

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

FOR RELEASE
March 6, 1997

Contact: David Thomas
(202) 401-1579

**CLINTON ANNOUNCES MICHIGAN RECEIVES GRANT FROM
TECHNOLOGY LITERACY CHALLENGE FUND**

President Clinton announced today that Michigan has received a \$8.6 million grant that will help it respond to his call to prepare students for the technological challenges of the 21st century.

In support of this goal, the president proposed a \$2 billion, five-year Technology Literacy Challenge Fund to help schools use technology to improve teaching and learning. The president has challenged the nation to connect every classroom and library to the Internet by the year 2000, and envisions an America where "education will be every citizen's most prized possession."

"Our schools will have the highest standards in the world," President Clinton said. "The knowledge and power of the Information Age will be within reach not just of the few, but of every classroom, every library, every child."

In its first year, the fund totals \$200 million. President Clinton has requested an increase to \$425 million for fiscal year 1998.

According to a recent report by the department's National Center for Education Statistics, the number of schools connected to the Internet has almost doubled since 1994, while over the same period, the number of classrooms with a direct link to the Internet has quadrupled.

"We're making real progress," said U.S. Secretary of Education Richard W. Riley. "Still, we clearly have a long way to go before we can say that all students have the opportunities that new technologies can provide. I'm delighted that the FCC [Federal Communications Commission] is moving forward to assure that all schools will have affordable access to the Internet."

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Overall, the administration's proposed FY98 budget requests \$500 million for educational technology for the classroom -- about double the current appropriation -- to invest in hardware, education software and teacher training.

"This fund is an investment in our children and their future," Riley said. "Effective use of new technologies can broaden and strengthen the curriculum and provide every student with new tools to explore the world and to master challenging academic work."

The fund is the administration's major effort to address the president's four goals for educational technology:

- all teachers will be trained to help students learn through computers and the information superhighway;
- all students and teachers will have access to modern computers;
- all schools and classrooms will be linked to the information superhighway; and
- high-quality software and online resources will be part of the curriculum in every school.

"Achieving these goals," Riley said, "will require new partnerships and hard work, as well as planning and commitment. Through this fund, we hope to help states and communities move quickly to bring all students the resources and learning opportunities that technology can provide."

Riley said Michigan has been a leader in building support for education technology among business and industry. Partnerships of businesses and schools are common in Michigan, and large companies such as Ameritech and the members of Michigan Business Leaders for Education Excellence are committed to improving Michigan's schools, and have identified educational technology as one of the essential components of successful schools.

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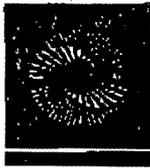
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Local funding for educational technology also is strong in Michigan. One estimate of 1996 local bond issues in Michigan puts the amount used for educational technology at approximately \$500 million. In making awards to districts under the Technology Literacy Challenge Fund, Michigan will include priorities for high poverty school districts, poorly performing schools, and schools with no local dial-up access to the Internet.

The Technology Literacy Challenge Fund was created to help leverage state, local, and private sector efforts to improve teaching and learning with the effective use of technology. It offers states the opportunity to provide school districts -- especially those with high rates of poverty -- with funds that will help them meet their most important technology needs.

Michigan joins Massachusetts, Utah, Washington, Pennsylvania, Illinois, Indiana, Mississippi, New Mexico, and North Carolina as the first states to receive awards from the Technology Literacy Challenge Fund. They responded with long-range, statewide technology plans that included strategies for achieving the administration's four goals, financing, targeting assistance to school districts that are the most in need, and placing technology in the classroom.

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329 Eighth Street, N.E.
Washington, D.C. 20002-6158

Tel: (202) 546-8713
Fax: (202) 546-8915

Robert C. Andringa, Ph.D.
President

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L S / C C C S
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Thank you

February 6, 1997

Hon. Richard Riley
Secretary
Department of Education
600 Independence Ave., SW
Washington, DC 20202

VIA FAX and MAIL

Dear Mr. Secretary,

The Coalition is deeply grateful to you for meeting with us Tuesday noon. Senator Hatfield was especially appreciative of your kind words. He and I are among the many in that audience who admire you as a person.

I want you to know the results of our annual presidents' conference:

1. Our board voted unanimously to endorse the America Reads program and I am instructed to urge all our campuses to join in making the pledge to use at least half of their new work study funds for tutoring elementary students in reading.
2. When I asked all our presidents at the Wednesday morning session about the tax proposals for higher education, even in light of the hesitation many associations are expressing, 100% of the presidents there votes to support them. We like a strategy that reaches not only the neediest students (and we support more funding for Pell Grants) but also the hard-pressed families who try to save for education and a strategy that addresses the growing number of older life-long learners.

You and the President have been consistent in your priorities on education. I want to help you in any way I can.

Thanks again for taking the time to meet with our presidents.

Cordially,

Robert C. Andringa
President

November 12, 1996

CORPORATION
FOR NATIONAL
 SERVICE

NOTE TO: GENE SPERLING

FROM: Steve Waldman, Susan Stroud, and Gary Kowalczyk

SUBJECT: AMERICA READS

At our last meeting you asked that we summarize the activities of the Corporation to date and offer some thoughts about a timetable and events that would help promote and build momentum for this initiative in conjunction with the legislative development process. Enclosed are some preliminary, very brief materials from the Corporation. We look forward to the opportunity to discuss them at the next meeting.

Enclosure

1201 New York Avenue, NW
Washington, DC 20525
Telephone 202-606-5000

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HIGHLIGHTS OF CORPORATION ACTIVITIES TO DATE REGARDING AMERICA READS

1. PROMOTION

- **16 STATE TOUR BY HARRIS WOFFORD.** Goals are to express Corporation's commitment to the initiative, seek public and community support, and identify what works. The tour began in October and will be completed by December. [An article is attached from the Charlotte News & Observer.]
- **COMMUNICATION TO ALL ORGANIZATIONS AFFILIATED WITH THE CORPORATION.** Sen. Wofford has twice written to all organizations affiliated with the Corporation—grantees, sponsors, and State Commissions (appointed by governors) – about the initiative. The first time he gave an overview and the second time he urged programs to take advantage of the added work-study money to improve tutoring efforts.
- **MEETINGS WITH SOME OF THE KEY STAKEHOLDERS.** Harris, and/or key staff have met with: National Association of Student Financial Aid Administrators, several college Presidents, Campus Compact, the Boards of the Corporation and the Points of Light Foundation, the Corporation's grantees, and State offices in two national conferences. The purpose of these meetings was to seek support and advice on how to proceed with implementation.

2. COMMITMENTS FROM COLLEGE PRESIDENTS AROUND WORK STUDY.

In October, the Executive Council of the 23 campuses of The California State University endorsed the position that the increased funds should be used to support students working in community service and service learning positions. The Board of Directors of the Campus Compact has written to its 550 member college and university presidents urging them to use the majority of new funds for community service. The Chancellor of the University of Maryland and the President of the University of Maryland/College Park have provided strong leadership within the state system for establishing goals significantly larger than the 5% requirement. The Chancellor of North Carolina Central University has endorsed the use of the increased funds for community service.

3. INFRASTRUCTURE DEVELOPMENT

- **WORKING WITH THE DEPARTMENT OF EDUCATION.** Staff have begun working together to coordinate reading efforts. We are producing materials for parents and families of children ages birth through five. These

materials will be available by January. We participated in a day-long meeting with leading reading organizations.

- **REVISING PROGRAM PRIORITIES.** The Corporation has revised its priorities for grant making and program support activities this year to support the America Reads initiative.

⇒ Specifically, within the AmeriCorps State and National Direct programs, the priority was changed to focus on children and youth. Further priority is given to programs using AmeriCorps Members to recruit and manage volunteers—the basic strategy of America Reads. Guidelines have been issued for grants to be awarded this Spring. This will help redirect some of our activities to increase the number of AmeriCorps Members supporting the reading of young children prior to the passage of new legislation/budgets.

⇒ In the AmeriCorps*VISTA program, a priority for the placement of new AmeriCorps*VISTAs this year is reading and young children. We are already receiving and approving new placements in this area.

⇒ The Corporation's senior service programs will target modest new funding available this year to programs where seniors tutor and mentor young children. Grants will be awarded this Spring.

⇒ The Corporation will support new programs next summer focused on using AmeriCorps Members and volunteers to tutor children. We anticipate that all AmeriCorps components will participate, including the National Civilian Community Corps.

- **CREATING A NETWORK OF EXISTING READING PROGRAMS.** The Corporation met with 60% of its grantees/program sponsors under the AmeriCorps State and National Direct Programs last week, and will meet with the remaining 40% next week. A major purpose is to disseminate information about successful programs and practices. In November, the Corporation will create a separate **America Reads List Serve** on the Internet to facilitate networking and communication among these organizations. Further, we have asked our technical assistance/training contractor to develop resource guides for communities and organizations supporting tutoring programs, including material developed with Department of Education programs.

POTENTIAL OPPORTUNITIES

November

LETTER TO COLLEGES AND UNIVERSITIES. Secretary Riley and Harris Wofford should sign a letter to college and university presidents urging the use of work study slots toward the America Reads initiative and serving children generally.

INCLUSION OF CORPORATION STAFF IN LEGISLATIVE PLANNING. Corporation staff ought to be included in planning with the Education Department regarding the legislative proposal for America Reads.

December

CHRISTMAS VOLUNTEER WORK. Around Christmas, President Clinton or Mrs. Clinton could volunteer with a project helping children.

January

INAUGURATION. Following church services in the morning, the President could join a local tutoring program and help tutor young children.

STATE OF THE UNION.

February

March

POTENTIAL FOR A FORUM SPONSORED BY THE DEPARTMENT OF EDUCATION AND THE CORPORATION. This event would bring together experts/leading practitioners to identify best practices and provide advice on how to accomplish the America Reads goal. The event could be addressed by the First Lady.

April

PRESIDENTS' SUMMIT IN PHILADELPHIA (APRIL 29-30). At this event, several major corporations, religious leaders, presidents of colleges and universities, mayors, governors, elementary/secondary school officials, and local community leaders would commit to specific actions to accomplish a series of civic objectives via citizen action, including the objectives of America Reads.

Other ideas not related to specific dates:

Get commitments from a number of mayors to create "Nashville Reads" type programs in their respective cities.

Get endorsements from the Conference of Mayors and the National Governors Association.

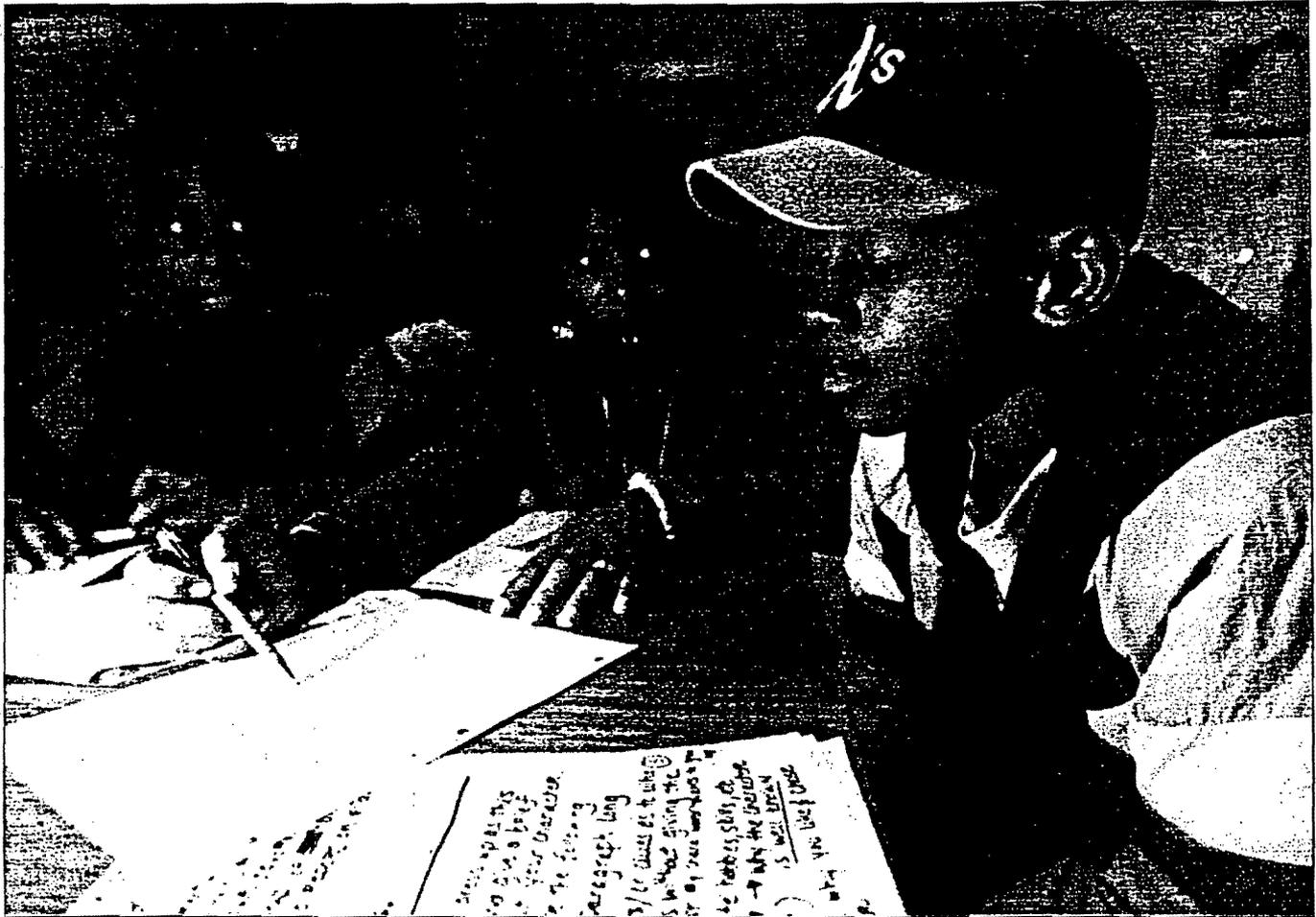
Get commitments from alumni associations to match work study slots with non-means tested financial aid awards so that non-means tested students can do tutoring.

Get commitments from faith based organizations to provide a substantial portion of the 1 million volunteers.

Get retired volunteers to organize work study programs on their alma mater campuses.

Get State Commissions information about schools with big work study allotments so they can match service programs with those schools.

Establish a formal interdepartmental working group for the reads initiative. This would recognize the need to focus different programs and interests and maintain them over several years. The idea would be to pull senior levels of the Corporation, Education, HHS, and OMB together, while also bringing in others who can contribute (e.g., Labor).



Teacher Kimberly Dockery explains a vocabulary exercise to Justin Whych, left, and Todd Sanders at Carnage Middle School. The Raleigh school may become a model for a national reading program.

PHOTOS BY LAUREN CRIGLER FOR THE NEWS & OBSERVER

Advance guard scouts for ideas

BY TODD SILBERMAN
STAFF WRITER

RALEIGH — Official Washington came calling in the Triangle on Monday, on the hunt for a holy grail of sorts: workable ideas to make good on President Clinton's pledge to get every third-grader in the nation reading at grade level by the year 2000.

That job will rest largely with an army of volunteer tutors staffing the kinds of programs on display at Carnage Middle School in Raleigh and Lillington Elementary School in Harnett County.

The search, which will cover 16 states in the next few months, is being led by Harris Wofford, chief of the Corporation for National Service and formerly a U.S. senator. Participants in the agency's best-known program, AmeriCorps, are expected to play a key role in recruiting and training the volunteers.

"We're kind of doing research and development," Wofford said in a brief interview during his visit at Carnage in southeast Raleigh.

Around him in the school's cafeteria, several dozen stu-



During what he called a 'research and development' mission, Harris Wofford chats with volunteer Lesley McClintock, 25, left, and student Shamika Haynes, 13.

dents were busy with open books and homework, some getting help from tutors. The students remain at school from 2:30 to 5:30 p.m. under Support Our Students, an

after-school program that operates at scattered sites across the state.

"I'm looking for the best

SEE TUTORS, PAGE 7B



Will Pocher, 12, completes his math homework at Carnage Middle School. Students remain at school from 2:30 to 5:30 p.m. as part of Support Our Students, an after-school program.

PHOTO BY LAUREN CRIGLER FOR THE NEWS & OBSERVER

TUTORS

CONTINUED FROM PAGE 1B

projects in the country to achieve the president's goal," Wofford said.

Early in the morning, he was at Lillington Elementary School, where he observed a Rockin' Readers program that relies on senior citizen volunteers to help young students with their reading before the school day.

Later, he stopped at a Wake County Communities in Schools program that serves children who live at the Heritage Park housing project.

By this time next year, Wofford and his agency hope to have mobilized 11,000 additional AmeriCorps members to help recruit, train and supervise volunteers for reading programs.

While Clinton aides are touting AmeriCorps as one of the administration's success stories, the program is coming under attack by Republicans. Candidate Bob Dole even took a shot at it during the presidential debate Sunday.

"If that's one of your successes," said Dole. "I wouldn't speak about it too loudly. It's cost about \$27,000 to pay people to volunteer."

Ultimately, the national reading program is envisioned to include 1 million tutors to provide after-school,

weekend and summer reading support for 3 million children who lag in reading skills.

Currently, about 25,000 people serve AmeriCorps nationwide, with about 400 in North Carolina.

Eight of them serve at four Support Our Students locations in Wake County, all demonstration projects of the N.C. Cooperative Extension Service.

Among them is Mitzi Joy, 25, who spent part of Monday afternoon helping Nene Kalu, a Carnage sixth-grader, with her advanced math.

"It's excellent hands-on experience," said Joy, who is taking a break from her senior year as an education student at N.C. State University.

Joy works from 3 p.m. to 6 p.m. tutoring students and helping with enrichment classes. For the yearlong commitment she receives a stipend of about \$150 every two weeks and about \$2,400 that can be applied to student loans or tuition.

Lesley McClintock is starting her second year as an AmeriCorps member.

"It's compassionate work," said McClintock, 25 and a graduate of Bard College in New York. "You're helping other people."

She said reading and the national service seem like a logical fit.

"I think AmeriCorps can really help through tutoring," McClintock said.

Overview of Literacy Efforts Around the Nation

State governors and school leaders around the country know how important reading and writing are. Many are making reading and writing a top priority on their agendas:

Governor George Bush, Jr. is waging a major campaign in Texas to push school districts to set and reach higher reading standards, particularly for elementary school students. "Too many students are getting past the third grade who can't read," stated State Board of Education Jack Christie.

Governor Pete Wilson of California has proposed an 8.5% increase in K-12 spending and has targeted \$100 million to improve reading and writing and other basic skills.

New York School Chancellor Rudy Crew announced in January that he wants all third graders in the city's schools to read at grade level.

In Boston, a major partnership among the School Superintendent, community organizations, schools, and families is READ BOSTON -- promoting daily reading among Boston's children and youth.

In Houston, the school district has just completed a community discussion on their literacy goals and have adopted a balanced approach to reading. San Diego Unified School District is undertaking a similar undertaking.

Communities such as Charlotte-Mecklenberg, Denver, and Baltimore are also undertaking major initiatives.

Specific State and District Efforts

Several states are undertaking reading initiatives--California, Wisconsin, and New York. But the Texas initiative is comprehensive:

Texas Reading Initiative

On January 31, 1996, Governor George W. Bush announced a reading initiative for the state of Texas. Backed by Commissioner Moses and the Texas Education Association (TEA), the goal of the initiative is that all students will read on grade level by the end of grade 3 and will continue to read on grade level throughout their schooling. Reading is now the state's top education priority.

There are eight key elements to the plan:

- Increase awareness of students' reading skills levels in K-3
- Promote reading programs as priority recipients for Goals 2000 funding
- Ask the state legislature to fund a statewide intensive reading program
- Showcase model reading programs
- Encourage the Telecommunications Infrastructure Board to support the reading initiative's goal
- Encourage the State Board for Educator Certification to support the initiative's goal
- Motivate school districts to make "pro-reading" program decisions
- Stimulate private sector initiatives

District Efforts to Promote Reading

Denver, Colorado. The first objective of Denver's strategic plan is to develop literate students by focusing instructional resources on literacy. The district is promoting literacy skill development throughout the curriculum and encouraging schools to replicate instructional methods that teach effective literacy skills. The district plans to have 75 percent of students reading at grade level within five years. Each Denver school wrote a literacy plan that responds to the district objectives; in spring 1995, the schools reported on their progress. The reports revealed that available staff development for principals and teachers has not caught up with the changes being instituted by the district. In 1995-1996, with school input, the district developed a "how-to" framework that describes the components of balanced reading programs and ways to assess whether effective reading occurs in the classroom. Districts can tailor this framework to site-based needs.

Charlotte-Mecklenburg, North Carolina. The interim superintendent has placed a high priority on literacy development, and that is reflected in a new position statement about reading and writing curriculum as well as in guidelines for an indistrict grant program (described elsewhere). According to the current draft of the position

statement, "In early grades, teachers provide instruction in skills such as letter-sound correspondence (phonics), word analysis, and comprehension strategies." In studies across the curriculum in later grades, "students become strategic and independent communicators by applying reading and writing skills to increasingly difficult materials." An effective preK-12 literacy program is characterized as one that:

- Views reading and writing as processes for constructing meaning
- Integrates communication skills across subject areas
- Assesses student progress frequently
- Provides differentiated instruction
- Uses authentic experiences and a wide array of media
- Builds on research about best practice
- Involves parents

The literacy initiative, while building on prior district programs, is relatively new as a primary focus. Associated program activities and curriculum materials are still under development.

Spokane, Washington. Four schoolwide Title I sites have Family Involvement Centers consisting of a two-person staff, a computer lab, a library, a preschool area, and tutorial programs for parents. The centers provide services to the community and bring service providers and health department workers into the most disadvantaged communities. The centers are open evenings and weekends.

Last year (1994-1995) Bemiss Elementary School, where 83 percent of the students receive free and reduced-price lunches, launched an innovative literacy and parental involvement program. The school invited parents to participate in a reading and writing training program at the resource center. The 15 parents that completed the program then joined members of the school staff in offering basic literacy courses to other parents from the school. Parents who worked four hours a week throughout the year earned quarterly stipends. A similar program will begin this year (1995-1996) at Holmes Elementary, where 85 percent of the students are eligible for free or reduced-price lunches. Up to 20 parents are expected to participate in 12 hours of basic literacy training. Then, if they tutor kids for four hours a week, they will receive stipends at the end of each quarter.

San Diego Unified School District. A joint Task Force for Reading was appointed by Superintendent Pendleton and Dr. Ann Morey, Dean of Education at San Diego State University. This task force has expanded whereby all major stakeholders will be engaged in a series of focused discussions about student achievement in reading, and about a balanced literacy program.

San Diego Unified School District is providing the schools and the community the opportunity to help set the course for literacy in the district. The reading/language arts

program will be redesigned based on this effort. Thus, a broad representation of the community is sought in focus groups and town meetings that are being planned with the following short- and long-term purposes:

- To develop a consensus statement and criteria about what we expect in terms of the achievement of student sin literacy and how we can reach this goal through a balanced literacy program.
- Based on the above statements and criteria, a group of administrators, teachers and parents will make an informed decision about the choice of materials for the language of arts adoption.

The public engagement process will precede the selection and review of new textbooks and materials. It is important for all stakeholders t have an opportunity to discuss the issue of literacy apart from the textbook review process.

As a kick-off, both community and site people form throughout San Diego will meet at the San Diego Convention Center on Thursday, September 19, 1996, to support and celebrate literacy in our community. The program will run from 4 to 8 p.m.

Houston Independent School District. Houston has completed a communitywide process to get agreement on a reading approach for the district. Put together last spring, the PEER Group, composed of community members, university representatives, parents, and other interested citizens, met once a week for three months working in an intensive fashion. A steering committee from the school district worked with the community group. Governor Bush met with the community group and district personnel to commend them for their efforts.

Based on the PEER Group recommendations, the district has adopted a balanced approached to reading, focused on skills and literature. Every school in the district must follow these guidelines. To prepare schools and teachers for this change, the district has trained 1000 K-3 teachers, out of a total 3500 teachers in these grades, in the balanced reading approach.

Boston, Massachusetts. *READ Boston is a city wide family, school, community campaign to increase public awareness about the importance of literacy and to work towards ensuring that all of Boston's children are reading at grade level by the end of third grade. READ Boston was initially launched by Mayor Menino in the fall of 1995. It is a year-round ten year campaign aimed at strengthening and enhancing early literacy efforts in Boston. By focusing literacy efforts on developmental stages of literacy (between birth through eight years of age) READ Boston will help children acquire foundations in reading that will lead to:*

1. *Every child being able to read at the appropriate grade level.*
2. *Positive attitude towards books and reading.*
3. *Better reading scores.*

Boston Community Centers, Boston Public Libraries, Boston Public Schools, Boston Housing Authority Developments, community, after-school, preschool programs, health care centers, college campuses and others are all designated as local sites where READ Boston activities take place. The steering committee is composed of a far-reaching blend of community members led by the mayor: the Boston Public Schools Superintendent and representatives from the Boston Globe, Harvard University, University of Massachusetts, Boston School Committee, Boston Compact, Boys and Girls Club of Boston, Boston Partners in Education, Dimock Community Health Center, United Way, United South End Settlements, and Parents United for Child Care.

School principals, teachers, parents, and established site councils. to identify what is needed in individual schools. Each individual elementary school has a staff member to coordinate on-site READ Boston activities and efforts.

READ Boston is privately funded by Manulife Financial Corporation, and a blend of private and public funds.

Robert D. Novak

... Manipulations by Morris

CHICAGO—No important Democrat wants to stir up a hot national convention beginning here Monday by evoking frankly on the record, but the party's authentic mood was revealed to me by one of its national leaders, who asked not to be quoted by name.

"I've been a true believer all these years, and I think to be a real Democrat, you have to believe in some basic things," he told me. Was he talking about Bill Clinton? "Oh no, no," he paraded vigorously. "I'm not criticizing the president. I'm not criticizing Dick Morris."

But would Democrats be in their favorable position today, save for Clinton's strategy? Morris, the former Republican campaign consultant who has co-opted GOP positions "No," the leader replied firmly. "We owe it to him."

This resentment, the antipathy of today's Democrats. A strong lead in the presidential polls, not a chance to

regain control of Congress have been sought at the price of abandoning doctrine liberalism and the party's propensity for brawling. Even more than Bill Clinton's party, this—at least temporarily—is how Dick Morris's party.

Consequently, this convention is the precise Democratic genre: it will have reported on starting with Los Angeles in 1960. Instead of testing the principle, the Democrats of Clinton go '96, evaluate the Clinton-Morris strategy and riddle their misgivings.

The classic example is the welfare reform bill ending the entitlement of federal aid for dependent children, introduced by a bipartisan Sen. Daniel Patrick Moynihan at the end of the New Deal.

It is hard to find substantive disagreement with Moynihan among Democrats. Most White House staffers and Clinton members wanted the bill reworked. All the party's congressional leaders voted against it. Democratic

General Chairman Christopher Dodd and National Chairman Donald Fowler opposed it. House Minority Leader Richard Gephardt, while steadfastly loyal to the president, said he would have vetoed the bill if he had been president.

Why, then, does heavy disagreement with Clinton risk stir up floor fights and angry discussions in the Democratic leadership?

Partly because Clinton is a skilled politician. He has played a story in his second term, he will "let" welfare bill (such as cutting off aid to the children of illegals) (in support) Health and Human Services Secretary Donna Shalala, who had urged a veto, but would instead dismembered Democrats about the bill's virtues. More curiously, she explicitly started issuing winners delaying implementation of the new system (beginning with the Clinton).

But the basic reason for positivity is

unwillingness to repudiate the Clinton administration. A coalition of Republicans, Democrats, and independents in the White House in 20 out of 24 years. Over-the-shoulder ideologist nurse in their tongues in Dick Morris's party.

In the weekend festivities preceding the convention, there was another's resolution in Great Park of William Jennings Bryan's "Crises of God" speech during pastors' debate at the 1896 Democratic National Convention in Chicago. It is hard to imagine a major party renouncing anybody who dispensed such cheap talk about free silver, temperance, agrarian republicanism, and the struggle by the masses against capitalism.

But Bryan was nominated for president 100 years ago and then twice more to lead the party to degenerate, unity and electoral defeat. A century later, Pat Moynihan will not be given the floor to raise the convention about the welfare. In 1996, Democrats won't even debate their platform.

1997 national conventions and the differences of the 1980 gathering con-

William Raspberry Convictions To Fit All Occasions

THE WASHINGTON POST
MONDAY, AUGUST 26, 1996

When I was a teenager, I knew someone who knew someone who—*he said*—knew where to get some "Spanish fly."

We had little idea of what this substance was, less idea still of how it worked or even what it cost. But all the boys wanted some because, we knew for a fact, it would render girls incapable of resisting our awkward sexual advances.

Later, I learned about pheromones, those wonderful natural substances whose scent serves (in several non-human species, at least) to stimulate sexual desire in the opposite sex. Immediately I went into unbridled fantasies involving girls taking a deep whiff of my armpit and collapsing rapturously into my arms. I wanted some of that, too!

No, what you're reading here is not intended to be the true confession of a wayward youth, only a commentary on the similarity between my early fantasies and those of today's politicians. They are hoping, as I did a generation ago, to win the prize not by senior's commitment but by device and deception.

The thought crossed my mind the other night while I watched ABC-TV's Ted Koppel watching some focus group watch Bob Dole's acceptance speech. Koppel showed us a graphic called a "perception analyzer" that allowed us to follow on a graph the reactions of the recall of Democrats, Republicans and independents to essentially every line of the Bob Dole speech.

Some proposals drew favorable responses from all three groups, personal attacks on opponents drew negative responses, while reactions to certain ideas were mixed.

And it occurred to me that surely the candidates would want some of that.

Imagine having your speech writers assemble a scientifically selected focus section of likely voters and try-out various concepts, formulations and jokes for their effects on one group or another. You could then tailor your remarks to fit any occasion, making yourself as irresistible as my boyhood friends and I hoped to be. In our case, though, it never moved beyond the fantasy stage. For today's politicians—Republicans and Democrats alike—it's pretty much reality.

The perception analyzer isn't the only tool in the kit by a long shot. The people who do polls and focus groups and frequent surveys have gotten so good they can divide the electorate into the tiniest of issue-based pieces. Their exquisite science has given us "wedge issues"—those issues with the peculiar ability to find and exploit our political fault lines.

Used cleverly enough, these devices can splinter the electorate into small pieces that can then be used, perhaps with the aid of perception analyzers, to construct an electoral majority.

I think how thrilled I would have been to have had such artists at my service in my youth. Imagine knowing in advance precisely what a particular young lady thought about every controversy, and what sort of humor she liked, and how to gauge whether I was making headway or about to scare her to death. And imagine being able to read the whole process on my handy little wrist analyzer. Boy, what a terrific way to "score!"

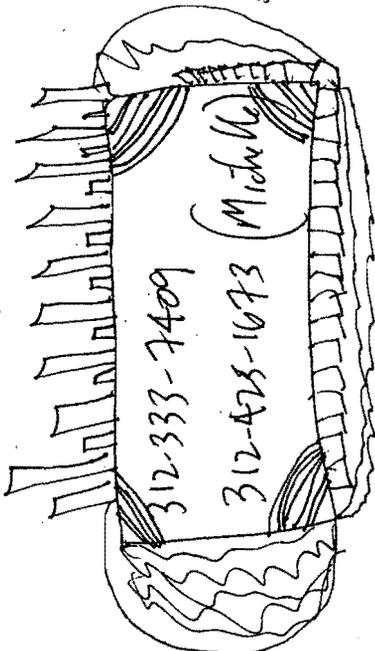
And what an awful way to build a relationship. It's like "Spanish fly" and over-the-counter pheromones: all manipulation and no substance.

Fortunately, I grew up and came to understand, the difference between courtship and cleverness, between deception and devices—between "peeling over" and building a relationship with having. I decided to say: This is who I am, and this is the kind of life I'd like to build. I hope this makes sense to you.

The question on my mind now is whether we can anticipate a similar growth spurt in our politicians. I'm not all that hopeful about it.

The better the experts get at political manipulation—the more accurately they are able to guide office-seekers to scoring opportunities—the less attention those politicians are likely to give to figuring out who they are, what they truly believe, and what they want for their city, their state or their nation.

My fear is that we are developing a generation of politicians who will know a lot about winning but who will know very little about governing.



Stds getting higher - raise std. - better than the - not just school's business - everybody's response.

7B Title I - now has stds. Poor kids - 1/3 of college grade kids (in 402)

\$2.286 total - \$2-286 Housing (\$18 Nat Genie) 1,286 - Educ. Dept. - 20,000 sites - scholar comm. center, many special schools - reading spec. of the coordinator - Reach 3m kids/yr. (Catm kids need help). K-3. - 250 Hippy - Pumps in 1st teacher - modeled after McCo. + Arke. Expansion of Head Start - by 2002, 1m kids (750k now) - less than 1/2 effective

Volunteers - stability

After school, not during - As by teacher to volunteer

President Clinton's "America Reads" Challenge

PROPOSAL DESCRIPTION

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President Clinton's "America Reads" Challenge

August 27, 1996

PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE

August 27, 1996

"AMERICA READS" CHALLENGE: TO MAKE SURE THAT EVERY CHILD IS LITERATE BY THE END OF THE 3RD GRADE. *Parental Responsibility and Community Responsibility will be the Backbone of this Effort.* Only with a strong, nationwide effort by all Americans -- parents, community groups, religious organizations, teachers, principals, and private sector leadership, will America be able to mobilize the national effort necessary to make sure that all children are reading independently by the end of the 3rd grade. To help catalyze these efforts, and help community leaders, parents, and educators across the country, the President is proposing the \$2.75 billion "America Reads" Challenge.

Four Main Components of President Clinton's "America Reads" Challenge:

- I. **Parents As First Teachers Challenge Grants.** The President proposes a *Parents as First Teachers Challenge Grant Fund* that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade. \$300 million in grants will be available over 5 years to national and regional groups as well as local communities and organizations. (\$300 million FY98 - FY2002).
- II. **America's Reading Corps: Individualized After-School and Summer Tutoring for More Than 3 Million Children in Grades K-3 Who Want and Need It.** The President's proposal provides \$2.450 billion to support tutoring efforts. \$1.45 billion in net new investments over 5 years, in addition to \$1 billion already specified in President Clinton's balanced budget for National Service participants will be directed specifically to this reading challenge.
 - **30,000 Reading Specialists and Volunteer Coordinators would be funded to help Communities provide extra reading help before and after school and during the summers for the 20,000 schools with the greatest need -- reaching more than 3 million children.**
 - **National Goal To Mobilize 1 Million Tutors.** Study after study shows that individualized tutoring can work to raise reading level -- particularly when combined with effective in-school teaching and family involvement. Only if all sectors of our national community rise to the challenge will we be able to mobilize the 1 million tutors needed to provide individual attention to all young children who need reading assistance. With the help of 30,000 coordinators and reading specialists, along with college work study students and RSVP Senior Volunteers, the President hopes to move the nation towards this goals.
 - **Building on the Success of Thousands of Community Programs and National Service.** This initiative builds on the success of community tutoring programs and National Service programs like AmeriCorps and RSVP Senior volunteers in developing and coordinating effective tutoring program. 11,000 AmeriCorps members will work in local communities as tutor coordinators to assist communities in their locally-designed reading efforts.
- III. **Providing 1 Million 3 and 4 year-olds with a Head Start.** President Clinton's balanced budget includes a major expansion of Head Start so that it can reach 1 million pre-school children in 2002.
- IV. **Challenge to Private Sector.** This national effort will only be successful if those in the private and non-profit sector return to the President's "America Reads" challenge. This new "America Reads" initiative builds on Clinton Administration efforts to work with the Private Sector in helping our children learn how to read, such as the "Partnership for Family Involvement in Education" and "Read*Write*Now."

PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE

August 27, 1996

"AMERICA READS" CHALLENGE: TO MAKE SURE THAT EVERY CHILD IS LITERATE BY THE END OF THE 3RD GRADE. *Parental Responsibility and Community Responsibility will be the Backbone of this Effort.* Only with a strong, nationwide effort by all Americans -- parents, community groups, religious organizations, teachers, principals, and private sector leadership, will America be able to mobilize the national effort necessary to make sure that all children are reading independently by the end of the 3rd grade. To help catalyze these efforts, and help community leaders, parents, and educators across the country, the President is proposing the \$2.75 billion "America Reads" Challenge.

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I. PARENTS AS FIRST TEACHERS CHALLENGE GRANTS: From their infants' earliest days of life, parents can play a major role as their child's first teacher by talking to them, reading to them, working with them on reading skills and providing a supportive environment for reading. To empower parents with information and assistance in teaching their children, the President proposes a *Parents as First Teachers Challenge Grant Fund* that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade. (\$300 Million, FY98-2002)

• **Two Types of Grant Winners:**

- (1). National and Regional Networks to Share Information on Helping Children Read -- Spurring Activities to Support Parents.** Many organizations such as the PTA, Urban League, ASPIRA, Girl Scouts, and the American Library Association are already working to support parents' efforts to help their children become successful readers. These groups and others like them have the capacity to develop national and regional networks to share information on how parents can help their children read better.

Criteria: Grants would be provided to develop such networks to applicants that:

- (1) Have a proven track record of working with parents of young children,
- (2) Can demonstrate the likelihood of substantial regional or national impact,
- (3) Show the cost-effectiveness of their proposal, and
- (4) Coordinate with the private sector and state and local programs that also provide support for parents.

In addition, efforts such as developing the best research about how children learn, developing high quality reading materials for young readers, and public television programs that help young children learn to read would be supported.

- 2). **Replicating and Expanding Successful Local Parent as Teacher Efforts:** Across the nation there are many local efforts, often run by non-profits, that have shown success in helping even the most educationally-disadvantaged parents be good first teachers to their children and help them to attain language skills while helping them with their reading. This portion of the challenge grant fund could go to any state, locality, community group, or non-profit that has a comprehensive plan to expand or replicate successful models -- such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program in Missouri.

Criteria. Investing in proven success, the President's new initiative would support similar local efforts intended to help parents help their children learn to read by the end of third grade. Grants would be provided to applicants that:

- (1) Have a proven track record of working with parents on improving their children's reading; or
- (2) Plan to use a model shown to be effective.
- (3) Applicants must also demonstrate evidence of community support from the private sector, schools, and others for their effort; show the cost-effectiveness of their proposal; and coordinate with state and local programs that also provide support for parents.

II. **AMERICA'S READING CORPS: INDIVIDUALIZED AFTER-SCHOOL AND SUMMER HELP FOR MORE THAN 3 MILLION CHILDREN IN GRADES K-3 WHO WANT AND NEED IT.**

The President's proposal provides \$2.450 billion to support volunteer tutoring efforts. \$1.425 billion in net new costs over 5 years along with \$1 billion already specified in President Clinton's balanced budget for National Service participants will support these tutoring efforts:

- **30,000 Specialists and Volunteer Coordinators.** 30,000 Reading Specialists and Volunteer Coordinators would be funded to help Communities provide extra reading help after school and during the summers for the 20,000 schools with the greatest need -- reaching more than 3 million children. Federal support will fund trained reading specialists and tutor coordinators to provide instruction, organize school and community-based reading programs, and recruit and train volunteers. (\$1.200 Billion)
- **National Goal To Mobilize 1 Million Tutors.** Study after study shows that individualized tutoring can work to raise reading levels -- particularly when combined with effective in-school teaching and family involvement. The President challenges communities to mobilize 1 million tutors to provide individualized attention to more than 3 million children who are behind in reading. Our nation's schools, libraries, religious organizations, colleges, and businesses all play a role in this. 30,000 volunteer coordinators and reading specialists, along with college work study students and RSVP Senior Volunteers, will help mobilize this effort.
- **Building on the Success of National Service.** This initiative builds on the success of National Service programs like AmeriCorps and 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. (\$1 Billion)

- **Process and Criteria:** Funds would be provided to States based on their population of children aged 5-8 as well as poverty. A portion of the funds would be provided the existing independent bi-partisan State Commissions of Community and National Service. States and the Commissions will work together to provide communities the resources to promote reading success by the end of 3rd grade.

Communities would have broad flexibility in how they design their programs, but they will have to demonstrate to the state that their efforts:

- (1) Target funding to communities and schools in which young students are furthest behind in reading;
- (2) Focus on providing individualized tutoring after school, weekend or in the summer through trained and supervised volunteers and other community resources;
- (3) Relate to the in-school reading program; and
- (4) Provide information to the public about their strategies for ensuring that children doing least well in reading would make progress.

Only Applicants with Strong Community Support Need Apply: The assistance of reading specialist and volunteer coordinators can provide critical help to communities that have decided they want to have a strong individualized tutoring efforts, and where parents and teachers and the private sector are willing and ready to participate. Only with such strong community involvement will awards be granted. 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.

Communities will 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 and where the tutoring should take place – at a school, a library, a community center or other location. 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.

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 will publish their reading scores. Those 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. (\$25 million)

III. PROVIDING ONE MILLION 3 AND 4 YEAR OLDS WITH A HEAD START. Studies stress that literacy problems are best averted with the earliest intervention possible -- including pre-school. President Clinton's balanced budget includes a major expansion of Head Start so that it reaches 1 million pre-school children in 2002.

- **Head Start Works.** For more than 30 years, Head Start has been one of our nation's best investments in helping low-income parents be their children's first teacher, and in making sure that children start school ready to read and ready to learn. Head Start provides three and four year old children cognitive, social and language development, comprehensive health services and healthy meals and nutrition. Head Start also offers parents seeking to improve their circumstances and their children's chances of success parenting skills, support, education and training. *A Packard Foundation study released this year found that children exposed to early childhood education programs such as Head Start have higher reading scores, are less likely to be placed into expensive special education classes, and are more likely to graduate from high school.*
- **Parent Involvement is the Bedrock of Head Start.** Last year more than 800,000 Head Start parents volunteered in their local program. Head Start staff work closely with parents to help them build their skills, not only to become better parents but also to become contributing members of their community. Parents are taught the importance of reading to their children. When parents have difficulty reading, Head Start programs work with them to improve their literacy skills.
- **Family Literacy is a New Priority in Head Start.** Under new standards developed by the Clinton Administration, family literacy is a new priority in Head Start -- parents will be encouraged even more to understand what happens in the classroom and to recreate this learning environment at home.
- **America's Child Literacy Challenge Builds on the Strong Foundation Provided by Head Start.** Through the Head Start Transition Initiative, Head Start programs will dedicate at least one part-time staff person to work with local school systems, parents, child care providers and other members of the community to make sure children successfully make the transition from Head Start to public school.

IV. CHALLENGE TO PRIVATE SECTOR. This national effort will only be successful if those in the private and non-profit sector return to the President's "America Reads" challenge.

- **The new "America Reads" initiative builds on Clinton Administration efforts to work with the Private Sector.**
 - **Partnership for Family Involvement in Education.** Over 700 family, school, community, employer and religious have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. Religious organizations representing 75% of all religiously affiliated Americans and businesses ranging from giants like John Hancock, IBM, Marriott and the U.S. Army to small businesses and local chambers of commerce. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.
 - **Read*Write*Now.** 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. 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.

President Clinton's "America Reads" Challenge

PROPOSAL BACKGROUND

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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.** [Source: NAEP 1994 Reading Report Card for the Nation and the States]
- **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. [Source: NAEP 1994 Reading Report Card for the Nation and the States]
- **If a child can't read well by 3rd grade, chances for later success are significantly diminished.** 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. [Source: Learning to Read Reading to Learn, National Center to Improve the Tools of Educators, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs.]
- **Students who are not reading at grade-level are very unlikely to graduate from high school.** As noted by Madden et al., "Disadvantaged third graders who have failed a grade or who are reading significantly below grade level are very unlikely to graduate from high school... and will experience difficulties throughout their school careers." [Source: Madden et al, Success For All: Longitudinal Effects of a Restructuring Program for Inner-City Elementary Schools. *American Education Research Journal*, 1993]
- **All children can learn to read at grade-level by the end of the third grade.** According to a study by George Farkas, et al., *all* children with the capability to learn -- judged to be over 95 percent of the student population -- can learn to read at grade-level by the end of the third grade. [Source: George Farkas, Jim Fischer, Keven Vicknair, Ralph Doshier. *Can All Children Learn To Read At Grade-Level By The End of Third Grade?* September 20, 1995]
- **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. Average math SAT scores are up 7 points since 1992, to their highest level in nearly 25 years. More attention to reading can stimulate similar reading gains. [Source: NAEP 1992- Trends in Academic Progress, and College Board. 8/22/96]

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.** Evidence shows that greater parental support for their child's literacy success makes a significant difference. According to a new study, *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. [Source: *Reading Literacy in the United States*, U.S. Department of Education, Office of Educational Research and Improvement, NCES-96-258]

- **One-on-one tutoring is a key component of bringing students up to reading grade-level.** Only when a tutor provides one-to-one instruction can the level of instruction be customized to the student's current performance. Only within this format does the student receive the customized eye contact, warmth, and positive encouragement and feedback capable of providing the work incentive and concentrated time-on-task necessary to overcome the fear of failure and low self-esteem that is typical in students who are performing below grade level. [Source: George Farkas, Jim Fischer, Keven Vicknair, Ralph Doshier. *Can All Children Learn To Read At Grade-Level By The End of Third Grade?*, September 20, 1995]
- **Pre-school preparation and family involvement is widely recognized to improve student performance.** Preparing children to learn, both through parent involvement and through pre-school preparation, plays a crucial role in preventing students from falling behind. [Source: Arthur Reynolds, 1992. "Mediating Effects of Preschool Intervention." *Early Education and Development* 3:157-170.]
- **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.

EVIDENCE THAT TUTORING WORKS

Research has found that tutoring results in improvements in reading comprehension, word recognition, and student attitudes towards reading.

- An analysis—conducted by Cohen, Kulik and Kulik—of 65 published studies using random assignment found significant 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.]
- Studies have shown that the number of tutoring sessions is directly correlated with the average grade level gains associated with tutoring for first through third graders. [Farkas, G., Fischer, G., Vicknair, K., & Doshier, R. (1995). *Can All Children Learn To Read At Grade-Level By the End of Third Grade?*]
- Studies of early tutoring have concluded that the attention and feedback of one-on-one tutoring helps students overcome the psychological blocks, such as fear of failure and low self-esteem, that are associated with below grade-level reading performance. [Wasik, B. & Slavin, R. (1989). Preventing Early Reading Failure With One-on-One Tutoring: A Review of Five Programs." *Reading Research Quarterly* 28:179-200.]
- Surveys of targeted groups of students who are tutored in reading, have shown significant improvement in students' motivation to read, their self confidence as readers, 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., & Whiteley, 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.]
- A major British study of tutoring—conducted by Topping and Whiteley—examined the progress of 2,372 elementary and junior high students who were tutored for an average of 8.6 weeks by a mixture of parent volunteers, same-age students, and cross-age students. Learners improved at *4.4 times the normal rate in reading 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., & Whiteley, M. (1990). Participant evaluation of parent-tutored and peer-tutored projects in reading. *Educational Research*, 32(1), 14-32.]
- 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.]
- In Canada, Brailsford conducted a similar study of poor reading students in grades 2-6 who received tutoring 10 minutes each day, five days a week, for 10 weeks. He found that tutored students improved at roughly three times the normal rate in both reading comprehension and word recognition. [Brailsford, A. (1991). *Paired Reading: Positive reading practice*. Kelowna, British Columbia: Filmwest Associates.]

PARENTS AS FIRST TEACHERS PROGRAMS HELP KIDS LEARN MORE

BACKGROUND: Thirty years of research show that greater parent involvement in children's learning is a critical link to achieving a high quality education for every student. Parent involvement can make a positive difference in children's learning when parents do more. Indeed, controllable home factors account for almost all the differences in average student achievement across states (Paul Barton & Richard Coley, 1992). Sometimes, however, parents don't know they have the power to influence their child's learning. For these parents, the availability of effective parent training programs is key.

Family Literacy. Recent research has demonstrated significant effects of family literacy programs during the time when families are enrolled and during the years following enrollment. Among the findings in studies conducted for the National Center for Family Literacy (July 1996):

- Families stay enrolled in the programs longer than in most adult-focused programs, and the attendance rate is higher while enrolled;
- Adults make both important and statistically-significant gains in language and math;
- Children make gains in developmental areas that are at least three times greater than expected as a result of normal maturation, and the gains are as high or higher than made by children in child-focused programs;
- The amount of literacy in the home increases;
- Children are ready to enter kindergarten as indicated by judgements of their teachers, and
- A higher percentage of adults achieve GED or high school certification than in adult-focused programs.

Parents as Teachers (PAT) was launched in 1981 as a public school system-operated program in Missouri and has been replicated in 43 other states. The program's key features include home visits, group meetings for parents, regular monitoring of children's health and developmental status, and referral to social service and other agencies when necessary. Three evaluations of PAT have shown positive results for both parents and children.

Evidence. A 1989 follow-up investigation found that at the end of first grade PAT children scored significantly higher than the comparison group on both measures of standardized reading achievement and math achievement. Sixty-three percent of parents of PAT children versus 37 percent of comparison group children requested parent-teacher conferences.

A 1991 evaluation of the PAT program that examined the impact of the program on 400 randomly selected families in 37 districts found that on measures of parents participation and children outcomes:

- Mothers with less than a high school education attended significantly more group meetings;
- Child performance at age 3 was significantly higher than national norms on measures of achievement and language ability;
- More than one-half of children with observed developmental delays overcame them by age 3.

Home Instruction Program of Preschool Youngsters (HIPPO USA) is a home-based program for parents of children four and five years old that provides parents with a two-year curriculum, lesson plans, and materials to help them teach school readiness skills to their children. HIPPO is designed to increase the parents' self-esteem and to improve their children's cognitive ability.

Evidence. Today there are 43 HIPPO sites operating in 16 states. Arkansas is deeply committed to the HIPPO program where 31 sites serve 6,000 families. The core HIPPO Program consists of home visits every other week by a paraprofessional. On alternate weeks home visits are supplemented by group meetings at a local elementary school. Parents meet together for discussions of lesson topics and parenting issues.

The **MegaSkills** program was adopted at Sarah Scott Middle School in Terre Haute, Indiana, as part of a broad strategy to strengthen family members' roles in children's learning. Sarah Scott Middle School is one of two schools from among more than 100,000 public, private, and parochial schools that were invited to participate in the "Strong Families, Strong Schools Most Promising Practices" competition sponsored by Scholastic, Inc., the National Education Goals Panel and Apple Computer, Inc. The school is located in an area of moderate to low income family dwellings, and is regarded as a "safe place" by families whose children attend the school.

Evidence. Each class of 150 students was organized around the family concept. Families share a common area in the building as well as activities and an interdisciplinary core of teachers. Groups of 15-20 students were assigned to each advisory led by a caring advisors to help resolve academic and developmental concerns. The MegaSkills programs was thus introduced as a lead program with the support from the business community, school staff, and parents as a means of sustaining family involvement in children's learning, complementing other efforts undertaken by the school.

James P. Comer's program to include massive parent involvement as a means of achieving dramatic lasting gains in student academic success. In 1968, Comer and his colleagues at the Yale Child Study Center launched a long term collaboration with two New Haven schools that were 99 percent African American and almost entirely low income.

Evidence. During the first five years, both schools attained the best attendance records in the city and near grade-level performance. At the same time student behavior problems were reduced significantly. By 1984, fourth graders in the two schools scored third and fourth highest on the Iowa Test of Basic Skills.

Joyce Epstein conducted a study of student achievement of 293 third and fifth grade students in 14 classrooms in Baltimore who took the California Achievement Test in the fall and spring of the 1980-81 school year.

Evidence. Epstein found that "teacher leadership in parent involvement in learning activities at home positively and significantly influences change in reading achievement." (Epstein 1991.) Epstein also found that parents learned more about their child's instructional programs as a result of improved communications with the teacher and this had a positive influence on their children's reading achievement.

EXPANDING HEAD START TO ONE MILLION THREE AND FOUR YEAR OLDS

- **Head Start Helps Children Get Ready to Learn and Ready to Read.** For more than 30 years, Head Start has been one of our nation's best investments in helping low-income parents be their children's first teacher, and in making sure that children start school ready to read and ready to learn. Head Start provides three and four year old children cognitive, social and language development, comprehensive health services and healthy meals and nutrition. Head Start offers parents seeking to improve their circumstances and their children's chances of success parenting skills, support, education and training.
- **President Clinton's Balanced Budget Expands Head Start Participation to 1 Million Three and Four Year Olds.** Today, only 750,000 low-income children and their families -- less than half of those who are eligible -- have a chance to benefit from Head Start. Under the President's budget plan, by the year 2002, 1 million of this nation's most disadvantaged children and families will have the chance for a Head Start.

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002
Funding (\$ bn)	\$3.98	\$4.30	\$4.63	\$4.97	\$5.31	\$5.67
Enrollment	796,500	834,000	877,000	920,000	960,000	1,000,000

- **Head Start Works.** Research findings overwhelmingly show that Head Start works. Last year, a Packard Foundation study reviewed nearly 150 separate studies of the Head Start program and concluded that not only had the immediate impact of raising reading scores, it had the lasting effect of making students less likely to be held back a grade, less likely to be placed in special education classes, and more likely to graduate from high school. Even later in life, former participants were less likely to go on welfare or enter the criminal justice system.

The Packard Foundation: "Head Start Works.... The 144 Studies of Head Start that are reviewed in the Packard Journal point to one unassailable conclusion: Head Start -- and other early childhood programs that provide stimulating environments for learning, involve parents and link health, education and social services -- improve poor children's chances." ["The Future of Children," The Packard Foundation, 1995]

- **Parent involvement is the bedrock of Head Start.** Last year more than 800,000 Head Start parents demonstrated their commitment by volunteering in their local program. And they get a great deal in return: Head Start staff work closely with parents to help them build their skills, not only to become better parents but also to become contributing members of their community. Parents are taught the importance of reading to their children. When parents have difficulty reading, Head Start programs work with them to improve their literacy skills.
- **Family Literacy is a new priority in Head Start.** Under new standards developed by the Clinton Administration, family literacy is a new priority in Head Start -- all parents will be offered training to help them be involved in their children's education and to help them be their children's first teacher.
- **America's Reading Challenge will build on the strong foundation provided by Head Start.** After-school and summer tutoring for young school-age children and for their older siblings and parents builds on what Head Start begins. Through the Head Start Transition Initiative, Head Start programs will dedicate at least one part-time staff person to work with local school systems, parents, child care providers and other members of the community to make sure children successfully make the transition from Head Start to public school.

EXAMPLES OF CHILD LITERACY AND READING TUTORING PROGRAMS

AMERICORPS SLICE CORPS, SIMPSON COUNTY, KENTUCKY

Mike Houston, Project Director (502) 586-2804

In this program, 25 AmeriCorps members provided intensive tutoring in reading to 128 second graders. Over nine months, the students improved their reading comprehension by an average of 2.8 grade levels. One-third of the students improved by more than three grade levels. Members visit each student's home every other week to show parents their children's reading materials, update them on the child's academic progress and offer tips on how to help their children read. The key is consistency. AmeriCorps SLICE members tutor students for the entire school year.

Regarding a second grade student who entered the program as a non-reader, the classroom teacher said: "[The student] is in his second year of being tutored by a SLICE Corps member. Last year he was very shy and withdrawn. He was very adept verbally but not so at reading and writing. This year his reading is better and he really enjoys writing. He's a real worker and seems to enjoy school much more. [The student's] parents are very interested in his school progress. They are willing to come whenever you call them and they spend time working with him on his school work. He has thrived on the individual attention that only a SLICE Corps member could give him."

HILLIARD ELEMENTARY SCHOOL, HOUSTON, TEXAS

Rufus Allen, Principal (713) 635-3085

Hilliard -- a very high poverty, predominantly African American, urban school -- runs an intensive after school, weekend and summer school program. And it works. For four afternoons each week throughout the school year, six teachers and six to eight parent volunteers work with students on their reading skills -- emphasizing hands-on activities to reinforce what students learn during the day. The parent volunteers work closely with and receive training from classroom teachers. Eight Saturday mornings during the year, 125 students also participate in reading classes led by a team of teachers and parents. The students who participate in these programs also take advantage of a summer school program centered around thematic units. One special project is the creation of storybooks by and for the students.

This approach has resulted in improved reading scores for the school over the past five years. In the spring of 1995, 80 percent of Hilliard third graders met the state's expectations on the state assessment in reading, an increase from 20 percent five years prior.

BELMONT COMMUNITY SCHOOL, WORCHESTER, MASSACHUSETTS

John Monfredo, Principal (508) 799-3588

According to Principal John Nonfredo, Belmont Community School is a reading school. "We sell a product at our school and that product is reading." The school, 95% of whose students receive free or reduced lunch, has instituted a schoolwide reading initiative -- Books and Beyond -- intended to build the skills and the desire of every child to read. From the morning announcements to the after school program, it does what it can to make sure this happens.

For example, sixty students attend an after school program that runs three days a week with the help of college student volunteer tutors. Special workshops introduce the parents to children's literature and to the school library, where they are welcome to check out books to read with their children at home. A school staff member also works with the parents on how to read with their children. The school participates in the Books and Beyond kick-off rally and an end-of-the-year celebration that emphasize the parent partnership. Every Friday, volunteers from all walks of life--parents, business people, police officers, fire fighters--come to the school to read to the students. The school holds a family literacy night, a Read-A-Thon, where students, sometimes in their pajamas, gather with their families in the school courtyard to read. Since the launching of this initiative, reading scores at the school have continued to improved. So too has parental involvement and volunteer participation. Most important, reading has become fun.

READING ONE-ONE, RISD ACADEMY, RICHARDSON, TEXAS

George Farkas, University of Texas (214) 883-2937

Through a partnership with the University of Texas at Dallas, RISD Academy offers a one-on-one tutoring program to its at-risk students in grades 2-6, many of whom are limited English proficient. The tutors -- college students and community volunteers -- are carefully trained in the tutoring curriculum and closely supervised by on-site tutor coordinators. They engage students in a variety of activities during their forty-minute sessions. The program stresses consistency: each student works with no more than two tutors three to four times a week during the school year.

Students make very large positive gains through the program -- on average, one grade level in reading ability over the course of a semester of tutoring through this program. In fact, survey results of teachers and parents showed that 88% of the teachers and 95% of the parents thought reading skills had indeed increased. 95% of parents thought their child's interest in reading had increased and 97% thought their child's interest in attending school had increased. As one 4th grade teacher remarked "I'm very impressed with the program. I am so impressed with one student's turn around, I withdrew his referral to Special Education testing... My students love going and more want to go!"

**REACH OUT AND READ PROGRAM, BOSTON CITY HOSPITAL, BOSTON,
MASSACHUSETTS**

Kathleen Fitzgerald Rice, Co-Director (617) 534-4765 or
Perri Klass, Co-Director (617) 534-5701

Physicians at Boston City Hospital saw both the need and the opportunity to work on literacy with their patients, namely young children from impoverished families. In 1989 they launched the Reach Out and Read Program to meet those needs by integrating literacy development into regular pediatric care for children ages 6 months to 6 years. The Reach Out and Read Program is co-directed by a pediatrician and early childhood educators and has three components. In the clinic waiting room, community volunteers read to the children, engaging their interest while modeling book-related interactions for the parents. In the examining room, the doctor looks at a book with the child, assessing the child's developmental progress and sharing it with the parent present. At the end of the visit, the child receives a new book to take home. This gift conveys the importance of reading to both the child and the parent. ROR has big plans to expand their project, first to 10 other Boston area neighborhood health centers and then nationwide. A parent commented on the program's effect on her daughter: "I know that by keeping her nose in books, she's going to be a reader. If she's a reader, she could be a writer. She could be a doctor. She could be anything!"

**CABRINI-GREEN TUTORING PROGRAM, CABRINI-GREEN HOUSING DEVELOPMENT,
CHICAGO, ILLINOIS**

Phoebe Zoe Kessler, Program Coordinator (312) 467-4980

The only one-to-one scholastic tutoring organization working with young kids in the Cabrini-Green area, it serves 500 kids a week and has 480 volunteer tutors. The program operates three nights each week from 5:30-7pm. Kids are tutored for grades K-6, then graduate and can become Junior Assistants who help volunteers and program staff, peer-tutor younger kids, and help run the library, art, and resource areas. All tutors are volunteers and most are professionals who work in nearby downtown Chicago. Parents also volunteer in the program. All tutors go through a training and orientation session, take a tour of the program, speak with program coordinators and veteran tutors before beginning work, and attend three additional workshops each year. Through its 2-year relationship with Reading is Fundamental, the program distributes books for the kids, tailored to their individual tastes, to take home and to keep. Books are also distributed in conjunction with other events. The program is 31 years old, and its participants often bridge generations of the same families.

All funding is private and the program relies heavily upon donations. Last year, for example, Scottie Pippen of the Chicago Bulls ran a RIF fund-raiser for the program which raised \$40,000 that is paying for 2 new computers and a library up-grade. The program has only two paid staff members, with the rest of the costs arising from school supplies, buses for field trips, nightly snacks, and other needed materials.

JACKSON, TENNESSEE TUTORING PROGRAM

Jim England (901) 427-9666

In Jackson, Tennessee, 10 churches have already joined forces with 11 public housing projects to ensure the reading success of the city's children. Currently, 250 church members tutor 350 children, mostly elementary students, throughout the city. While the churches design their own programs in accord with their talents and physical facilities, all of the students have progress charts that follow them from church to church as they move. Volunteers use the local district's "Lesson Line" to communicate with teachers, parents, and other tutors and coordinate with the school during the school year. Among those pitching in are local supermarkets and businesses who have shown their support by donating food for the program. According to one of the organizers, the program is entirely volunteer and the cost is negligible. Many students and families report that this tutoring program has made a major difference in their lives. Because of the project's initial success, 12 other churches are joining the project in the coming year.

PILOT TUTORING PROGRAMS, CAMBRIDGE, MASSACHUSETTS

Jerome Kagan, Professor, Harvard University (617) 495-3870

In this pilot tutoring program, senior citizen volunteers, many of them former teachers, tutor at-risk first graders three times a week in forty-five minute sessions -- with significant results. Paid, early childhood educators provided tutors with training, prior to and during their service. Through daily tutor logs, training sessions, and tutor observation, the educator trainers worked closely with the tutors. Tutors made a special effort to assess initially the skills, needs, and talents of their students, a diverse group of African Americans, Whites, Haitians, and Asians. One of the student's classroom teacher remarked: "[The student's] frustration level changed, he learned to focus, how to handle a book, felt he was a reader, learned he is an okay kid, learned beginning skills and to like books." The program showed significant results on the reading of both words and text. Sixty three percent of the tutored students showed major gains in reading text compared with only 30 percent of the control group; 63 percent of the tutored students gained in a major way in reading words compared with 10 percent of the control groups. The program was equally effective for children who spoke English as their first language and bilingual children learning to read English.

EARLY IDENTIFICATION PROGRAM, READING COMMUNITY CITY SCHOOL DISTRICT, READING, OHIO

Bob Stark, Coordinator of Special Services, Cincinnati, Ohio (513) 483-6739

51 trained parent volunteers work one-on-one with 79 kindergarteners, over half of the kindergarteners in the district, who enter the program based on measurements of their pre-literacy skills as well as the recommendations of their teachers and parents. During the 1995-1996 school year, scores of students participating in the program increased 29.8 points in visual perception, 19.2 points in fine motor skills, and 19.3 points in basic language concepts. In contrast, students not participating in the program had gains of 5.4 in visual perception, .3 in fine motor skills, and 7.4 in basic language concepts. Since its inception in 1987, the program has served 871 children with 9,425 hours of volunteer service. Tutors and students meet four times a week in personal sessions that make use of a variety of methods intended to build pre-literacy skills. This program seeks to set the foundations for literacy before these at-risk students fall behind in their reading skills. Teachers note that by the end of the kindergarten year, the academic performance of program participants nearly matches that of the children who did not participate in the program.

URBAN LEAGUE, DETROIT

Angela Eason, Director (313) 863-0300 Ext. 241

125 children, ages 5-10, participated in this summer Read*Write*Now program which focused on improving computer and literacy skills. High school students received a stipend to mentor the younger kids who got prizes (i.e. Pizza Hut coupons, etc) for meeting their reading goals. Participants were pre- and post-tested and scores improved significantly

Tabulated test stats and description of program information should be here by Monday. this seems to be a very promising design.

GROWING TOGETHER, WASHINGTON, D.C.

Teresa Knudson, Executive Director (202) 882-5359

100 students, referred by twelve area schools, receive tutoring six days a week after school and during the summer. 90 percent of the students show substantial improvement and an increased rate of learning. After tutor training, community volunteers work one-on-one with students under the expertise of an experienced teacher/tutor. Through the program, parents also may get counseling on how to best help their children. While tutors work with the students on reading skills, they also help students set their own academic goals. The program boasts widespread community support and involvement. One local elementary school principal praised the program as follows: "... our children benefited tremendously from your program. Academic progress is quite evident. Our teachers, parents and counselors commend your effort and dedication. Growing Together is definitely a valuable asset to the community."

PARENTS AS FIRST TEACHERS EXAMPLES

MISSOURI PARTNERSHIP FOR PARENTING ASSISTANCE LITERACY INVESTMENT FOR TOMORROW (LIFT), ST. LOUIS, MISSOURI

Diana S. Schmidt, Executive Director, LIFT, (314) 421-1970

The Missouri Partnership for Parenting Assistance (MPPA) is a broad based statewide parent education and assistance program that includes an early childhood component under Missouri's Parents as First Teachers Program, a school-age component under Parent Link and a family literacy component under the auspices of LIFT (Literacy Investment for Tomorrow). Launched in 1981 in Missouri and now replicated in 43 states nationwide, the key features of Missouri's Parents as First Teachers (PAT) Program include home visits, group meetings for parents, regular monitoring of children's health and developmental status, and referral to social service and other agencies when necessary. To enhance parents' ability to nurture and teach their children, PAT services are expanding, with a special focus on reaching more high need families, expand the program to 3-5 year olds in addition to those ages 0-3, and assisting families whose children move from preschool to school. Three evaluations of PAT has shown positive results for both parents and children. In addition to expanding its Parents as First Teachers Program, the MPPA is also establishing two new Family literacy centers to offer adult education, parenting classes, and Parent as Teacher services. Parents across the state will also have greater access to parenting materials, resources and curricula through the expansion of Parentlink and the 1-800 information line.

MEGASKILLS TEACHING PROGRAM, HOLYOKE, MASSACHUSETTS.

Pauline Carriere, Director, (413)534-2011

Parents meet one evening each week for eight weeks (one session in the Fall, one session in the Spring) to receive instruction in the Megaskills teaching program developed by Dorothy Rich of the Home and School Institute, Inc. Childcare is provided and sessions are conducted in English and Spanish by four Megaskills-certified instructors. Sessions usually serve 20-30 parents (enrollment peaks in the Fall). One half hour of each one hour session is devoted to small group discussions led by the instructors. The goal is to improve the parent's own literacy skills and to provide them with the means and the confidence to supplement their children's learning at home. Parents are given books and activities to take home and use with their children. For many parents this will be their first experience working alongside their children. The program is widely praised by parents and their evaluations of the program which they complete after each session are very positive.

MILWAUKEE AREA WRITING PROJECT, MILWAUKEE, WISCONSIN

Director, James Vopat, (414)547-1211

Responding to the thirty years of research showing the importance of parental involvement both at home and at school in a child's school success, the goal of the Milwaukee Area Writing Project is clear: increasing parental involvement, building a bridge between parents and teachers, and focusing on improving the achievement of children. The program -- begun 8 years ago with a grant from the Joyce Foundation -- is now in 8 schools in the Milwaukee area and 10 schools in the Chicago. Teachers and Parents meet in weekly workshops where they discuss the literacy work being focused on during the school day and develop a home "application" that parents can use to work with their children at home. The parents try to use the application (ie., journals etc..) during the week and discuss its success in the workshop the following week. Groups meet weekly for 6 weeks, then monthly. The program tries to identify and recruit committed parents who can serve as group co-leaders.

The Program has been able to document its impact through data on attendance, referrals, and performance on state-testing. In Beloit, Wisconsin, for example, by the end of the first year of the program, parent involvement had increased 128%. In the Hi-Mount Elementary School, Dr. Jerome Blakemore of the University of Wisconsin-Milwaukee found that there was a 66% reduction in school suspensions for children of project parents and an 82% reduction in behavioral problem referrals. Tardiness reports for children whose parents were involved in the program declined almost 400% (from 110 during the first marking period to 28 during the final marking period).

PARENTS FIRST, NASHVILLEREAD, NASHVILLE, TENNESSEE

Marilyn Tucker, (615) 255-4982

The success of NashvilleREAD's mission comes from its mobilization of the public and private sectors in support of greater literacy services for parents and adult, workplace, and family-based education. For example, the Parents First project, part of the overall effort, has brought together the Nashville Metropolitan Public Schools, the United Way of Middle Tennessee and the corporate sector, as well as a dozen of other partners, to serve families in metropolitan Nashville and Davidson County as well as the four rural middle Tennessee counties of Robertson, Dickson, Wilson, and Rutherford. The project provides parents with information and materials that enhance their efforts to teach and nurture their children and facilitates parent-to-parent communications through computers statewide, the 1-800 HELP LINE, newspaper articles, and parenting fairs. The project also provides training and support for parents that increase their parenting skills and ability to engage their children in home-based learning activities, and provides training for educational personnel in Head Start, Family Literacy, and compensatory education programs. Nashville Reads serves as a Goals 2000 Parent Information and Resource Center.

TWILIGHT SCHOOLS, ELK GROVE UNIFIED SCHOOL DISTRICT, CALIFORNIA

The Twilight program -- based in four Elk Grove elementary schools located in high poverty urban and rural neighborhoods in Sacramento (CA) County (where over 50 languages are spoken) -- focuses on the entire family to improve students academic achievement. The program provides after-school workshop training and learning programs for parents as well as their children ages pre-K through 12 grade. The program is three nights each week and three hours a night. 700 children attend the program each night. Key academic components include a preschool program and a homework tutoring center. Parents receive training in family literacy, GED preparation, and English as a second language, and child development. In addition, parent workshops are offered on topics such as nutrition for your child, parenting skills, the job search, reading strategies for the home, family math, and car and bicycle safety. They also serve as volunteers in the Twilight program's preschool component. All parents who participate in the twilight program report improvement in their students' work. CAT-S scores also have improved.

EVEN START FAMILY LITERACY PROGRAM, SALEM, OREGON

Laurie Cardle, (503) 399-4678

Located at the Family Resource Center at Chemeketa Community College, Salem-Keizer's Even Start program serves families with children from birth to age 8. As other Even Start programs, the program has three interrelated goals, to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide key literacy training for parents. To meet these goals, Salem-Keizer's Even Start offers participants a variety of workshops, parenting and parent education classes, support groups and child care. From Monday to Thursday every week, for example, participating mothers and their children attend 26 hours of classes; 18 hours of ABE classes at the college, four hours of parent education/parent support in the resource room, and four hours of PACT Time during which parents and children engage in interactive learning activities together. The instructors work to prepare parents to move into other education and training programs and make referrals to the college's job search center. In the first national evaluation of Even Start, children in this Even Start program showed gains that exceeded national norms on the "required two child testings" and parents also made gains on the GED math and reading tests. Parents also had considerable success in reaching the goals they established for themselves.

**PRESIDENT WILLIAM J. CLINTON
CAMPAIGN FOR UNIVERSAL LITERACY
BACON MEMORIAL LIBRARY
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.

*cc
Bruce Reed
Cohen
Speechwriter*

FAX

Date 08/23/96

Number of pages including cover sheet 6

TO: The President

Phone

Fax Phone

FROM: Carolyn Staley
Nat. Institute for Literacy

Phone (202) 632-1526

Fax Phone (202) 632-1512

CC:

REMARKS: Urgent For your review Reply ASAP Please Comment

Dear Mr. President:

Much excitement has been generated by today's Wall St. Journal report that you will announce a proposal on education and literacy during the train trip. Our phones are ringing and education writers wanting to know what you're planning.

Mike Cohen of your staff has been very helpful to us. We understand that your initiative will essentially be that every child will read by grade 3. I also hope you will seize this opportunity to connect with the larger issue of literacy and lifelong learning for all Americans:

- Literacy is an intergenerational issue. The best way to help children improve their school success is to make sure their parents have the basic education they need for a productive life;
- A parent's education level has a direct and measurable impact on their child's school success;
- Tie in your call for two years of community college education beyond high school.

I have attached 2-3 pages of facts about literacy and children, welfare, and employment. I hope this is helpful in the preparation of your announcement, and that you will continue to push for adult literacy along with children's literacy.

Another attachment is a recent poll that shows GOP and swing voters support funding for basic skills and vocational education. You can win on this one by promoting literacy as central to welfare reform. Thanks and good luck! I'll see you in Chicago!

Bob - Carolyn



NATIONAL INSTITUTE FOR LITERACY

Literacy: The Hidden Solution to Social Problems

"Illiteracy is the ball and chain that ties people to poverty."

— Secretary of Education Richard Riley

Unemployment, crime, gang activity, drug use, and other national problems have one common denominator: Low literacy skills. People of all races and income levels with low literacy skills are: 9 times more likely to drop out of high school, 8 times more likely to become pregnant out of wedlock, and 4 times more likely to become dependent on welfare.

Children and Literacy

- **SOCIAL PROBLEM:** When parents can't read and write, their children are twice as likely as other children to have reading and writing difficulties.
- **LITERACY SOLUTION:** When parents participate in a literacy program, their children attend school more regularly and improve their grades, test scores, and reading skills.

Welfare and Literacy

- **SOCIAL PROBLEM:** Nearly 70 percent of people on welfare who do *not* have a high school diploma spent more than five years on welfare.
- **LITERACY SOLUTION:** Nearly 70 percent of people on welfare who *have* a high school diploma become self-sufficient in less than two years.

Employment and Literacy

- **SOCIAL PROBLEM:** About half of the American workforce has reading and writing problems — and the level of skills they need to be productive continues to rise.
- **LITERACY SOLUTION:** Workers who lack a high school diploma earn a mean monthly income of \$452, while those with a bachelor's degree earn \$1,829.

Crime and Literacy

- **SOCIAL PROBLEM:** Eight out of 10 prisoners lack a high school diploma, and about 75 percent of prisoners are considered functionally illiterate.
- **LITERACY SOLUTION:** Ninety-three percent of prison wardens surveyed in 1994 recommended expanding literacy and other education programs for prisoners as one of the most effective way to fight crime.

To find out more about literacy programs in your area, call 1-800-228-8813.



NATIONAL INSTITUTE FOR LITERACY

FACT SHEET: Education & Welfare Reform

Improving basic education and literacy skills is the key that unlocks the door to self-sufficiency for adult welfare recipients because:*

Adult welfare recipients* generally have low education skills:

- Welfare recipients age 17-21 read, on average, at the sixth grade level. When teens drop *out* of school, they are likely to drop *in* to the welfare system.
- Almost 50 percent of adults on welfare do not have a high school diploma.

Adult welfare recipients* with low education skills remain on welfare the longest; those with strong education skills get off welfare quickly.

- Over 60 percent of those who spend more than five years on welfare enter AFDC with less than a high school education.
- Over 65 percent of people on welfare who have a high school diploma or GED leave welfare and become self-sufficient within two years.

People with higher basic education and literacy skills work more than people with low literacy skills.

- Adult welfare recipients* with low literacy skills work 11 weeks per year, on average, compared to 29 weeks for those with strong literacy skills.

** Two-thirds of AFDC recipients are children; and one eighth of children in the U.S. are supported by welfare.*

(Sources: "Literacy and Dependency: The Literacy Skills of Welfare Recipients in the United States," Educational Testing Service, 1995; "Welfare Reform: An Analysis of the Issues," The Urban Institute, 1995; "Low Ranking for Poor American Children," New York Times, 8/14/95.)

NEA Courting GOP At Convention (Cont. from p. 1)

an organization that is committed to a party, but rather to issues: children and public education," Kathy Bell, an NEA executive committee member from Pinellas County, Fla., said in an interview here.

A record high 34 NEA members served as delegates or alternates this week at the Republican National Convention here.

To extend their olive branch, Bell and other NEA leaders this week attended a luncheon with Republican governors, held a breakfast for moderate elected officials and unveiled a

poll on GOP voters' education positions (ED, Aug. 14) (see chart, below).

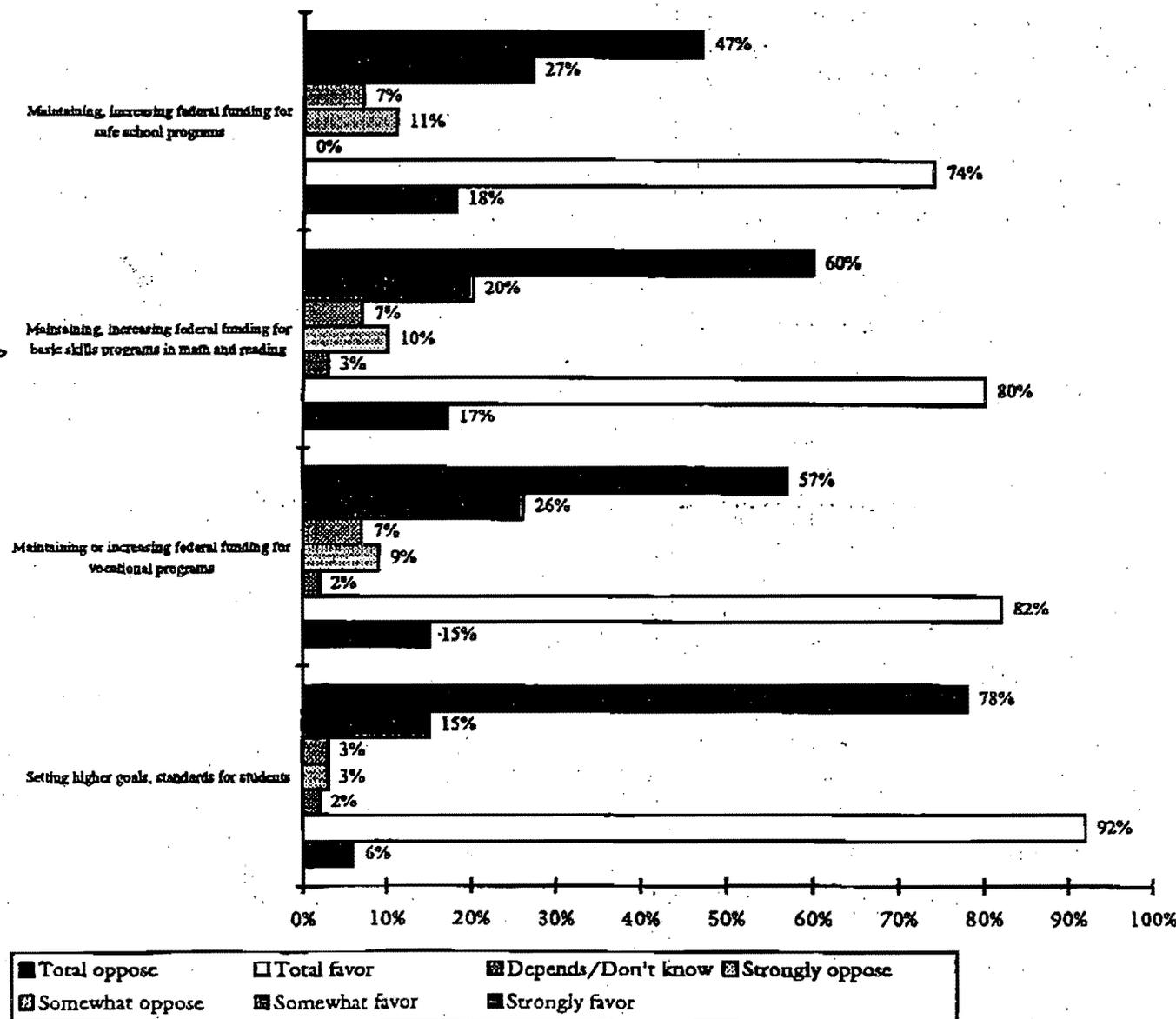
"We're trying to show people that those who are rank-and-file members of the Republican Party are very supportive of public education," NEA President-elect Bob Chase said in an interview. "We want to build bridges."

A Choice Deal?

But NEA will need to compromise on school choice if it wants to influence the GOP, said Rep. Steve Gunderson, R-Wis., a senior

(more)

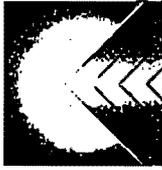
GOP Voters' Views On Education



Source: National Education Association, August 1996 (ED, Aug. 14).

Steve Mitchell

IN DEPTH



Nat. Workforce Collaborative

THE ECONOMIC COST OF ILLITERACY

In this age of restructured workplaces flush with new technologies and processes, a troubling business issue is emerging: the inability of illiterate or barely literate workers to keep up. And the pace of change is likely to pick up, leaving those with low literacy and basic skills problems even further behind.

Businesses in today's fast-paced, changing economy need workers with increasingly higher skills and more knowledge. The evidence shows, however, that the skills of incumbent workers and of young people new to the labor market are standing still — at best. Two standard barometers of education performance, SAT scores and the National Assessment of Education Progress, have held steady. But literacy levels of young adults have declined between 1985 and 1992.

Several recent reports provide further evidence of the strong connection between literacy and economic performance.

- *For companies*, low literacy and inadequate basic skills represent a hidden cost, a drag on productivity and competitiveness. As companies upgrade technology and reorganize workplace practices to improve productivity, they must simultaneously identify and train workers who lack the skills to perform effectively under new conditions.
- *For individuals*, low literacy and inadequate basic skills translate into diminished employment prospects, depressed earnings and increased dependence on public resources.
- *For the country*, low literacy and inadequate basic skills impede national economic performance, reduce productivity and increase social costs.

The Scope of Illiteracy

More than one in five American adults, or between 40 million and 44 million people, cannot read a newspaper, compute with fractions or decimals, or find a street intersection on a map, the lowest level of literacy (see story, *Defining Literacy*, page 4).

This alarming finding comes from a nationally representative sample of adults (age 16 and over), done in 1993

by the National Center for Education Statistics and the Educational Testing Service. In the same survey, fully half of all adults ranked in the bottom two levels of literacy.

Among six other nations, the United States ranked next to last in literacy in a 1995 report by the Organization for Economic Cooperation & Development, *Literacy, Economy and Society*. Only Poland had more of its population at the lowest level of literacy; Canada, Germany, the Netherlands, Sweden and Switzerland were well above the United States by that measure. Americans did not shine in international comparisons of the higher levels of literacy either. About half of Americans ranked in the top three literacy levels, while in Canada, Germany, the Netherlands, Sweden and Switzerland, 60 percent or more achieved that ranking.

1 in 5 adults cannot read a newspaper, compute with fractions or decimals, or find a street intersection on a map.

Extending these international comparisons across industries yields similarly disheartening results. In the United States, one out of five workers in the manufacturing, trade and hospitality industries ranks at the lowest level of literacy, well above comparable averages in Germany, Sweden, Switzerland and the Netherlands. In manufacturing, less than 50 percent of U.S. workers rank in the top three literacy levels, while 60 percent or more of their counterparts in Germany, Sweden and the Netherlands do.

Further, this research finds a positive relationship between literacy and employment growth. Industries that are growing the fastest, such as financial and other services, and occupational areas such as professionals and technicians, also have employees who rank at the highest levels of literacy.

The Cost to Companies

The cost of low levels of literacy and inadequate basic skills to companies is impossible to calculate precisely, but the estimates are staggering. In a recent survey of Fortune 1000 executives by Opinion Research Corporation, 90 percent reported that low literacy and basic skills problems affect corporate productivity and profitability. In the late 1980s, the U.S. Department of Labor estimated that literacy problems in the Southeast region alone cost nearly \$57.2 billion annually.

EDUCATION INITIATIVES: PRESCHOOL AND/OR CHILD LITERACY

OVERVIEW: An NEC/DPC working group involving HHS, Education, Corporation for National Service, OMB, and CEA developed three options to help ensure that all children arrive at school ready to learn and/or are reading by the end of third grade:

1. A preschool proposal;
2. A children's literacy campaign; and
3. A proposal that combines the two proposals for the same total cost.

All of the proposals could cost as much as \$6 billion to fully meet our universal goals. Yet at \$4 billion over 5 years they are still substantial, and they would still be major proposals at \$2-\$3 billion. The lower the cost, however, the more we will have to make clear that we need contributions from others to meet the universal goals we are setting.

I. PRE-SCHOOL PROPOSAL (costs \$4 billion over 5 years)

This proposal would help ensure that all children arrive at school ready to learn by expanding the availability of high-quality preschool and by challenging and supporting parents. Consistent with our theme of lifelong learning, the President's stated goal would be to make two years of college *and two years of preschool* as universal as 12 years of school is today. The preschool proposal has three components:

1. **Guarantee at least one year of Head Start to every eligible and interested child.** Head Start currently serves 750,000 children or 40% of eligible children. The President's budget would already expand Head Start to 1 million in 2002. With an additional \$2 billion over 5 years, we could serve 1.2 million children and *guarantee one year of Head Start to every eligible and interested child.* About half would get a second year of Head Start as well.
2. **Quadruple the number of 0-3 year olds who participate in Early Head Start.** Research indicates that the first few years of a child's life are critical to their future success. As a result, the 1994 reauthorization of Head Start set-aside a small percentage of Head Start funding for an Early Head Start program, providing family-centered and community-based services to poor families with children age 0-3. With an additional \$1 billion over 5 years, This proposal would quadruple the number of families served from 25,000 in FY96 to 100,000, funding an additional 1,000 early Head Start programs nationwide.
3. **Challenge and Support Parents To Be Their Children's Primary Teacher.** The President would challenge every parent to be their children's primary educator by spending time with their children and reading with them at least 30 minutes each day. The President's \$500 child tax credit, expanded family and medical leave, and flex-time proposals could also be highlighted. We would also provide \$1 billion over 5 years in challenge grants to encourage states or localities to offer all new parents voluntary community-based supports modeled after the programs advocated by Barbara Bush, and Senators Ashcroft and Bond when they were governors of Missouri.

Their program offers home visits to give parents advice. Other programs, such as HIPPIY in Arkansas, provides supports so that parents can spend 15-20 minutes each day engaging their children.

Pros:

- Visible Administration Preschool Initiative. While we have significantly increased funding for Head Start and WIC, we are not perceived as having a major preschool agenda, leaving this area open for others to claim.
- Universal and Innovative. Provides a universal goal of providing everyone eligible and interested a year of Head Start, and is innovative because of its emphasis on 0-3 year olds and on parenting.
- Emphasizes Parents. Based on parenting programs with bipartisan support.

Con:

- Claim that Benefits Fade. People may point to some research showing that the benefits from Head Start fade after a few years without better follow-up.
- Claim That It Is Intrusive. Parenting proposal could be demagogued as government and community intrusion into families, even though it would be voluntary. Although we could point to the support of Barbara Bush and Senators Bond and Ashcroft, we have learned from National Service and Goals 2000 that Republican support for a program does not always stop the criticism.
- Early Head Start program would still be tiny, even after this \$1 billion expansion, and research on its effectiveness has not yet been completed, although it was designed based on research.

II. CHILDREN'S LITERACY CAMPAIGN (costs \$4 billion over 5 years)

The President would propose a national literacy campaign with the goal of ensuring that all children can read well by the end of third grade. Over 6 million K-3 students are currently behind in reading, and 40% of 4th grade students in 1994 could not read at a basic level. The campaign would have four components:

1. **Mobilize 1 million volunteer tutors to provide after-school and summer reading help for children in grades K-3 behind in reading.** Building on the AmeriCorps program's success in tutoring and recruiting volunteers, we would provide additional grants to states to give to school districts and communities to hire reading specialists and volunteer coordinators (including National Service members) to organize community-based reading programs, and purchase reading materials. About \$200 million of the \$800 million we requested for the Corporation for National Service would be set aside for this campaign. Nearly three-quarters of AmeriCorps programs are already working in schools. Some of the additional college work-study slots in our budget could also be used. Communities would have to come up with the funds to keep schools open after hours or provide alternative facilities, although many communities are already doing this.

2. **Build a National Commitment to Universal Literacy**, including:
 - Challenge schools to improve their regular reading programs.
 - Challenge parents to read with their children at least 30 minutes a day.
 - Challenge leading software producers to make high-quality affordable reading games to help children read by the end of 3rd grade.
 - Challenge communities, public libraries, businesses, civics clubs, seniors, and national groups -- e.g. Boys & Girls Club, AARP, PTA -- to organize 200,000 volunteer tutors to jump start the program.
 - Refocus the Education Departments' discretionary competitions to focus on reading to enhance the visibility of the literacy campaign.

3. **Support Parental Involvement and Community Institutions to Help Young Children Read.** The initiative would provide some limited additional support for family literacy programs, parent training centers, preschool programs, and for expanding library literacy programs.

4. **Accountability.** Progress would be measured by 4th grade reading scores on the National Assessment of Education Progress (NAEP) with the target of all 4th graders reading at a basic level. Some additional funds would be used to provide annual NAEP reading data at the national and state level.

Pros:

- Goal is straightforward, concrete and universal: to help all children read independently and well by the end of 3rd grade as measured by the NAEP. If a child can't read well by 3rd grade, chances for later success are significantly diminished.
- Present and future-looking. It reinforces our commitment to all children learning the basics -- a priority of the public's -- and is consistent with a technology focus (a child cannot "cruise the Internet" without knowing how to read).
- Summer and after-school tutoring programs support other important goals:
 - provides additional and individualized learning time,
 - helps schools stay open afternoons and weekends, and leverage community schools,
 - addresses the lack of adequate day care, child care, and positive after-school experiences, and provides additional "safe havens"
 - provide children with mentors and adult role models.
- Could reduce the number of children in special education, improve discipline problems in classrooms (which correlate with low academic achievement); and provide critical additional help for the 2.8 million limited English proficient students.
- Builds on the efforts of a number of states and cities (TX, CA, CO, GA, Boston, NYC) who already are focusing on early reading.

Cons:

- Starts too late. Without the preschool component, some will say this initiative waits until children are too old and that research shows we need to start younger.
- Program focused on after-school and summer reading tutoring could raise questions about the efficacy of Title I and the overall school program. However, we have a strong record of actions to strengthen Title I and improve schools overall, and can make clear that no matter how good the school, there will always be a need for additional tutoring and parental involvement in reading.

- Some may argue that there is no need for a new program and that additional funding should be provided to Title I or national service. However, neither schools nor communities exclusive can mobilize a large-scale initiative to provide after-school and summer help for children behind in reading. No matter how good Title I is, there will always be a need for additional tutoring and parental involvement in reading. While National Service should be a significant component of the initiative, it is not suited to produce either the infrastructure or flexibility for a large-scale effort that includes the majority of schools and very highly trained teachers and other staff.
- Reading campaign could further ignite the phonics vs. whole language debate. However, locals, not the federal government, would have control of all program decisions and good teachers generally use a range of reading strategies including phonics and reading for comprehension.
- Effectiveness of tutoring by volunteers has not been very well documented.
- Tutoring programs are often difficult to run and sustain. They depend on volunteers who may lack training and only make short-term commitments. Mobilizing 1 million volunteers may also prove unrealistic. However, the initiative would fund paid reading specialists, full-time, paid tutor coordinators, and a strong focus on training to mitigate these problems.
- Volunteer programs always present some risk of child abuse problems. We would need strong screening and well trained tutor coordinators to deal with this.

III. COMBINED PRESCHOOL AND LITERACY PROPOSAL FOR A ZERO TO 8 EDUCATION PROPOSAL (costs \$3.75 billion over 4 or 5 years)

This proposal would combine scaled-back versions of the preschool and literacy campaigns, relying more on challenges and contributions from others to still meet our universal goals. It could have 5 components or fewer if some were dropped or scaled back.

1. **Quadruple Early Head Start Program for 0-3 Year Olds.** As mentioned above, this would cost \$1 billion over 5 years, although we could reduce the cost by only doubling or tripling enrollment.
2. **Expand Head Start to 1 Million Children in 2002.** This is already in our budget and therefore has no additional cost.
3. **Challenge and Support Parents To Be Their Children's Primary Teacher.** As described above, the President would challenge every parent to be their children's primary educator and to read with them at least 30 minutes each day, and would challenge states to make voluntary parenting education and support available to all parents. For states that accept, we would provide \$1 billion over 5 years in challenge grants for programs such as those in Missouri. Alternatively, the challenge grant could be dropped, retaining only the challenge to parents.
4. **Literacy Campaign to Provide After-School and Summer School Help for Children in Grades K-3.** As described above, we would launch a major campaign to mobilize 1 million volunteers to provide extra reading help for millions of children in grades K-3 behind in reading. We could reduce the cost to \$1.75 billion over 4 years by phasing in the funding and targeting assistance to those most in need. The

initiative could be enhanced or the cost further reduced by using a portion of the funding requested for the Corporation for National Service each year. Alternatively, we could further reduce the cost by funding state literacy campaigns.

5. **Build a National Commitment to Universal Literacy.** The President would challenge schools to improve their regular reading programs; parents to read with their children at least 30 minutes a day; software producers to make high-quality affordable reading games; and communities, public libraries, businesses, civics clubs, seniors, and national groups to organize volunteer tutors. No additional cost.

Thus, a lower cost version of this combined proposal could have a smaller expansion of Early Head Start, drop the parenting challenge grants, and fund state literacy campaigns rather than a national campaign.

Pros:

- Avoids criticisms for not starting early enough or not following-up on preschool by focusing on 0-8 year-olds.

Cons:

- May not provide enough funding for any of the components to have a universal reach or significant impact.
- Goal and focus of the initiative is diluted -- focus on Head Start and supports for parents dilutes emphasis on universal literacy.

PRESIDENT CLINTON HAS RESPONSIBLE, TARGETED TAX CUTS FOR EDUCATION AND CHILD-REARING -- PAID FOR IN HIS BALANCED BUDGET

San Francisco Chronicle: "Hurray for College Tax Credit...the government could hardly make a better investment in the nation's future. ...And the President deserves praise -- not Dole's knee-jerk political sneering -- for spelling out precisely how he would pay for the plan without increasing the deficit." [San Francisco Chronicle, 6/5/96]

TARGETED TAX CUTS FOR EDUCATION, SAVINGS, AND CHILD-REARING -- WHILE BALANCING THE BUDGET. These responsible tax reforms encourage investment in education and not just physical capital, & they are fully paid for with spending cuts and closing corporate tax loopholes in a budget certified by CBO to reach balance by 2002. CBO: "*The President's budget proposes policies that CBO estimates would balance the budget by 2002.*" [Testimony of CBO Director June O'Neill, April 17, 1996]

- **\$1,500 HOPE Scholarship Tax Cut For College Tuition.** \$1,500 refundable tax credit for tuition in the first year of college and for the second year if the student earns at least a B average in the first year. This \$1,500 tax credit will make the average-priced community college free and provide a downpayment for more expensive schools for families with incomes up to \$100,000.
- **\$10,000 Tuition Tax Deduction for Education and Training at Any Age.** Families with incomes up to \$100,000 could deduct up to \$10,000 in tuition, providing a tax cut of up to \$2,800 per family. This deduction could be taken for education and training at any time in order to encourage life-long learning.
- **\$500 Child Tax Credit for Children Under 13.** Phased in \$500 per child tax credit for families with incomes up to \$75,000, providing tax relief to 19 million families with 37 million children.
- **Expanded IRAs for Education, Retirement, First-time Homeownership.** Double the income limits for IRAs to make 20 million more families eligible for tax-deductible IRA contributions, and allow penalty-free IRA withdrawals for education, first home purchases, and major medical expenses as well as retirement.

EXAMPLES OF FAMILIES WHO BENEFIT FROM CLINTON TAX CUTS:

Family Earning \$40,000 With Two Children: Ages 2 and 8	Taxes Cut \$1,000 (\$500 per child tax credit)
Family Earning \$40,000 With Two Children: Ages 6 and 19 (1st year college student)	Taxes Cut \$2,000 (\$500 child tax credit and \$1,500 HOPE Scholarship)
Family Earning \$40,000 With Two Children: Ages 6 and 21 (college senior - \$5000 tuition)	Taxes Cut \$1,250 (\$500 child tax credit and Tuition Tax Deduction)

Millions Of Families Have Already Saved Between \$1,000 - \$2,000 A Year In Lower Mortgage Rates, Due In Large Part To President Clinton's Deficit Reduction Plan

Money Magazine: "Following the President's early drive to lower the deficit, the Federal Reserve Board cut short-term rates while bond traders drove down long-term rates....In all, the rate rollback allowed some 10 million homeowners to save as much as \$25 billion by refinancing their loans, according to David Lereah, the chief economist at the Mortgage Bankers Association." [Money, August 1996]

New York Times: "The low interest rates not only generated a boom in business investment but put more money in the pockets of ordinary Americans. In 1993 alone, six million homeowners, most of them solidly middle class, refinanced their mortgages because of the lower rates....On a standard 30-year fixed-rate mortgage of \$100,000, for example, the monthly saving was \$139 a month, or \$1,668 a year. [NYT, 8/3/96]

IMPACT OF CLINTON TAX CUTS FOR EDUCATION AND CHILD-REARING ON TYPICAL FAMILIES

Family Earning \$40,000 With 2 Young Children: Taxes Cut \$1,000
 [Family of four with one 3-year old and one 8-year old]

Federal Income Tax Under Current Law	\$3,390
Clinton \$500 Tax Credit for Each Child	-\$1,000
Total Income Tax	\$2,390
Total Clinton Tax Cuts	-\$1,000

NOTE: Under the President's expanded IRA proposal, this family could also make tax-deductible IRA contributions and could withdraw savings penalty-free for education, to purchase a first home, or to pay for a major medical expense. Parents could also deduct up to \$10,000 for education and training tuition for themselves. Assumes itemized deduction equal to 18% of income.

Family Earning \$40,000 With 1 Young Child and 1 College Freshman: Taxes Cut \$2,000
 [Family of four with one 3-year old and one 19-year old college freshman]

Federal Income Tax Under Current Law	\$3,390
Clinton \$500 Child Tax Credit	-\$500
Clinton \$1,500 HOPE Scholarship	-\$1,500
Total Income Tax	\$1,390
Total Clinton Tax Cuts	-\$2,000

NOTE: Under the President's expanded IRA proposal, this family could also make tax-deductible IRA contributions and could withdraw savings penalty-free for education, to purchase a first home, or to pay for a major medical expense. Parents could also deduct up to \$10,000 for education and training tuition for themselves. Assumes itemized deduction equal to 18% of income.

Family Earning \$40,000 With 1 Young Child and 1 College Senior: Taxes Cut \$1,250
 [Family of four with one 3-year old and one 21-year old college senior with \$5,000 tuition]

Federal Income Tax Under Current Law	\$3,390
Clinton \$500 Child Tax Credit	-\$500
Clinton Tuition Tax Deduction	-\$750
Total Income Tax	\$2,140
Total Clinton Tax Cuts	-\$1,250

NOTE: Under the President's expanded IRA proposal, this family could also make tax-deductible IRA contributions and could withdraw savings penalty-free for education, to purchase a first home, or to pay for a major medical expense. Parents could also deduct up to \$10,000 for education and training tuition for themselves. Assumes itemized deduction equal to 18% of income.

Family Earning \$48,630 With 1 Young Child and 1 College Senior: Taxes Cut \$1,950
 [Family of 4 with 1 child in her 1st year of college and 1 college senior with \$3,000 tuition]

Federal Income Tax Under Current Law	\$4,452
Clinton \$1,500 college tax credit	-\$1,500
Clinton \$10,000 tuition tax deduction (\$3,000 tuition)	-\$450
Total Income Tax	\$2,502
Total Clinton Tax Cuts	-\$1,950

NOTE: This family also would be eligible to save tax-free under the President's expanded IRA proposal and to withdraw savings penalty-free for education, to purchase a first home, or to pay for a major medical expense. Itemized deduction assumed to be 18% of income.

Family Earning \$35,000 With 1 Young Child and 1 College Freshman: Taxes Cut \$2,000
 [Family of four with one 3-year old and one 19-year old college freshman]

Federal Income Tax Under Current Law	\$2,715
Clinton \$500 Child Tax Credit	-\$500
Clinton \$1,500 HOPE Scholarship	-\$1,500
Total Income Tax	\$715
Total Clinton Tax Cuts	-\$2,000

NOTE: Under the President's expanded IRA proposal, this family could also make tax-deductible IRA contributions and could withdraw savings penalty-free for education, to purchase a first home, or to pay for a major medical expense. Parents could also deduct up to \$10,000 for education and training tuition for themselves. Assumes standard deduction.

Family Earning \$35,000 With 1 Young Child and 1 College Senior: Taxes Cut \$1,250
 [Family of four with one 3-year old and one 21-year old college senior with \$5,000 tuition]

Federal Income Tax Under Current Law	\$2,715
Clinton \$500 Child Tax Credit	-\$500
Clinton Tuition Tax Deduction	-\$750
Total Income Tax	\$1,465
Total Clinton Tax Cuts	-\$1,250

NOTE: Under the President's expanded IRA proposal, this family could also make tax-deductible IRA contributions and could withdraw savings penalty-free for education, to purchase a first home, or to pay for a major medical expense. Parents could also deduct up to \$10,000 for education and training tuition for themselves. Assumes standard deduction.

PRESIDENT CLINTON vs. BOB DOLE

2 Very Different Approaches To Cutting Taxes

PRESIDENT CLINTON:

**\$110 Billion of Responsible Tax Cuts For Education and Child-Rearing
Specifically Paid For Within A CBO-Certified Balanced Budget**

TAX CUTS FOR EDUCATION AND CHILD-REARING:

- **\$1,500 HOPE Scholarship Tax Cut For College Tuition.** \$1,500 tax cut for 1st year of tuition & for the 2nd year if the student earns at least a B average in the 1st year.
- **\$10,000 Tuition Tax Deduction for Education and Training at Any Age.** Families could deduct up to \$10,000 in tuition, providing a tax cut of up to \$2,800 per family.
- **\$500 Per Child Tax Credit.** \$500 per child tax credit for families with children under 13 and with incomes up to \$75,000 -- providing tax relief to 19 million families with 37 million children.
- **Expanded Family Savings for Education, Retirement, First-Time Homeownership.** 20 million more families eligible for tax-deductible IRAs and allow penalty-free IRA withdrawals for education, first home purchases, and major medical expenses as well as retirement.

PROVIDING REAL TAX RELIEF FOR WORKING FAMILIES:

<p>Family Earning \$40,000 2 Children</p> <p>\$1,000 TAX CUT (500 Per Child Under 13)</p>	<p>Family Earning \$40,000 1 Child & 1 College Freshman</p> <p>\$2,000 TAX CUT (HOPE Scholarship Tax Cut & \$500 Child Tax Cut)</p>	<p>Family Earning \$40,000 1 Child & 1 College Senior</p> <p>\$1,250 TAX CUT (Child Tax Credit & Tuition Tax Deduction; Assumes \$5,000 Tuition)</p>
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FULLY-PAID-FOR WITHIN BALANCED BUDGET:

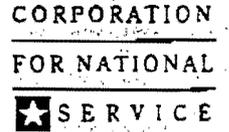
- *San Francisco Chronicle.* "The President deserves praise -- not Dole's knee-jerk political sneering -- for spelling out precisely how he would pay for the plan without increasing the deficit." [6/5/96]

BOB DOLE:

**\$548 Billion of Risky Tax Cuts That Could Balloon The Deficit And Require
Even Deeper Cuts In Medicare, Medicaid, Education, and the Environment**

- **Dole Admits He Doesn't Know How To Pay For It.** "We don't have every dollar worked out." [CBS, This Morning, 8/12/96]
- **Could Blow A Hole In The Deficit.** *Business Week:* "[A] 15% tax cut...would cause the annual budget deficit to balloon." [8/12/96] *Newsweek:* "Dole's plan risks ballooning the deficit." [8/12/96]
- **Dole's Campaign Co-Chair Sen. D'Amato Says Medicare Will Be Cut -- But Cuts Will Be Hidden During the Election.** D'Amato: "You can't just be cutting all of discretionary spending....You're gonna have to look at Medicare....I would never say it if I were him [Dole] until after the election. No way. No way. Absolutely. I mean I'm not running this year so I can say it and tell the truth." [Don Imus Show, 8/12/96]
- **Business Week and USA Today Report: Dole's Plan Would Require Deep Cuts In Discretionary Areas Such as Education & the Environment.** *Business Week:* "[A]fter inflation, a broad range of federal programs would have 40% cuts for their operations by 2002." [8/19/96] *USA Today:* "The implication would be deep cuts in...programs like air traffic control, the FBI, the Secret Service, border patrol, and the Centers of Disease Control." [8/6/96]

Office of Steve Waldman, Sr. Advisor to CEO, CNS
FACSIMILE TRANSMITTAL SHEET



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Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

THE ROLE OF NATIONAL SERVICE

Most of the national service programs run by the Corporation for National Service have a strong track record helping children. Our corps members and volunteers serve as tutors and mentors, set up after-school programs, coordinate service-learning activities, and get parents more involved in the education of their children. This is the core of what we do.

Nearly three-quarters of AmeriCorps programs are currently working in school readiness or school success. The Learn and Serve program mobilizes hundreds of thousands of K-12 and college students in service projects, often serving young children. Among our Senior Corps programs, the Retired Senior Volunteer Program and Foster Grandparents work extensively with children.

Because national service programs use innovative, market tested, local models, the results have been impressive. For instance, AmeriCorps in Simpson County, Kentucky raised the reading comprehension scores of second graders by an average of 2.8 grade levels. The I Have a Dream program in Denver found that students working with AmeriCorps members had a 20 percent higher grade point average than other "dreamers."

Moreover, the Corporation for National Service emphasizes programs that leverage unstipended volunteers. A recent independent evaluation concluded that the average AmeriCorps member recruits or manages another 12 unpaid volunteers. Many generate far more than that. City Year in one quarter recruited 1,326 volunteers who donated 11,740 hours of service. Twenty seven AmeriCorps VISTAs organized K-2 programs for 48 schools in Oregon. The RSVP program in Lillington, North Carolina organized 15,000 hours of tutoring to 300 children through the "Rockin' Readers" project. (Senior volunteers join kids for breakfast in the cafeteria and then read to them in rocking chairs for over an hour.) A service learning program at Harcum College in Pennsylvania has trained inner-city parents to be volunteer tutors in their children's classrooms.

The President's FY 1998 proposal for the Corporation for National Service is \$800 million. We expect we'll get \$600 million in '97. So the President can propose that about \$200 million of the Reading Initiative be done through AmeriCorps, the National Senior Service Corps and the service learning programs -- without changing the budget submission.

That would mean another 11,000 AmeriCorps members -- plus 10,000 college volunteers, 62,000 RSVP senior volunteers, and 3,400 Foster Grandparents. The Corporation would use our existing administrative structure to distribute the money through non-profits, state commissions and state education agencies. However, we could, in each case, earmark this new money as part of the initiative.

Should national service play a major role in implementing the Reading proposal?

PROS:

It would build on the Most Successful Models -- AmeriCorps and other national service participants work through non-profits, many of whom have pioneered innovative approaches to helping children.. This approach relies on the civil sector rather than government. It is activist, without being Big Government.

Aid would not get siphoned off by local bureaucracies -- Communities like using service programs because the aid comes in the form of energetic, idealistic volunteers who work directly with the children.

It could give a sharper focus and higher profile to AmeriCorps -- Most people associate AmeriCorps with service but not with helping to solve a particular set of urgent problems. This would help people see national service as an effective tool for improving the lives of their children. And it would allow for another 11,000 AmeriCorps members.

It's cheaper -- Schools would end up paying \$20,000 in salary to hire a volunteer coordinator. AmeriCorps members get about \$8,000 plus the scholarship. (The average total cost for an AmeriCorps member including all overhead, training and evaluation is \$17,000). Senior and college volunteers cost a fraction of that.

It can be done without budgetary offsets -- The President's 1998 budget submission is roughly \$200 million more than the expected appropriation. We can dedicate that \$200 million to this initiative.

CONS:

Decentralized structure makes it harder to coordinate activities -- Because they would be based in local non-profit groups, we would not be able to dictate what the volunteers are doing. Quality and approach would vary from project to project.

A perception that national service participants don't have the proper expertise -- Although our programs have shown that most smart dedicated people can be trained to be tutors, some may argue that this should be left to the experts.

It will take time before all the resources are deployed -- While some Corporation programs can move quickly, most operate through a competitive grant process so it would not be until 1998 before the full contingent was at work.

The volatile politics of AmeriCorps -- Despite the fact that the Republicans did not target AmeriCorps in their platform, one never knows when a new assault might come. If that happens, the literacy initiative might suffer along with AmeriCorps.

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AMERICA'S READING CHALLENGE: READING SUCCESS FOR ALL CHILDREN

The Universal Goal: to help all children read independently and well by the end of third grade.

After-school & Summer Help For Any Child in Grades K-3 Who Wants And Needs It:

The centerpiece of a universal reading effort would be the *effective mobilization of 1 million volunteer tutors to provide extra reading help -- after school and during the summers -- for the estimated 6.4 million children in grades K-3 behind in reading.* Federal support would be available for the trained reading specialists/tutor coordinators to provide instruction, organize school and community-based reading programs, and recruit and train volunteers. State will receive funds and distribute them, based on need and program quality, to school districts and communities. Schools would be challenged to enhance their regular reading programs.

Other Elements of a Reading Campaign:

A) Strengthening Parental Involvement and Community Institutions to Help Young Children Read: The initiative also would support additional targeted activities essential to universal reading success. These include: support for the efforts of parents to help their children read; enriched preschool opportunities; and library literacy programs.

B) Building a National Commitment to Universal Literacy: Universal reading success will depend on changing national norms about reading. Some concrete, visible, and low-cost ways to build this commitment include: challenging the technology community to produce high-quality, affordable, reading software; a commitment by national organizations -- ie, Boys & Girls Club, AARP, PTA -- to organize 200,000 volunteer tutors to jump start the program; and weekly pages on tips for reading and op-eds by major newspapers.

C) Accountability: 4th grade reading scores on the National Assessment of Education Progress (NAEP) will measure progress, with the target of all 4th graders reading at a basic level. Changes to NAEP would enable annual reading data at the national and state-level.

Estimated Budget: It would cost \$1.4 billion to be able to make a credible claim that we are reaching every child in grades K-3 who needs extra help (approximately 6.4 million children) and funding approximately one reading specialist/tutor coordinator for each of the 50,000 K-3 schools. Preserving the initiative's universality and scale would require at least \$1 billion a year: \$900 for the tutoring to reach at least two thirds of the children who need extra help, \$75 million for strengthening parents and community institutions; \$14 million for building national commitment, and \$11 million for NAEP improvements.

Links to National Service: Based on the President's FY98 proposal of \$800 million for National Service, approximately \$200 million could be made available for activities to support the reading initiative without changing the budget submission. This could mean another 11,000 Americorps members and thousands of other national service participants to support the reading programs.

Context: This reading initiative builds off continuing efforts by the President and Secretary Riley to improve American education with a strong focus on basic literacy. It also can support a growing number of states and communities who have their own reading initiatives, including Colorado, California, Georgia, Boston and NYC. A national literacy campaign would not only focus national attention on reading, but be a down payment on a long-term national commitment to change the educational culture and improve the educational success of every child.

There are so many ways one can serve one's country. The highest form of service is the Armed Forces. Those who join the military know they will develop good skills and earn a college scholarship – but they also know that, at any moment, they may put their lives at risk to defend our country and its values.

Bob Dole is right. He sacrificed in a way that I didn't. He gave of himself so profoundly that regardless of what one thinks of what he did in his long political career, his nation owes him an enormous debt of gratitude for what he did as a young man.

There are, of course, other ways Americans today can and do give significant sustained service to country and community. Young men and women who join the Jesuit Volunteer Corps give a full year of their lives, at poverty living allowances to work with the poor. Others change lives one at a time through committed volunteer work with the young – Big Brothers, Big Sisters, YMCAs. Senior citizens in programs like Senior Companions, Foster Grandparents and RSVPs prove every day that far from being burdens on society, they can be a great a resource.

Some colleges have taken work study jobs and told young people that if they would rather serve their way through school by tutoring in second grader instead of shelving books in the library, they could do so. Peace Corps volunteers not only help the poor in 3rd world countries to develop their economies – which is, of course, good for us – but they act as America's greatest good will ambassadors. One of the first things Nelson Mandella asked for when he took over in South Africa was Peace Corps volunteers.[ck]

And the there is AmeriCorps. I am so proud of the 45,000 young people who have gone to work in their communities, often working hand-in-hand with the country's outstanding charitable groups like Red Cross and Habitat for Humanity. This programs shows how government can help without getting in the way. Instead of funding government bureaucracies, AmeriCorps gives opportunities to energetic young people to work directly in schools, police stations, or cleaning up rivers. In one county in Kentucky, AmeriCorps members – working with teachers, students and parents -- helped raise the reading scores of second graders by almost three grade levels. Just imagine if we could do that in every school in this country. In exchange, these AmeriCorps members have earned scholarships for higher education. Think of what a good bargain that is for our country.

One of the side effects of the Cold War's end is that it has given fewer Americans an opportunity to serve. There are now 200,000 fewer slots in the all-volunteer Army than there were just in 1976.

If we can agree on nothing else, let us all agree to work toward a day when anyone who wants to serve their country in exchange for college aid will be able to do so.

Whether it's through the Armed Forces, AmeriCorps, religious service, or college work study, those who want to dedicate a year or two or three to intense service, should have that opportunity. Nothing would more dramatically transform the civic ethic of this country – and nothing would help us to so effectively solve our problems. Let's make voluntary full-time service a rite of passage for every young American.