future and build the American Dream. And it has worked.

In the last four years we have seen homeownership rise to a 15-year high, and if the rate of increase continues by the year 2000 more than two-thirds of Americans will live in their own home -- an all-time record. In the last four years we have seen in each successive year a record number of new businesses formed in America. Today we ought to have that same kind of encouragement to invest in education, an even more important investment for the future. And I think that it is highly appropriate to adopt this device to achieve that goal.

Let me assure you, the Treasury Department is committed to working with the Department of Education and all of you to make this tax plan work. The IRS will not interfere with the affairs of educational institutions. We are committed to making this simple and straightforward for the academic community and especially for the students of every age. The plan will give families the power to choose the right education for themselves and the flexibility to decide the best way in which to pay for that education.

Now, just think about what this could mean. A young person who can't afford tuition or whose family can't afford it can now go down to a local community college right away and sign up if they meet the standards, because the HOPE Scholarship will pay for it. Someone with a new family who is worried about college costs down the road can multiply his or her savings power by putting tuition money in an IRA tax-free every year while the children are growing up. Then, when they're 40 and worried they might need more

education to move ahead, but can't spare time off from work, not only can they withdraw from the IRA for the kids, but the parents can to part-time, or at night. But all can go to college without tax consequences.

My plan is simple: \$1,500 a year tax cut for individuals to pay for college for two years; a \$10,000 a year tax deduction for families for any year of tuition after high school; an expanded IRA to help families save tax-free for education, plus the more and larger Pell Grant scholarships for deserving students, 300,000 more work-study positions, AmeriCorps, the Direct Loan Program.

This plan will throw open the doors of college and give every American the great chance to make the most of the world that we are moving into. College is opportunity for tomorrow. And creating that opportunity is our responsibility today.

I thank you again for your support of this plan. As we work in the weeks and months ahead to craft a bipartisan balanced budget, your endorsement today will be an historic element in making sure that this will be part of the ultimate budget plan. We need a balanced budget, but it has to reflect our values and it has to pave the way to a better future.

Today, we have committed to expanding educational opportunities by enacting the Hope Scholarship tax cut, the college tax deduction, the Pell Grant increases, the work-study increases. I thank you for standing with us. You are standing for opportunity for generations to come in a way that will change America forever for the better.

Thank you and God bless you. (Applause.)

END

2:40 P.M. EST

DC COLLEGE READING TUTOR ANNOUNCEMENT

Attachments:

Event memo

POTUS remarks of 7 pm

FLOTUS remarks

Table itemizing the college pledges of 680 tutors

Table answering POTUS questions from this evening

Four-page press packet

One page on DC Reads that will be on DC Public Schools letterhead

—Pauline

THE WHITE HOUSE
WASHINGTON

WASHINGTON D.C. COLLEGE READING TUTOR ANNOUNCEMENT
February 20, 1997

DATE: Friday, February 21, 1997
LOCATION: Garrison Elementary School
12th & S Street, NW (Shaw Neighborhood)
TIME: 10:00 a.m. - 12:10 p.m.
FROM: Gene Sperling
Melanne Verveer
Bruce Reed

I. PURPOSE

To announce that seven DC college presidents have responded to your America Reads challenge by committing to partner with District public schools and place thousands of college student reading tutors in the DC schools over the next five years. You will also announce that AmeriCorps participants will coordinate and recruit additional tutors in targeted District schools. General Becton will announce that DC is taking the first steps towards meeting your America Reads Challenge.

II. BACKGROUND

The Clinton Administration has secured commitments from seven DC college presidents to place at least 680 new college reading tutors in the DC schools next year alone, and thousands over the next five years. This is in addition to the hundreds of college students who are already tutoring in the District schools. Most of the new tutors are federal college work study students. The colleges will use the increased federal work study funding and take advantage of your having waived the local match for work study students who tutor.

Last fall, you proposed that colleges dedicate half of their additional work study slots -- 100,000 slots -- to tutoring in reading or other community service. In December, you announced that 21 college presidents had responded to your challenge to dedicate work study slots for tutoring in reading and formed a steering committee to recruit additional colleges. This is an excellent example of how you are using the presidency to mobilize Americans without waiting for Congress to enact legislation. Father O'Donovan, President of Georgetown, and Dr. Robert Corrigan, President of San Francisco State University are both members of this steering committee and both will be at the Garrison School tomorrow.

While the total number of additional college students pledged to tutor in the District is lower than we had originally thought, it is still a substantial initial commitment. You challenged colleges nationally to provide 10 percent or 100,000 of the 1 million reading tutors called for under America Reads. The 680 new tutors pledged in the District are over 10 percent of the 5,400 tutors General Becton believes he needs to reach his goal of tutoring all the first graders in the 18 public schools he has targeted for tutoring.

General Becton will announce that DC will be taking the first step toward meeting your America Reads challenge by creating "DC Reads," a public-private partnership to use these college tutors and mobilize additional volunteer reading tutors to improve reading skills in the 18 elementary schools with the greatest academic need. AmeriCorps will put two AmeriCorps participants at each of the 18 schools to coordinate and recruit tutors, and General Becton will hire reading specialists to train the tutors at each of the schools. The non-profit, Communities In Schools, formerly called Cities in Schools, will help coordinate resources at each of these schools and recruit private sector partners. The private sector partners will include Nations Bank, First Union Bank, Bovermo Properties, and the Washington Post, although they have not finalized their commitments.

The three initial components of DC Reads are:

1. Book Buddies: Beginning later this year, AmeriCorps members, along with Communities in Schools, will recruit and coordinate volunteers or "book buddies" to tutor first grade students twice a week in each of the targeted 18 elementary schools. All tutors will be trained and assisted by reading specialists hired by General Becton;
2. Saturday Academy: DC Public Schools will establish Saturday Reading Academies for 3rd and 6th graders at the 18 targeted schools; and
3. Family Resource Centers: District and AmeriCorps will work with public and private partners to establish Family Resource Centers in the targeted schools to help parents support their children's reading.

You are making this announcement at Garrison Elementary School because it is the pilot school for DC Reads and is one of the 18 targeted schools. Three AmeriCorps participants recruited reading tutors who began tutoring there this week. Education Department employees and Retired Senior Volunteer Program (RSVP) members and Foster Grandparent members tutor at Garrison as well. Communities in Schools is also a partner at Garrison.

III. PARTICIPANTS

Speaking:

Garrison Elementary School Principal Andrea Robinson
FLOTUS

General Julius Becton, CEO and Superintendent of the DC Public Schools
(appointed by the Control Board)

POTUS

Seven DC College Presidents On Stage:

Dr. Benjamin Ladner, American University,
Father Leo O'Donovan, Georgetown University
Brother Patrick Ellis, Catholic University
Dr. I. King Jordan, Gallaudet University
Mr. Stephen Trachtenberg, George Washington University
Ms. Pat McGuire, Trinity College
H. Patrick Swygert, Howard University
[UDC declined to pledge any tutors.]

Audience:

Harris Wofford, Sec. Riley, Carol Rasco, Frank Raines, Del. Norton, Mayor Barry and other local officials, second and third graders, AmeriCorps participants, school community, private sector partners in DC Reads, and principals and PTA presidents from 11 of the 18 targeted schools.

IV. PRESS PLAN

Open press.

V. SEQUENCE OF EVENTS

- **The President and the First Lady are greeted by Garrison Principal Andrea Robinson and General Becton at the school door.**
- **The President and the First Lady enter a First Grade classroom and proceed to their seats.**
- **The President and the First Lady read "The Tortoise and the Hare" to first and second grade students.**
- **The President and the First Lady depart the classroom.**
- **The President and the First Lady will greet the seven university presidents from the District of Columbia in the Principal's Office immediately before proceeding to the Auditorium.**
- **The seven college DC presidents take their seats on stage.**
- **Off-stage announcement of the President and the First Lady, accompanied by Andrea Robinson and General Julius Becton.**
- **Andrea Robinson, Principal, Garrison Elementary School, introduces the First Lady.**

- The First Lady makes remarks and introduces General Julius Becton.
- General Julius Becton makes remarks and introduces the President.
- The President makes remarks.
- Upon conclusion of remarks, the President and the First Lady work a ropeline and depart.
- The President and the First Lady depart Garrison Elementary School via motorcade en route the White House

VI. REMARKS

Provided by Eli Attie.

Changes in italics

draft 2/20 5pm revised

**PRESIDENT WILLIAM J. CLINTON
REMARKS AT GARRISON ELEMENTARY SCHOOL, D.C.
Friday, February 21, 1997**

Acknowledgements: First Lady; Delegate Norton; Mayor Barry; General Becton; Garrison Elementary School Principal Andrea Robinson; College Presidents: *Father Leo O'Donovan of Georgetown*, Dr. Benjamin Ladner of American, Brother Patrick Ellis of Catholic, Dr. I. King Jordan of Gallaudet, Stephen Trachtenberg of George Washington, Ms. Pat McGuire of Trinity and H. Patrick Swygert of Howard; Council Members Hilda Mason and Frank Smith; *Chief Judge Eugene Hamilton*; Secretary Riley; Director Raines; Director Wofford; Carol Rasco; and *Dr. James Billington, the Librarian of Congress*.

Two weeks ago, in my State of the Union address, I spoke of my commitment to renewing our Capital City -- so that Washington is a great place to learn, work and live, and once again the proud face America shows to the world.

We all know that the District of Columbia is not the City that it should be. But we also know that this is a city of remarkable strengths -- from the majesty of its monuments, to the commitment of its community and business leaders, to the energy and enthusiasm of the second-graders with whom Hillary and I read just moments ago. That is why meeting D.C.'s challenges means more than government solutions. It means leveraging the efforts of this entire community -- building new partnerships across old lines of responsibility -- and helping D.C. have more of the tools to solve its own problems.

This is our city. All of us who live here -- all of us who work here -- all of us who want America's capital to be a world capital, second to none -- we all share an obligation to renew and revitalize the District of Columbia. In the coming weeks and months, I will be making further announcements about our administration's efforts to help D.C.

To strengthen the city's economic base, we want to expand the empowerment approach that has worked so well across the country -- using private sector tax incentives to attract the new businesses and investments that can make this city thrive. To help home rule succeed, we want to change the relationship between the District and our nation's government.

Today, we're here to talk about another critical mission for this community -- helping D.C.'s children have the best education in the world. Education must be our first priority -- here, and across the country -- because it is the heart of everything we must do to prepare for the 21st Century. Nothing will do more to open the doors of opportunity to every American. Nothing will do more to awaken a sense of responsibility from every American, as they work to make the most of their education. And nothing will do more to build a strong, united community of all Americans -- for only if every American has the tools to succeed can we move forward together, as one America.

We know that while there are remarkable success stories -- here at Garrison, and across the city -- the District's schools must do better. That is why we are grateful for General Becton's no-nonsense leadership. And that is why we must all work with him, to renew D.C.'s schools.

We must start by mobilizing people from all walks of life to hold our students to the highest standards -- making sure they learn the basics that will be the foundation for success in the 21st Century -- and making sure every eight-year-old can look at a book and say, "I can read it myself."

To help meet those goals, I have called for national standards of excellence in the basics -- not federal government standards, but national standards, representing what all our students must know to succeed. I called on every state to test every 4th grader in reading and every 8th grader in math by 1999, to make sure these basic standards are met. Over the next two years, our Department of Education will support the development of new tests for 4th grade reading and 8th grade math to show how every student measures up to existing, widely-accepted standards, and I urge the District to participate.

While we must set the highest standards, we must also do more to help our children meet those standards -- especially when it comes to reading. Today, forty percent of our eight-year-olds cannot read as well as they should. This is about more than the A-B-C's. It's about opportunity. If our children cannot read, the history books and job manuals are closed, the Internet is turned off, and the promise of America is that much harder to reach.

That is why we have launched the America Reads initiative -- to build a citizen army of one million volunteer tutors to make sure every child can read independently by the end of the third grade. We will use thousands of AmeriCorps volunteers to mobilize and train this citizen army. And we want at least 100,000 college students to help -- building our army of reading tutors on college campuses across America.

Last fall, at my request, Congress created over 200,000 new Work Study jobs on America's college campuses -- the program that enables young people to work their way through college, often by serving their school. I want a portion of that Work Study increase to be devoted to community service -- especially teaching our children to read. College presidents nationwide have answered my call, pledging thousands of Work Study students, and thousands who do not receive Work Study assistance, to serve for one year as reading tutors. To help them, I made an important change in the Work Study program: if a student works as a reading tutor, colleges will no longer be required to pay one-quarter of that student's Work Study costs.

Today, I am pleased to announce that the District of Columbia is rising to the America Reads challenge. Thanks to the leadership of General Becton, over the next five years thousands of college students, AmeriCorps participants, volunteers, parents and teachers will work together to help D.C.'s children learn to read -- with help and support from a number of D.C.'s leading businesses.

The presidents of seven D.C.-area colleges and universities -- American, Catholic, Gallaudet, Georgetown, George Washington, Howard, and Trinity -- have pledged nearly 700 students next year, and thousands of students over the next five years, to serve as reading tutors in D.C.'s public schools, joining several hundred of their students who are already tutoring throughout the city. These new tutors -- the vast majority of whom receive Work Study -- will begin in the eighteen District schools most in need of this kind of partnership, including Garrison. But we hope this effort will expand to many more of D.C.'s schools.

In each of the eighteen schools, we will place two AmeriCorps participants, who will work full-time to coordinate this effort and recruit more volunteers. General Becton will make sure there is a reading specialist ~~in each~~ *for these* schools, to train the volunteers. Finally, ~~as General Becton has mentioned, we will open~~ *General Becton's plan calls for opening* a Family Resource Center in each school, so that parents have the support and assistance they need to read to their own children -- to be the first and best teachers for all our students. This effort won't solve the problem overnight -- but it is an important start.

To truly renew our Capital City, we must start with its children. With the creation of this new D.C. Reads partnership, thousands of college students and volunteers will help D.C.'s public school children learn to read. In doing so, they will take more responsibility for this city, create more opportunity for its children, and build a stronger, better-prepared community for the 21st Century. I believe they will inspire this entire community to pitch in and work together -- to lift up the children of D.C., and make this a capital worthy of the greatest nation on God's earth.

Of course, we can do more to improve education throughout the District. Our administration will offer important technical assistance to the District's schools, sharing our expertise in a broad range of areas. Our Cabinet agencies will build on the many partnerships they have established over the past several years -- adopting entire schools; donating computers, educational software and supplies, and becoming engaged as tutors and volunteers throughout D.C.'s public schools. AmeriCorps will build on the work it has done, ~~not just in tutoring, but in repairing crumbling schools, in correcting fire code violations so schools can stay open, and in recruiting even more volunteers.~~

But the most important work must be done by all of us -- by parents and teachers, by students and volunteers, by government and business, by everyone who shares a stake in this city's future. That spirit of common cause is how we must meet all of D.C.'s challenges -- in education, in economic development, and in all areas. And it is how we must meet America's greatest challenge of all: preparing our people for the 21st Century, ready to seize its full promise and possibility.

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR GARRISON ELEMENTARY SCHOOL
WASHINGTON, D.C.
FEBRUARY 21, 1997**

Thank you Principal Robinson. I am delighted to be here at Garrison Elementary. The President and I have just come from reading about the Tortoise and the Hare with the first grade. And I think it's a story that speaks to what we'll all need to do to transform this city's public schools into our nation's pride.

There won't be any easy, quick-fixes to the difficult challenges facing our schools. Instead, it will take the steady, focused, and continuing efforts of every citizen of this city to make sure that every child living in the District of Columbia is given the opportunity and the education to make the most of his or her God-given potential. We will all need to pitch-in and support the hard-working principals and teachers who are on the front-lines of this effort.

Washington's greatest resource is its people. And I know that there are many members of the community who are already recognizing the important roles they can play in helping our schools. Employees of several cabinet agencies have adopted schools and are participating in their tutoring and enrichment programs. Last spring, I visited an elementary school where many members of Congress and their staff spent weekly lunch hours reading to students.

And just last week at Cleveland Elementary, I had the chance to see how members of a downtown law firm could make a difference in a school and its surrounding community. I heard how the volunteer lawyers tutored and read to students, spent weekends repairing school facilities, helped parents with legal problems, and represented non-profit neighborhood organizations for free.

As the lawyers showed, every one of us has the skills and the time to share with the students in our public schools. So I'm excited about today's announcement, which will encourage members of another important sector of our community -- universities and college students -- to help the children of Washington improve their reading skills.

Every year, some of our country's brightest young adults come to Washington to study at our world-class colleges and universities and to get the education they'll need to change the world. Let's ask them to begin changing the world right now, right here in the Nation's Capital.

Now I'm pleased to introduce General Becton.

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**District of Columbia School Information for College Work-Study
America Reads Event**

Institution	New Students Pledged to Serve as Reading Tutors for 1997-98	
	CWS Students	Other Students
American University	100	50
Catholic University of America	60	40
Gallaudet University	10	5
Georgetown University	100	50
George Washington University	100	50
Howard University	60	20
Trinity College	25	10
TOTAL	455	225
TOTAL COMMITMENTS FROM DC COLLEGES AND UNIVERSITIES		680

COMPARATIVE EDUCATION DATA

	District of Columbia	Cleveland	Atlanta	New Orleans	50 Urban Districts (Avg.) ¹
# of Students	80,000	82,000	65,000	82,000	—
# of Schools	156	129	115	122	—
Per Pupil Expenditure	\$8,800 ²	\$6,800	\$6,500	\$5,000	\$6,000
Pupil - Teacher Ratio	14:1 ³	17:1	16:1	N/A	18:1

¹ From 50 urban school districts in Council of Great City Schools

² Second highest of big city districts in the country (to Newark)

³ May count as teachers some people not traditionally considered teachers, such as administrators.

DISTRICT COLLEGES AND GENERAL BECTON RESPOND TO PRESIDENT CLINTON'S AMERICA READS CHALLENGE

February 21, 1997

President Clinton today will address students, parents, teachers, volunteers, community leaders, and local residents at Garrison Elementary school to highlight his commitment to renew our Capital City by announcing steps to improve literacy in the District of Columbia. The President will announce that seven local colleges have responded to his challenge to improve children's reading in the District by pledging that hundreds of additional students will tutor in local elementary schools. General Becton will also announce that the District is taking the first step towards meeting the President's America Reads challenge by starting the "DC Reads" initiative.

President Clinton's Challenge

Last summer, President Clinton challenged communities, colleges, private institutions and citizens across the country to mobilize in an effort to ensure that every child can read well by the end of the third grade. Last fall, the President proposed to dedicate a significant share of the increased college work study funds to reading tutors, and in December, he waived the local funding match for college work study students that tutor. The President's America Reads challenge proposes additional funding to hire after-school reading specialists and to fund additional AmeriCorps members to help recruit and organize tutors for approximately 3 million children a year in grades K-3 who want and need the extra help. College presidents and communities across the country are already responding to the challenge.

District Public Schools and Area Colleges Respond

Seven local colleges -- American University, Catholic University of America, Gallaudet University, Georgetown University, George Washington University, Howard University, and Trinity College -- will partner with 18 District schools General Becton has designated as having the greatest need. The seven college presidents will pledge that *nearly 700 additional students will tutor young children in reading in these grade schools next year alone through work study and other efforts.* This is in addition to the hundreds of students already volunteering in the District schools. And over the next 5 years, thousands of students from these colleges will tutor in the 18 targeted schools.

General Becton and the District Respond

General Julius Becton, CEO and Superintendent of DC Public Schools, will announce that the "DC Reads" initiative is being launched at 18 DC public schools. "DC Reads" is a public-private partnership designed to improve reading proficiency and achievement for grade school students in the District. The program will start with three initial components:

Book Buddies: AmeriCorps participants will recruit and coordinate volunteer tutors for first grade students for two hour-long tutoring sessions each week.

Saturday Academy: Community volunteers will tutor 3rd and 6th grade students in Saturday sessions to increase their reading proficiency.

Family Resource Centers: These will assist families to support their children's reading, while addressing social service needs that will enable the student to perform better.

Additional Clinton Administration Efforts in the District

The President will announce that 36 AmeriCorps participants, two per each school, will serve full-time to assist in the recruitment and coordination of additional tutors. Already, three AmeriCorps participants are on board at Garrison Elementary school, the pilot site for "DC Reads." In addition, Department of Education employees tutor at Garrison twice each week during their lunch hours and the Department continues to provide technical assistance to the District schools in a range of areas.

America Reads Challenge

"We ought to commit ourselves as a country to say by the year 2000, 8-year-olds in America will be able to pick up an appropriate book and say, 'I read this all by myself.'"

- President Clinton, Fresno, CA, September 12, 1996

On August 28, 1996, President Clinton announced the *America Reads Challenge*. Working with teachers and parents, this unprecedented initiative calls on all Americans - schools, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders and senior citizens -- to ensure that every American child can read well and independently by the end of 3rd grade. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. The America Reads Challenge will give students the extra help after school they need to be better learners inside the classroom.

- ▶ *America Reads Challenge* recognizes that 40% of America's fourth graders cannot read as well as they should for today's and tomorrow's jobs. Research demonstrates that if students cannot read well by the end of third grade, their chances for success are significantly diminished, including a greater likelihood of dropping out and increased delinquent behaviors.
- ▶ *America Reads Challenge* is a public commitment to helping our children read. Teachers, principals, and librarians play a key role by strengthening reading in school and extending learning through after-school, summer, and weekend programs. Research shows that parents and other concerned individuals in local communities and the private sector can also be valuable as tutors and mentors.
- ▶ *America Reads Challenge* is a challenge for concerned citizens and the private sector to work with schools and libraries. Parents, business, and non-profit groups will be actively encouraged to be a part of the *America Reads Challenge* and its READ*WRITE*NOW! summer initiative.
- ▶ *America Reads Challenge* builds on groundwork being laid by classroom teachers, librarians and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The reading challenge also takes advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout America.

The *America Reads* legislation and additional funding consists of:

NEW LEGISLATION AND ACCOMPANYING FUNDING

- ▶ **America's Reading Corps** is the heart of the legislation which will fund 30,000 reading specialists and coordinators to mobilize 1 million volunteer reading tutors over five years. Almost \$1.5 billion in new education investments from the new legislation will fund after-school reading specialists to train and supervise tutors, and \$1 billion from proposed increases in appropriations for the Corporation for National Service will help recruit and organize tutors. The tutors, coordinating with the in-school reading program, will provide individualized after-school, weekend, and summer reading tutoring for approximately 3 million children a year in grades K-3 who want and need the extra help.
- ▶ **Parents as First Teachers Challenge Grants.** \$300 million in grants over five years will foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade. This money will be available to national and regional groups, as well as local communities and organizations.

REQUESTED INCREASES IN OTHER APPROPRIATIONS TO SUPPORT THIS IMPORTANT EFFORT

- ▶ **College Work Study Expansion.** President Clinton has also asked college presidents to allocate half of all their new work-study slots to college students to become "America Reads" tutors. The goal is to give 100,000 college work study students the opportunity to help children learn to read better. The local fund match for these slots would be waived if the work study students are involved in tutoring.
- ▶ **Head Start Expansion.** One million 3- and 4-year-olds will be reached through the expansion of Head Start programs, already a part of the President's balanced budget.
- ▶ **Title I/Even Start Strengthening and Expansion.** Additional investments are included in the President's balanced budget plan to expand efforts to strengthen the teaching of reading during the regular school day.

Evidence That Tutoring Works

Research has found that tutoring results in positive student outcomes:

- A major British study of tutoring—conducted by Topping and Whitley—examined the progress of over 2,300 elementary and junior high students who were tutored for an average of 8.6 weeks by a mixture of parent volunteers, peers, and older students. Learners improved at 4.4 times the normal rate for the tutoring period in comprehension and 3.3 times the normal rate in word recognition. Four months after the end of tutoring, the average student was still improving at twice the normal rate in both comprehension and word recognition. [Topping, K., & Whitley, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading*. *Educational Research*, 32(1), 14-32.]
- An analysis—conducted by Cohen, Kulik and Kulik—of approximately 60 published studies found positive effects of specific tutoring programs on targeted students. The analysis relied on measurable results, and did not take into account anecdotal reports. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings*. *American Educational Research Journal*, 19, 237-248.]

Surveys of targeted groups of students who are tutored in reading, have shown positive outcomes for students' self confidence as readers, their motivation to read, and their views of their control over their reading abilities. [Lepper, M.R., & Chabay, R.W. (1988). *Socializing the intelligent tutor: Bringing empathy to computer tutors*. New York: Springer-Verlag; Topping, K., & Whitley, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading*. *Educational Research*, 32(1), 14-32; Merrill, D.C., et al. (1995). *Tutoring: Guided learning by doing*. *Cognition and Instruction*, 13(3), 315-372.]

Characteristics of successful tutoring programs have also been identified through research:

- According to a synthesis of research on tutoring involving college students and younger children, successful programs are structured to provide sufficient time for consistent, regular contact; systematic screening of prospective tutors; thorough training and monitoring; and close communication and cooperation between the sponsoring agency and participating schools. [Policy Studies Associates (1990). *A review of programs involving college students as tutors or mentors in grades k-12*. Prepared for the U.S. Department of Education, Planning and Evaluation Service.]
- A recent study of tutoring for 30 first grade children at risk in reading—conducted by Juel—reported that successful tutor-tutee relationships were characterized by strong reinforcement of progress; a high number of reading and writing experiences in which the student moved from being fully supported to working independently; and explicit demonstration of appropriate reading and writing processes. [Juel, C. (1996). *What makes literacy tutoring effective?* *Reading Research Quarterly*, 31(3), 268-289.]
- An Ohio State Study of 10-12 Reading Recovery classes—serving students in the early grades—across a variety of schools using various strategies and training methods found that one-on-one tutoring produced more effective results than small group classes. [Reading Recovery: *Learning how to make a difference*. In D. DeFord, C.A. Lyons, & G.S. Pinnell (Eds.), *Bridges to literacy: Learning from Reading Recovery* (pp. 11-35). Portsmouth, NH: Heinemann.]

PRESIDENT CLINTON'S NATIONAL CAPITAL REVITALIZATION AND SELF-GOVERNMENT IMPROVEMENT PLAN

OUTLINE OF PLAN:

- ✓ **Relieve District of Financial Responsibilities.** Relieve the District government of major financial and managerial responsibilities, such as those that are normally assumed by state governments or are beyond its capacity to address, and resolve the city's cash shortfall that stems from its accumulated deficit.
- ✓ **Improve Criminal Justice System and Infrastructure.** Invest considerable resources to improve the city's criminal justice system and capital infrastructure.
- ✓ **Strengthen the District's Economic Base.** Provide tax incentives to encourage private investment and job creation in the District.
- ✓ **Provide Technical Expertise.** Draw on the Federal government's technical expertise to help make the city government effective in such areas as income tax collection, education and training, housing, transportation, and health care delivery.

PLAN SAVES \$3.56 BILLION: The plan will end the yearly Federal appropriation and other payments to the District, saving \$3.56 billion over five years.

PLAN INVESTS \$4.0 BILLION: Over five years, this plan will invest almost \$4.0 billion of Federal budgetary resources in the nation's capital. The net Federal costs of the plan amount to nearly \$400 million over five years. Among other things, the plan provides funding for:

- Renovating, building, and operating prisons;
- Operating the court system;
- Rebuilding the city's transportation infrastructure;
- Improving District tax collection;
- Increasing Federal share of DC's Medicaid payments; and
- Grant and tax incentives for economic development in the District.

IMPROVE THE DISTRICT GOVERNMENT'S PERFORMANCE: The proposed Federal spending is dependent on DC taking tough, specific actions to improve its performance -- as outlined in an Memorandum of Understanding that will be reached between the Federal government, the District government, and the Financial Authority.

FEDERAL GOVERNMENT TO ASSUME CERTAIN PENSION LIABILITIES: The plan also proposes that the Federal government assume responsibility for the District's existing pension plans for police and firefighters, teachers, and judges.

PLAN WILL BENEFIT THE CITY, THE REGION, AND THE NATION:

- **The plan benefits District residents** by reducing their government's financial burdens, improving the delivery of city services, and investing in the criminal justice system, economic development, and transportation.
- **It benefits the region and the nation** because it helps to ensure that the District is a capital city that we can all be proud of, assists in the city's economic recovery, improves its transportation system, and helps ensure the safety of residents and visitors.

DC Reads
February 21, 1997

WILL BE ON DCPS
LETTERHEAD

Today District of Columbia Public Schools CEO General Becton announces that the District is taking the first step to meeting the America Reads Challenge by announcing DC Reads. America Reads is President Clinton's call to ensure every American child can read independently and well by the end of the third grade. DC Reads is a public-private partnership designed to improve reading proficiency and achievement for elementary school students in the District of Columbia. Too many children in District schools are not reading well enough, and they need extra assistance to become proficient readers. Study after study finds that sustained one-on-one attention and tutoring can raise reading levels when combined with parental involvement and quality school instruction. DC Reads will increase the reading skills of DC school children by engaging more parents and community volunteers in in-school and Saturday tutoring efforts. The three initial components of DC Reads are:

- **Book Buddies:** In 18 DC elementary schools, first graders will be paired with community volunteers for two hour-long tutoring sessions each week. Beginning this summer, 36 AmeriCorps*VISTA members, two per school, will serve full-time with Communities in Schools, a national nonprofit service organization, to recruit and coordinate volunteers and manage communication between parents, teachers, tutors and students. All tutors will be trained and assisted by a Reading Specialist provided by the DC Public Schools.
- **Saturday Academy:** Starting this April, the DC Public Schools will offer a Saturday tutoring program for 3rd and 6th grade students aimed at increasing students' reading proficiency.
- **Family Resource Centers:** AmeriCorps members will work with public and private sector partners to establish Family Resource Centers in each of the 18 targeted schools. These centers will provide assistance to families to help them support their children's reading, while addressing social service needs that will enable the student to perform better.

Public-Private Partnership: Public partners include DC Public Schools, Communities In Schools, the Library of Congress, Metropolitan DC Institutions of Higher Education, the Corporation for National Service and the US Department of Education. Communities In Schools will organize the team of private sector partners, which now includes Nations Bank, First Union Bank, Bovermo Properties, and the Washington Post Company.

Citizen Involvement is Key: Volunteer tutors for DC Reads will come from all over the Washington metropolitan area – parents, schools, churches, community groups, libraries, colleges and universities, businesses, senior centers, parent associations and literacy organizations. DC Reads goal is to recruit 5,400 volunteers, about 300 tutors for each of the 18 schools. Citizens are encouraged to get involved by calling the DC Public School Hotline at (202) 724-4016.

College Students as Tutors: Seven local colleges and universities will be partners with the 18 targeted schools and have pledged that nearly 700 additional students (both work-study and other college student volunteers) will serve as reading tutors to young people in these grade schools next year alone. Participating colleges currently include American University, Catholic University, Gallaudet University, Georgetown University, George Washington University, Howard University and Trinity College.

High School Students as Tutors: Beginning next fall, AmeriCorps*VISTA members in the 18 DC High Schools will organize high school students to serve as tutors for elementary students. This model, a proven success in schools across the country, will be one way District students can meet graduation requirements for community service.

Targeting the Most Needy Schools: DC Reads will focus initially on 18 Targeted Assistance Schools, public schools where help is needed to speed progress. The 18 elementary schools are: Birney, Drew, Miner, Garrison, Stanton, Bowen, Keene, P.R. Harris, Van Ness, Clark, Webb, M.C. Terrell, Hendley, J.O. Wilson, Noyes, LaSalle, Nalle and Woodridge. Expansion to other schools is anticipated but depends on the availability of additional public and private resources.

Building on the Success of National Service: DC Reads builds on the strong track record of national service in DC schools -- and in school improvement programs across the country. AmeriCorps members and Senior Corps volunteers have been working in DC schools -- correcting fire code violations, repairing hallways, and tutoring students and organizing tutoring programs.