

File: Pat Schroeder

THE WHITE HOUSE

July 24, 2000

Hon. Patricia Schroeder
President and CEO
Association of American Publishers, Inc.
50 F Street, N.W.
Fourth Floor
Washington, D. C. 20001

Dear Pat:

Thank you for your letter and information from the Center for the Improvement of Early Reading Achievement. I appreciate your bringing this research to my attention and I am sharing it with my domestic policy staff. In the meantime, thank you for your encouragement and I look forward to seeing you again soon.

With warm regards, I remain

Sincerely yours,


Hillary Rodham Clinton

✓ cc: Ann O'Leary
Domestic Policy Council

Don't forget

Association of American Publishers, Inc.



50 F Street, N.W., 4th Floor
Washington, D.C. 20001
Telephone: (202) 347-3375
Fax: (202) 347-3690
<http://www.publishers.org>

Patricia S. Schroeder
President and
Chief Executive Officer

July 11, 2000

Hillary Rodham Clinton
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, DC 20050

Dear Hillary:

With increasing concern over a 'digital divide' that's keeping some of our citizens from the benefits of the online world, too little attention is being paid to another 'divide' with consequences that are potentially even more disastrous!! A 'book gap' exists in this country for very young children, ages 0 to 5, with children from low-income families bearing the heaviest burden. *The information highway cannot be accessed without the ability to read*, and unless we take steps to close that book gap **now**, many of these children will be left behind.

A new study has uncovered alarming evidence that high quality books are not being made available to children, especially in the child care centers and early childhood programs where more than 13 million children spend their day. The study, conducted by nationally-recognized literacy expert Dr. Susan Neuman and funded by the Carnegie Foundation of New York, the Heinz Endowments, and the Institute for Civil Society will be released in September. With its focus on child-care settings and early childhood education programs, the report represents a logical next step to your Prescription for Reading initiative. Your passionate commitment, as well as the President's, to America's children and their efforts to raise public awareness of the importance of reading to young children make the White House the perfect setting for releasing this landmark study.

We all know that a child's early years are the most critical and we need to make sure that all children have the same opportunities. As you will see in the attached study there are solutions to closing the 'Book Gap,' we just need to make them a reality. I look forward to working together on this and closing the 'Book Gap' for millions of children.

If you have any questions, please feel free to call me at 202/347-3375.

Sincerely,

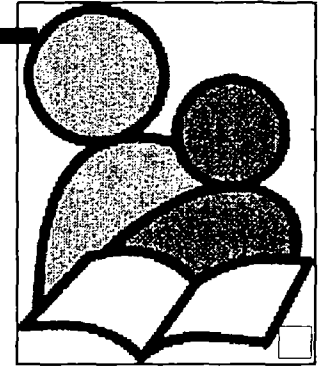
Patricia Schroeder
President & CEO

Enclosures

*You're doing
great. Your
faring shows!*

*Book - postage stamps
Kennedy - Bush/Clinton
- highly quality books for children
Cut a deal to give away
4/5000
- create new titles
- Warner and J. Edgar*

*Create
spoke
structure*



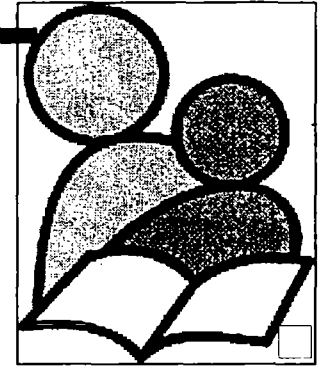
Access for All: Closing the Book Gap for Children in Child care



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Forces of Change in Early Literacy



- National Assessment of Educational Progress (The Reading Report Card)
- Brain Research
- National Academy of Sciences Report (Preventing Reading Difficulties)
- IRA/NAEYC Position Statement
- Head Start Performance Guidelines

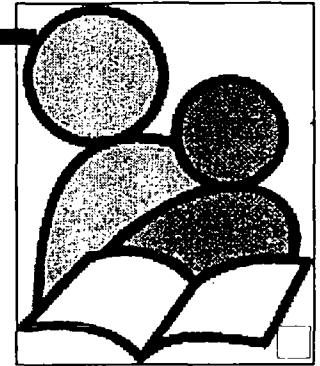


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*Freddie Henry
Dawn Pen*

Data Sources



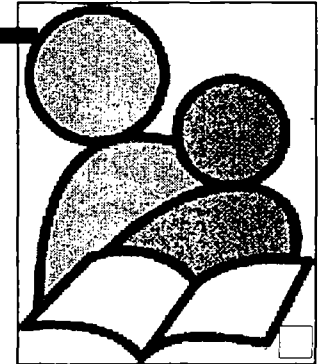
- Book Industry Study Group
- NPD Group, a 12,000 panel study, examining purchases for children below the age of six
- National survey of book purchases for children in 300 child care centers
- National survey of Prekindergarten Initiatives in 41 states
- Case Studies, selected states



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The Juvenile Market



Key points

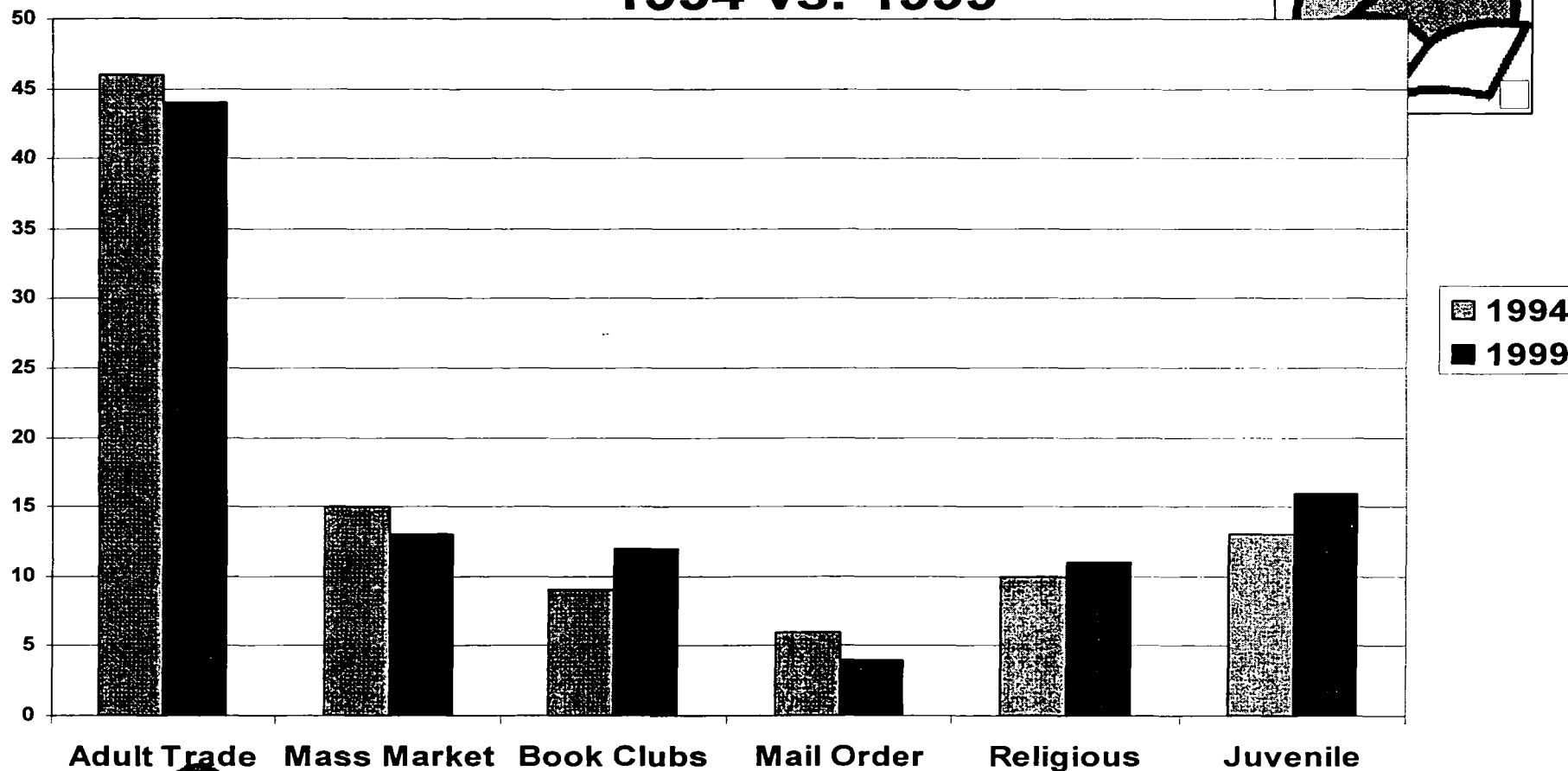
- Total juvenile market is growing
- Represents 16% of all books purchased in the U.S.
- Total juvenile book market accounted for \$1.72 billion dollars in 1999



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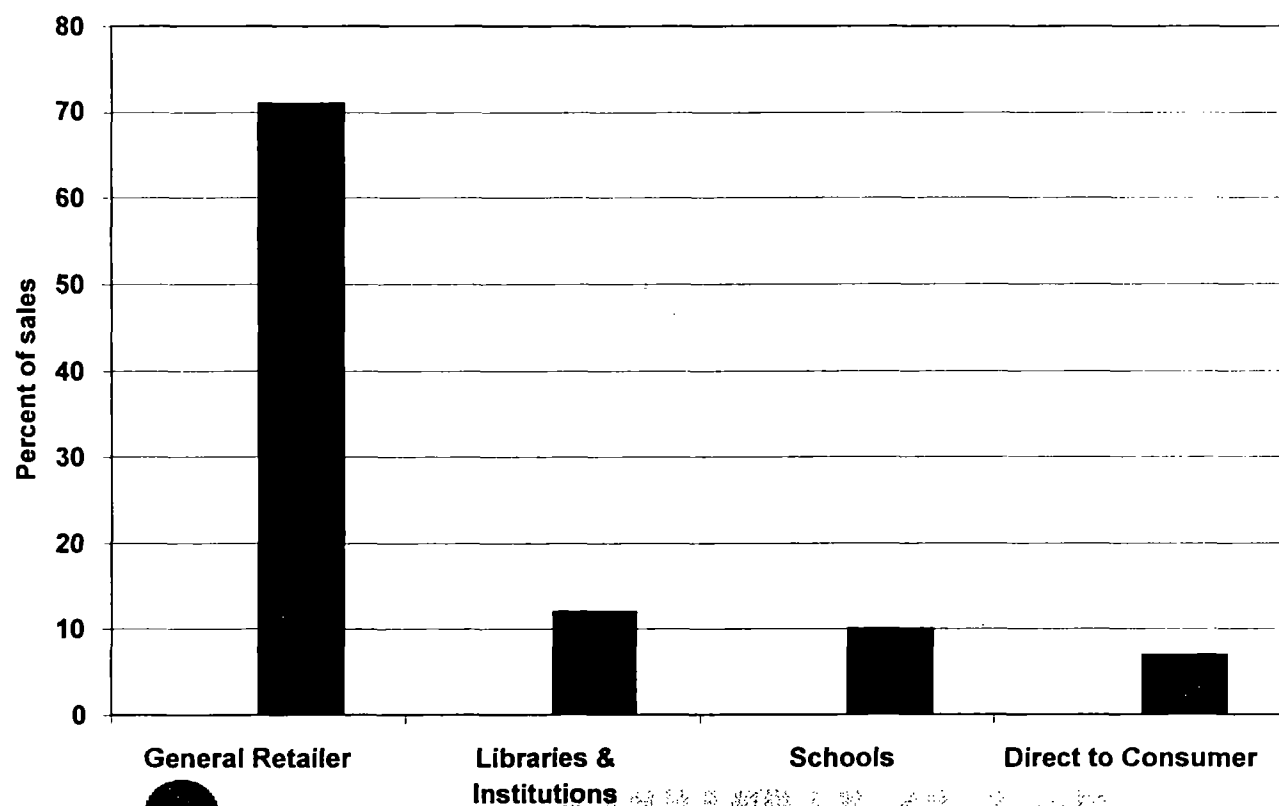
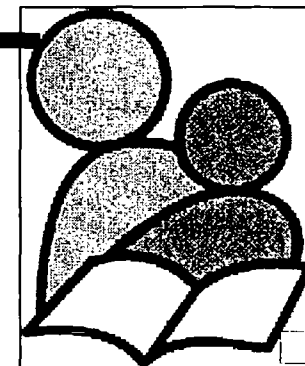
Percent of Total Books Sales: 1994 vs. 1999



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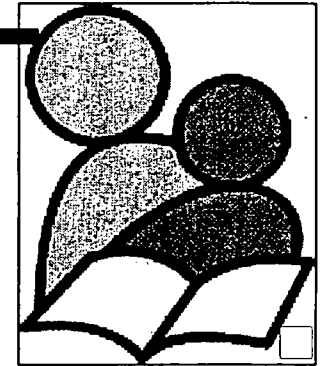
Juvenile Trade Book Market:1999



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The Juvenile Market



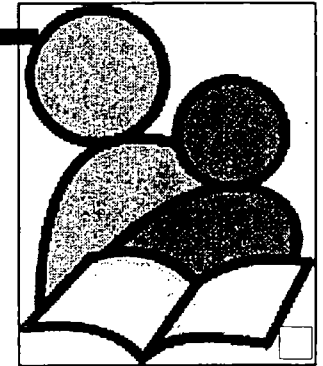
- Consumers, not schools or libraries/purchase the vast majority of all juvenile books in the U.S.
- 72.91% Sold by general retailers directly to consumers



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Top Ten Juvenile Book Publishers



- Random House
- Penguin Putnam
- Golden Books
- Simon & Schuster
- Harper Collins
- Scholastic
- Landoll (Tribune)
- Disney
- Avon/Morrow
- Pleasant Co. (Mattel)

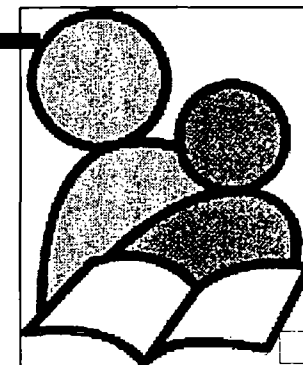


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Early Childhood Juvenile Trade Book Purchasing: Market Share Percentages by Channel of Distribution



Independent Book Store

Chain Book Store

Book Clubs

Mail Order

Mass Merchandisers

Other Discount Stores

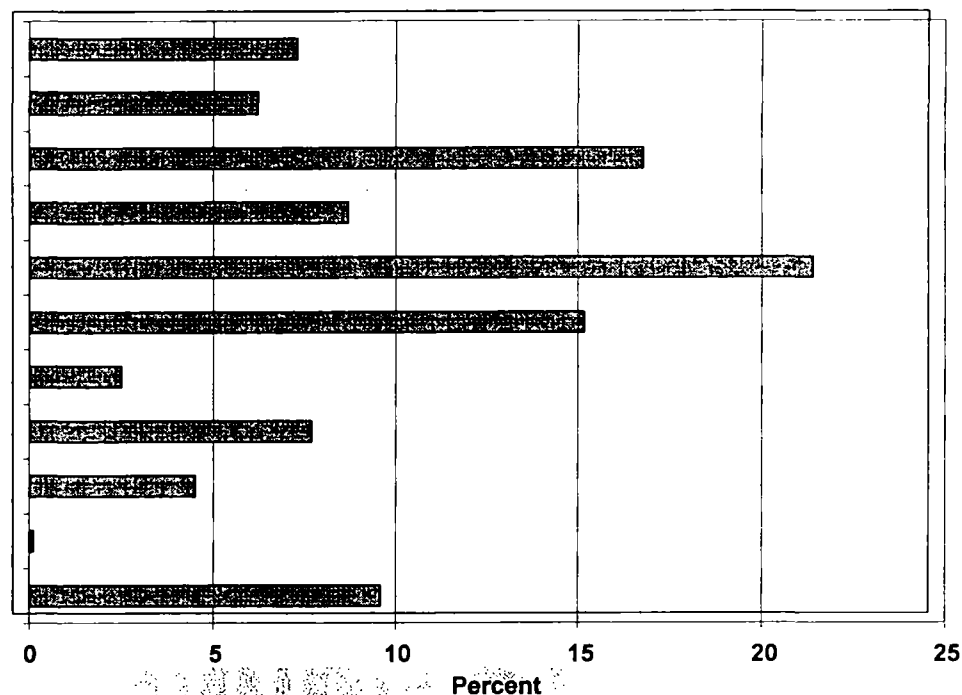
Wholesale Clubs

Food & Drug Stores

Toy Stores

Multi-Media Stores

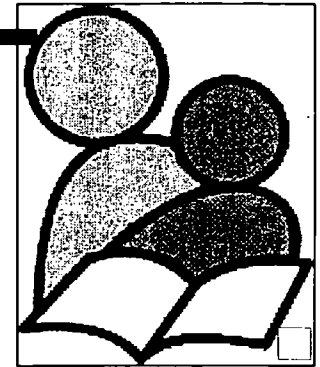
Other outlets



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Book Purchases are Price Sensitive



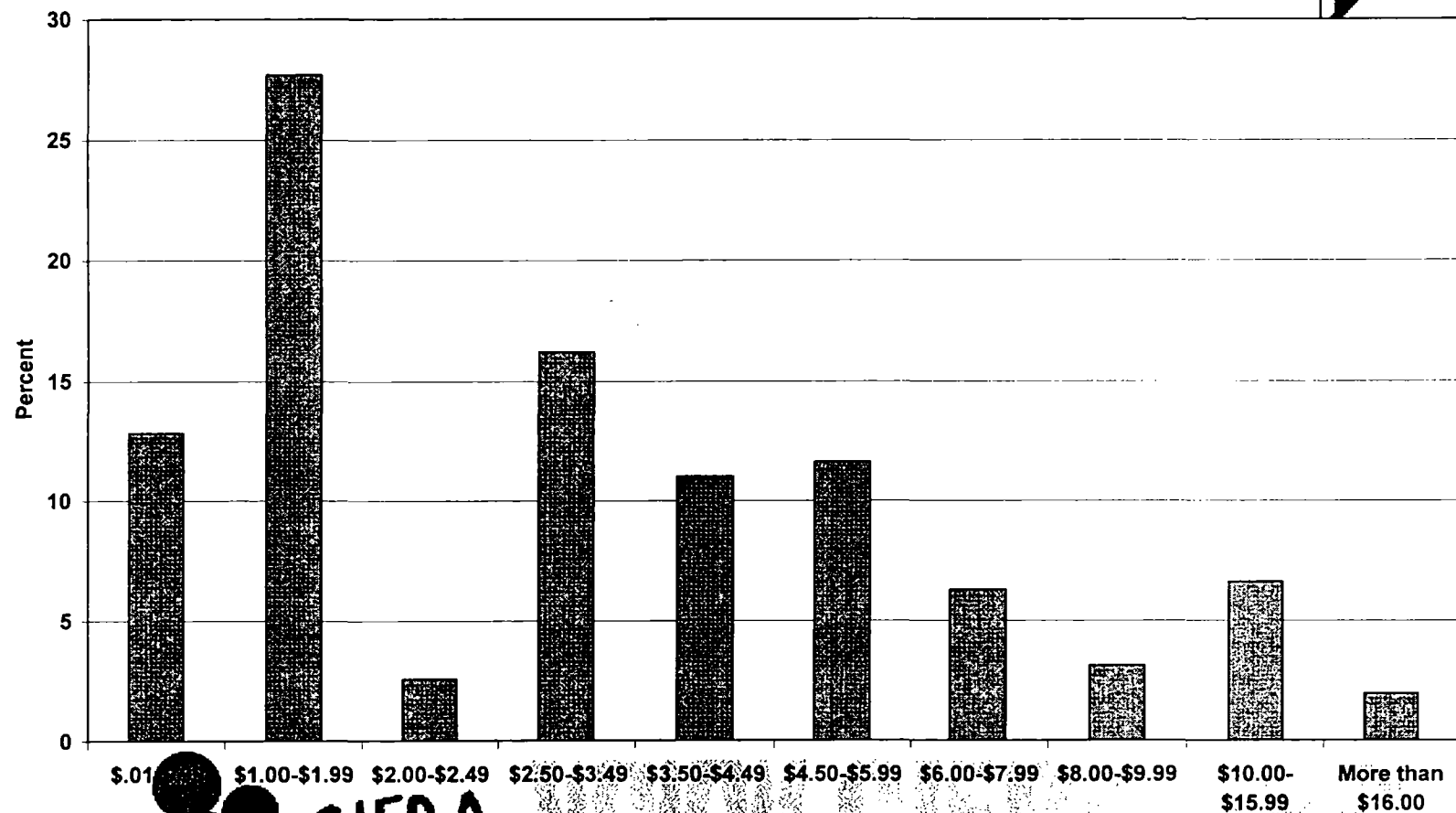
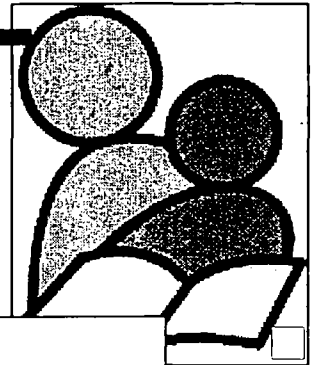
- In 1999, 21% of all early childhood books were purchased in mass merchandise stores--
- Book Clubs were second (16.8%)
- Other Discount Stores



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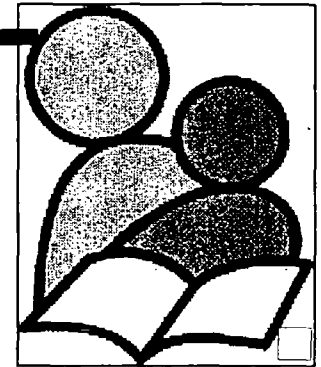
Early Childhood Trade Book Purchasing: Market Share Percentages for Book Retail Price Points



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Demographics of Book Purchasers



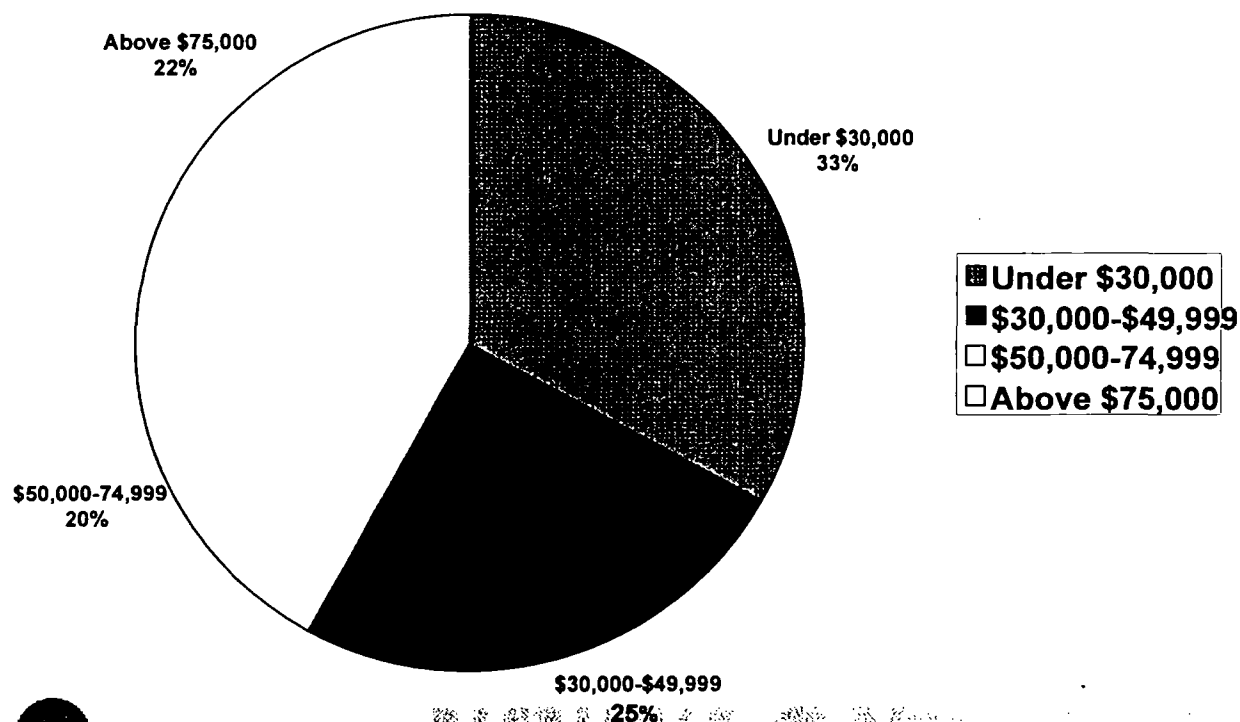
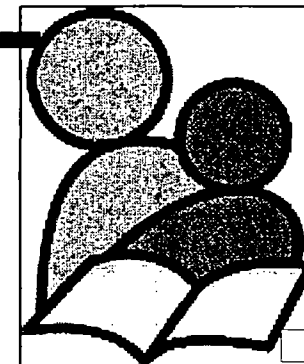
- Early childhood books are considered important purchases
- Household heads earning under \$30,000 buy books, but far fewer than those who have greater income



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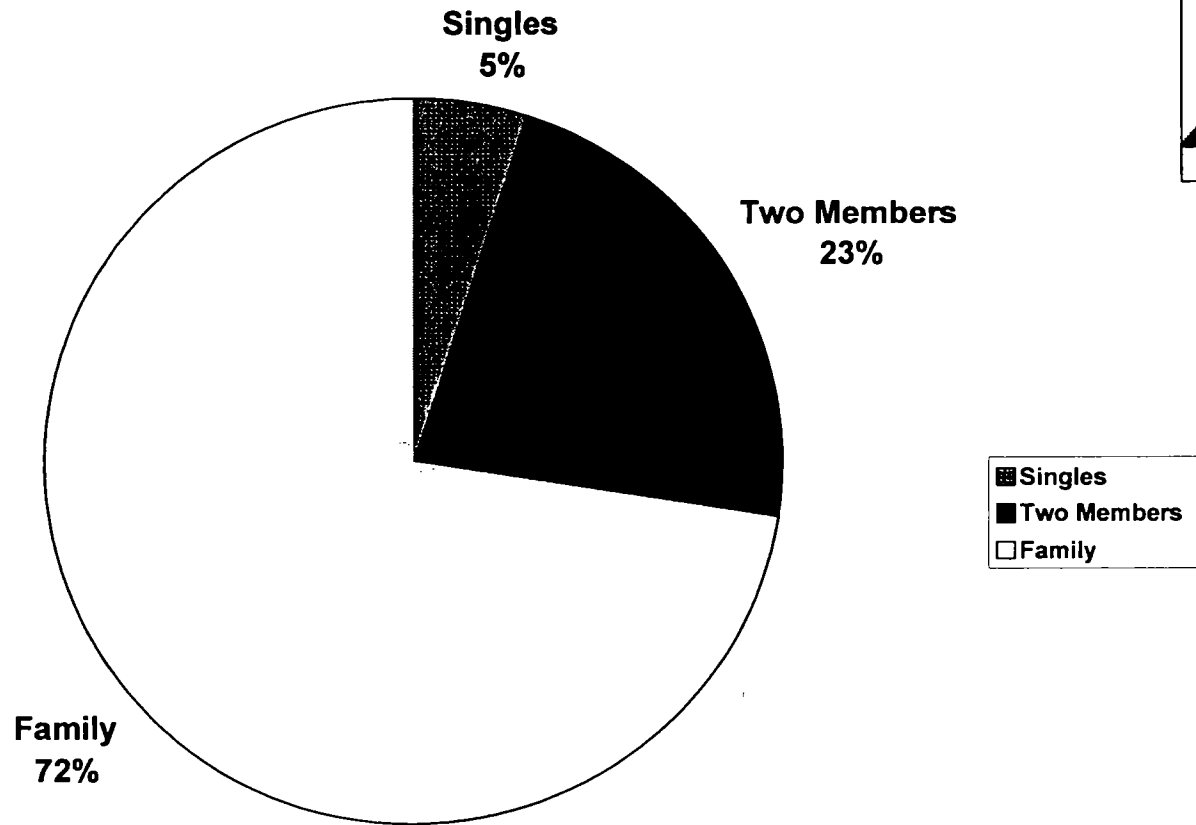
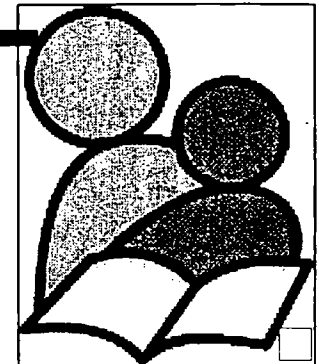
Early Childhood Tradebook Statistics: Household Income Trends: 1999



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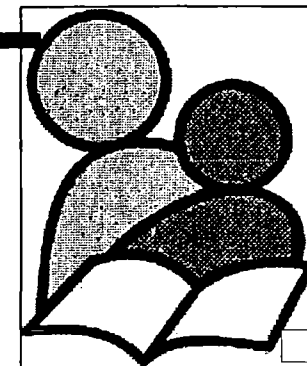
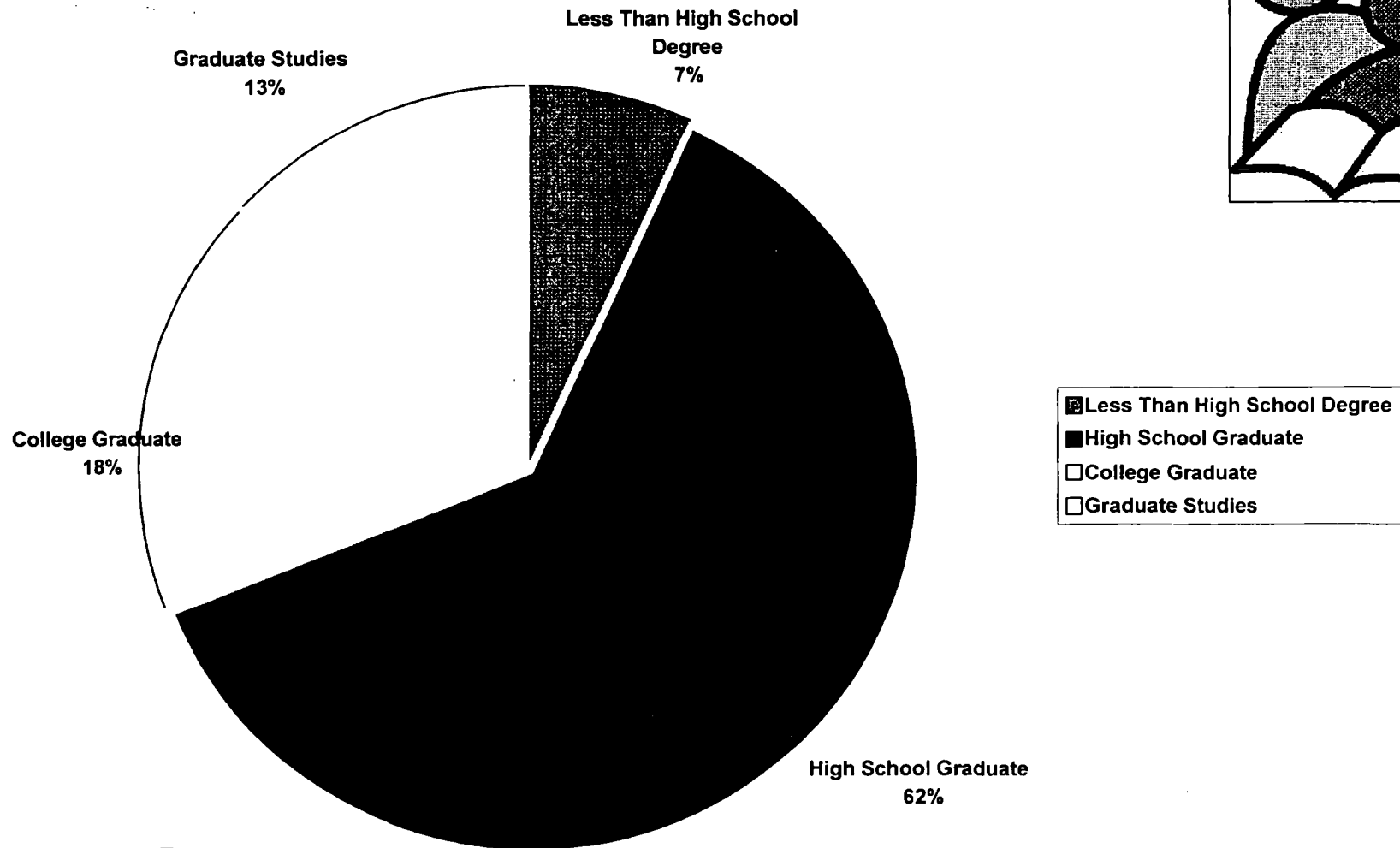
Size of Household



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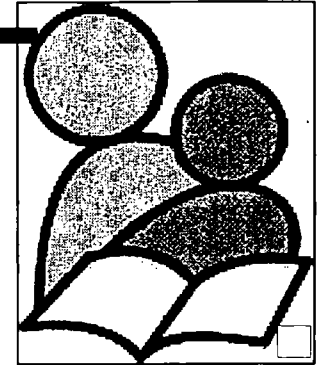
Education of Household Head



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Demographics of Book Purchasers



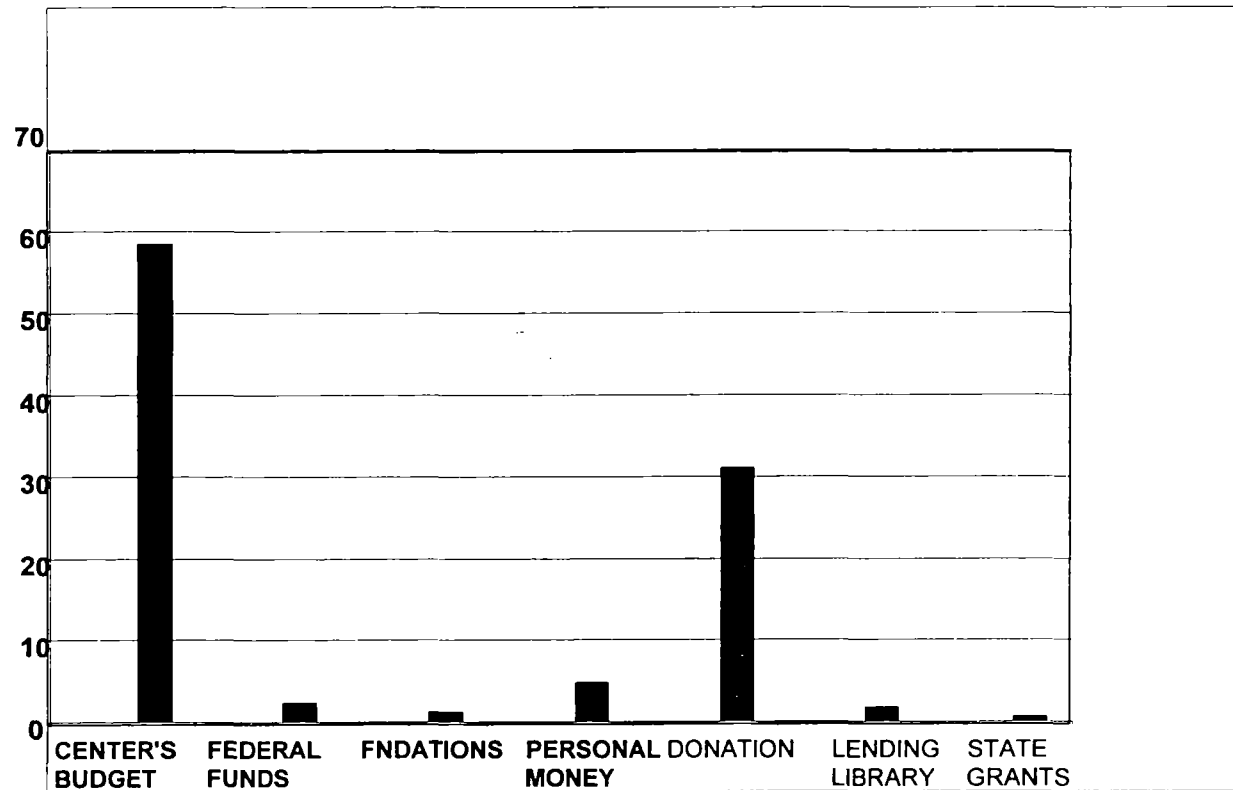
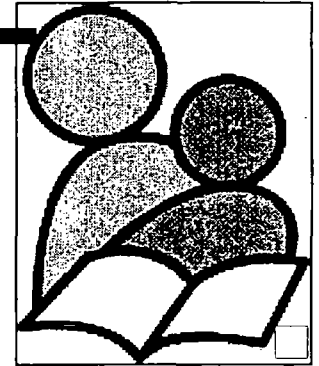
- Families account for 72.6% of the sales
- High School Graduates account for 62% of all sales
- Occupational level affects the decision to buy books, with unskilled labor lagging behind professional/manager group
- Peak buying years are 30-34, and 35-39



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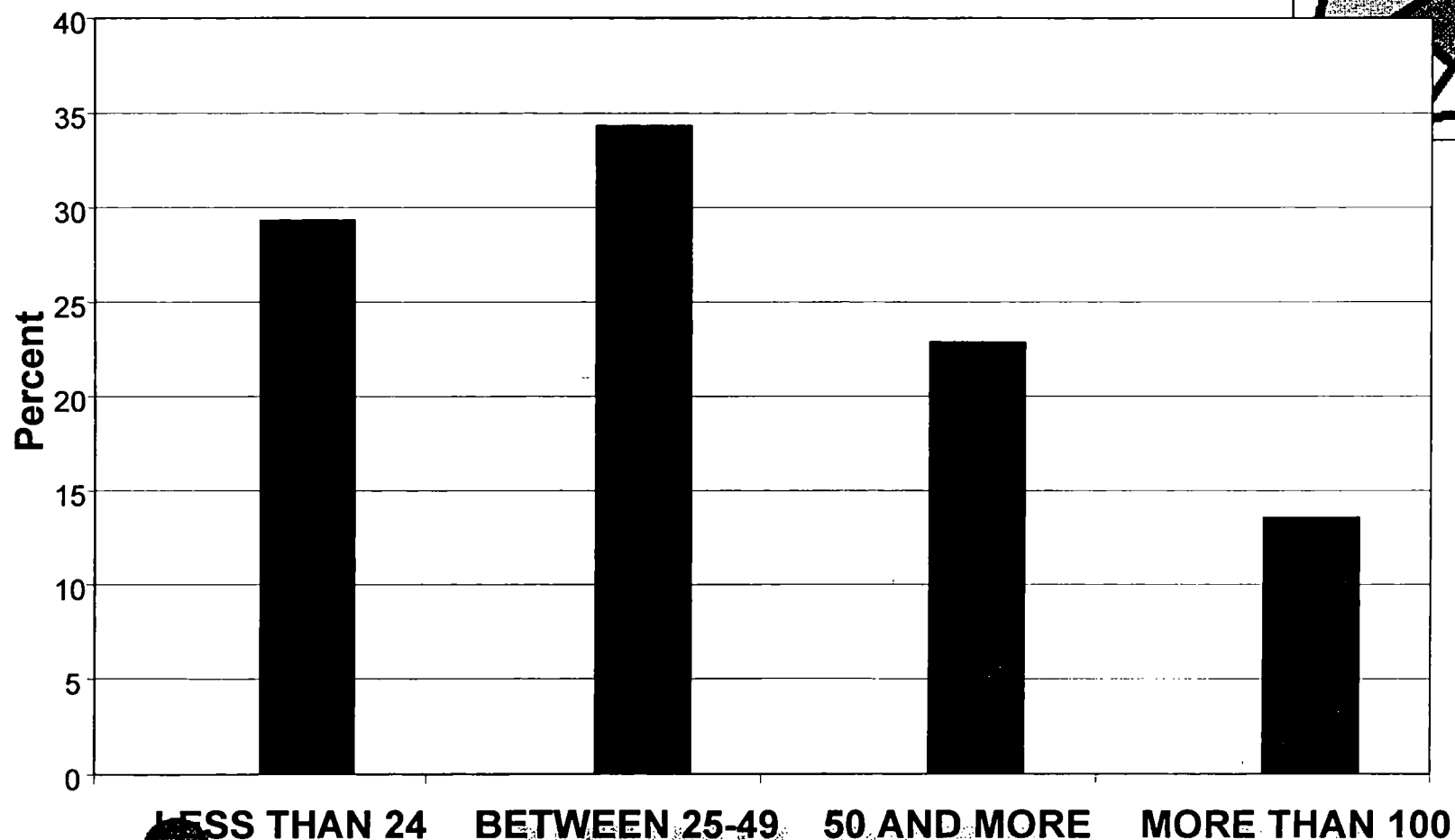
Source of funding for books



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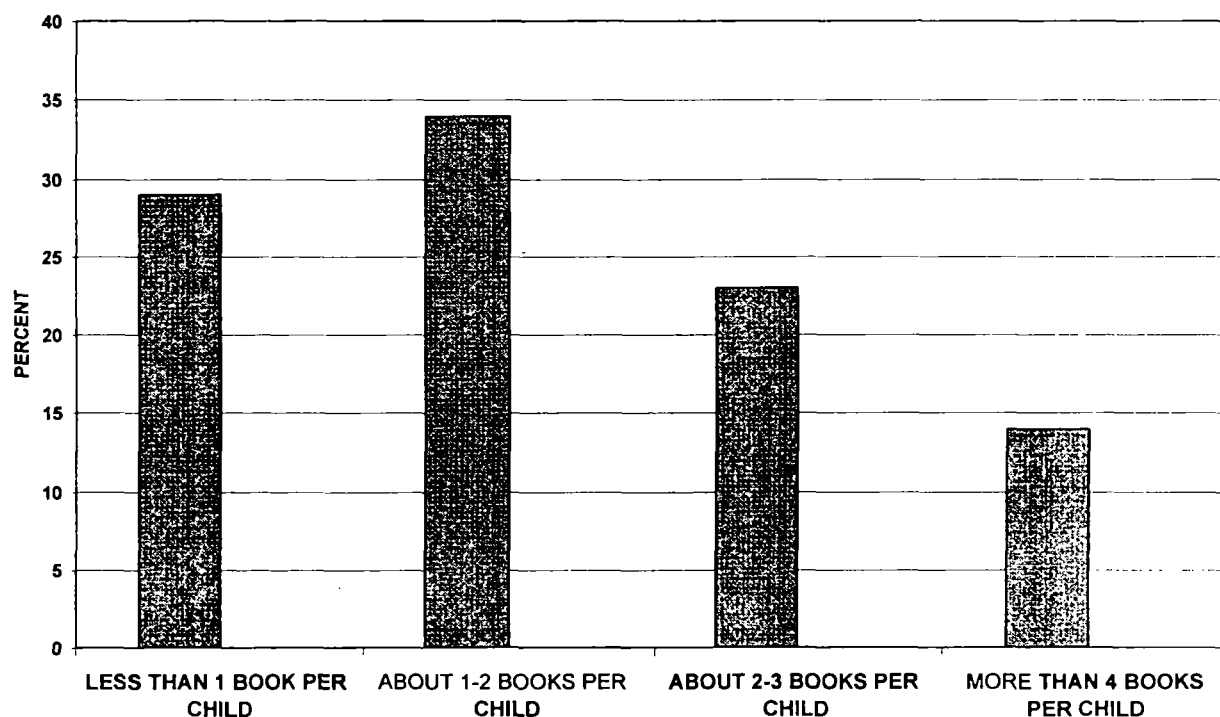
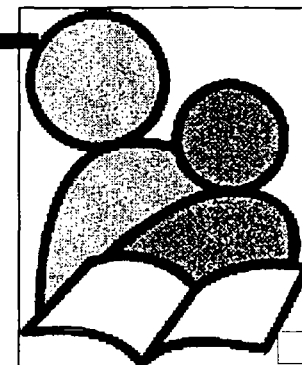
Number of Books Per Classroom



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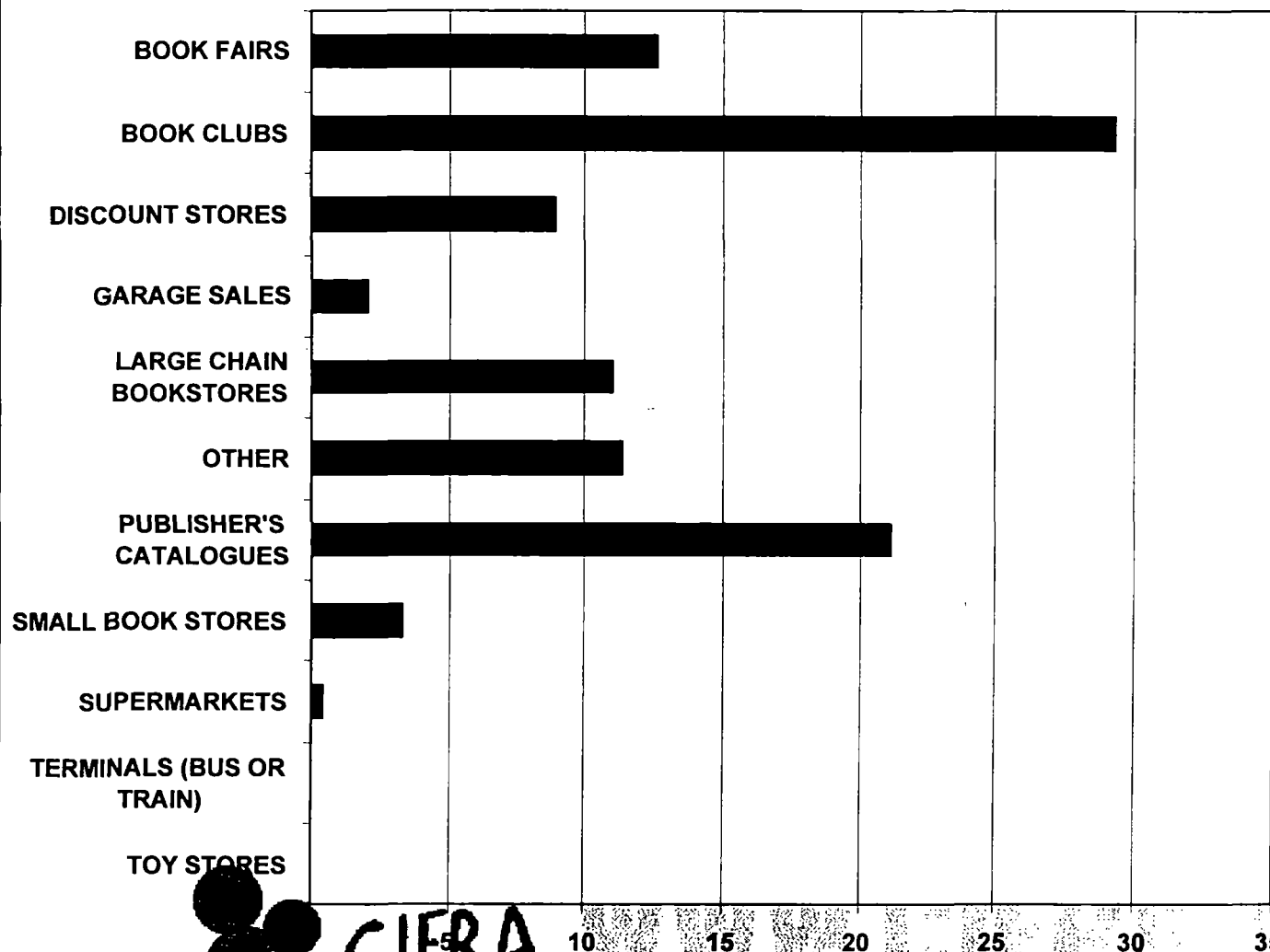
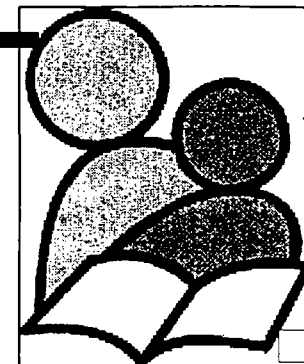
Estimated Number of Books Per Child in Classrooms



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Book Source



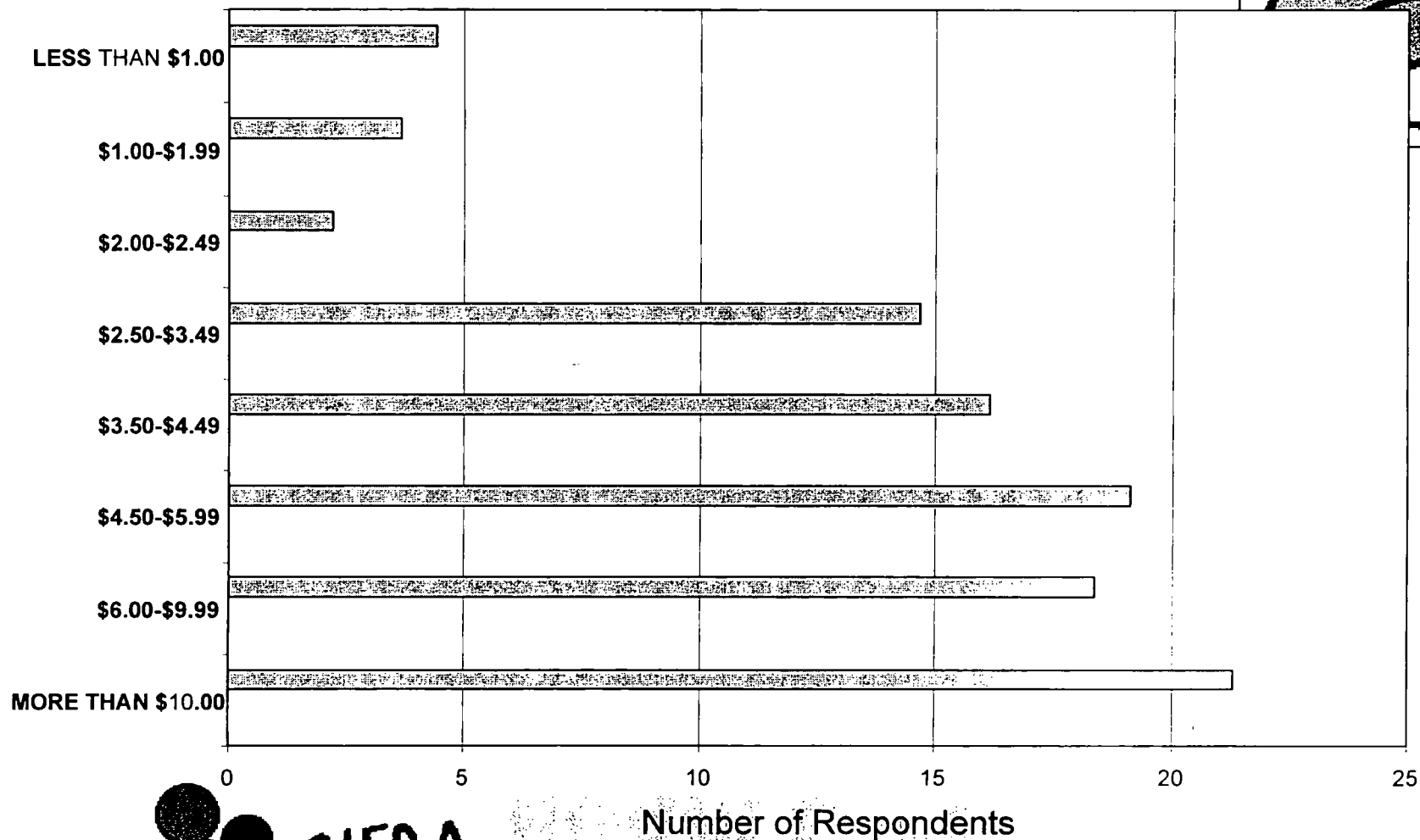
- BOOK FAIRS
- BOOK CLUBS
- DISCOUNT STORES
- GARAGE SALES
- LARGE CHAIN BOOKSTORES
- OTHER
- PUBLISHER'S CATALOGUES
- SMALL BOOK STORES
- SUPERMARKETS
- TERMINALS (BUS OR TRAIN)
- TOY STORES



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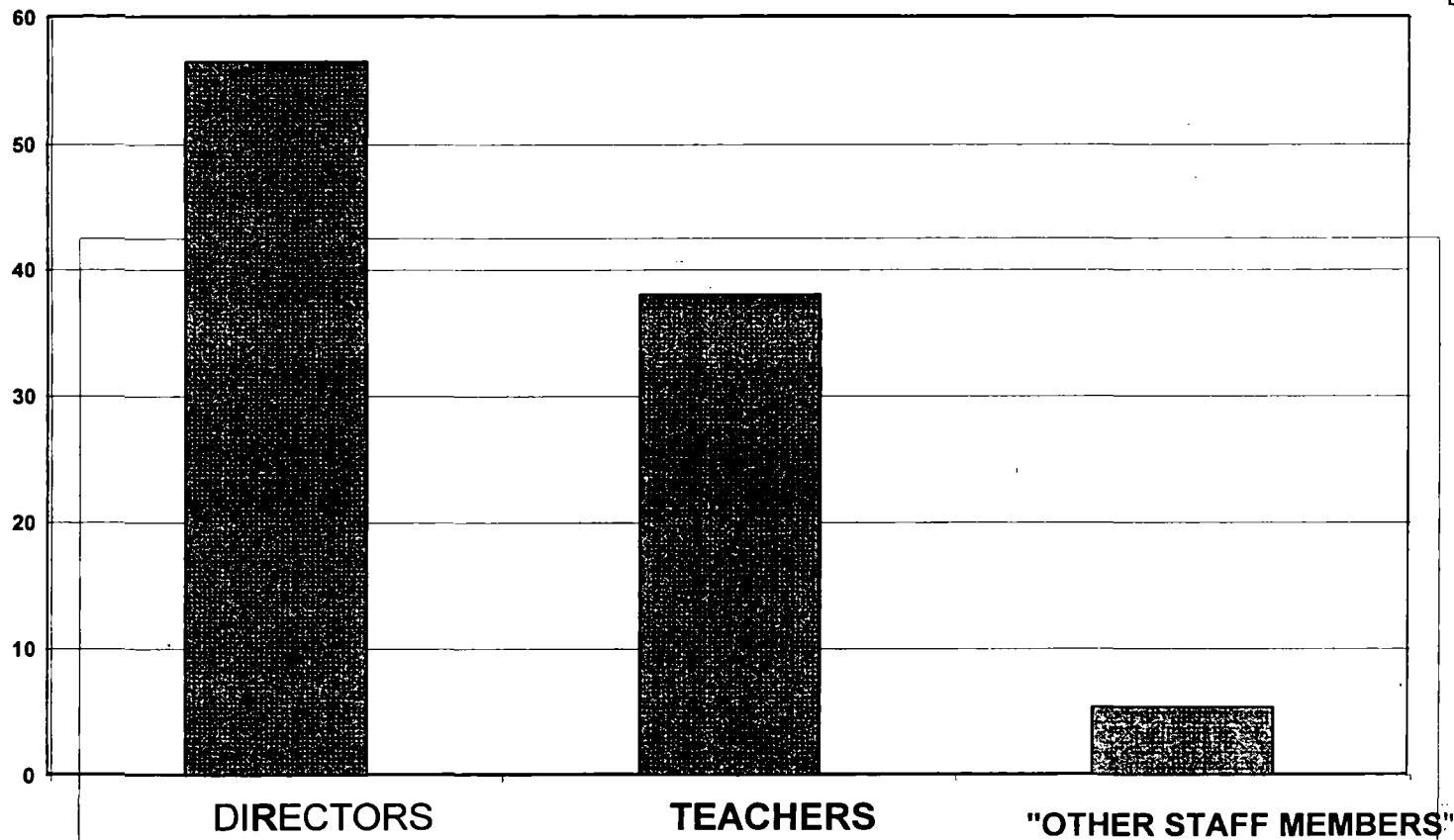
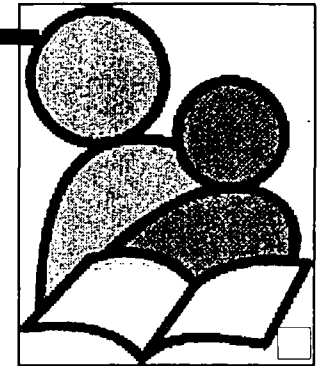
Average Price of Purchased Books



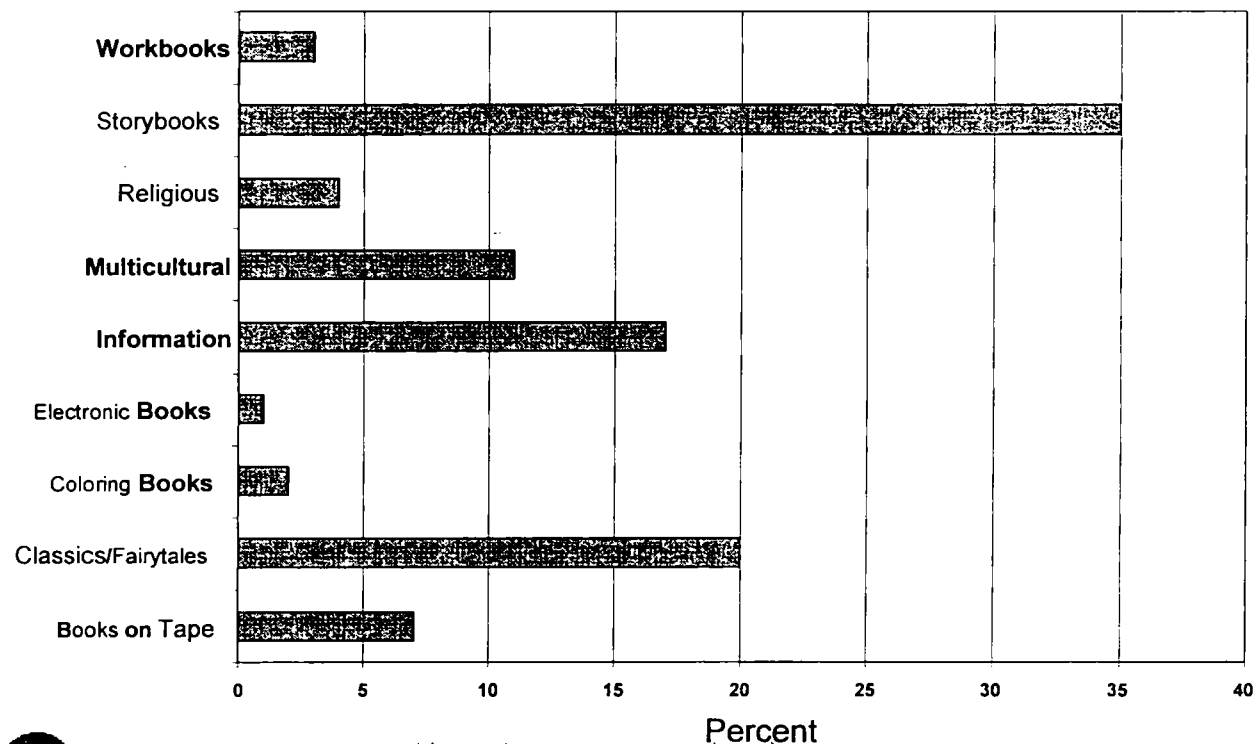
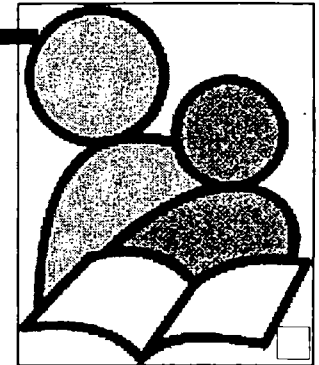
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Person responsible for making purchasing decisions



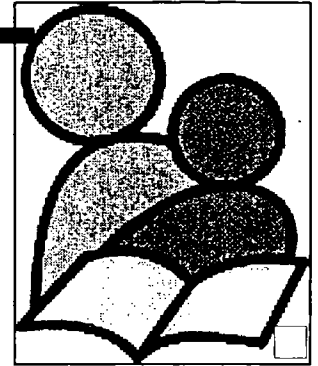
Percent of Books by Genre in Child care classrooms



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State Initiatives



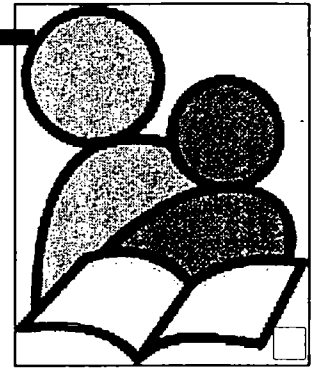
- In 1998-99, states invested a total of nearly 1.7 billion in prekindergarten initiatives; 2 1/2 times as much as 1991-92
- 41 out of 50 states have prekindergarten initiatives
- Georgia is the only state that invests sufficient funds to make prekindergarten available to all children



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State Initiatives



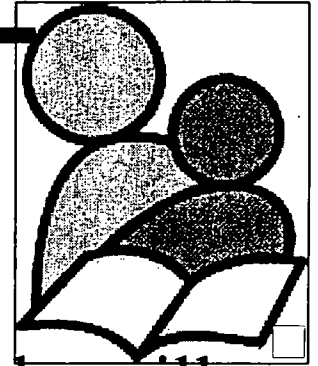
- 37 state initiatives do not require prekindergarten teachers to have teacher certification, but do require some credential like a CDA
- Few curriculum guidelines for states in prekindergarten (ex. NJ; MA; TX)



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Potential Consequences



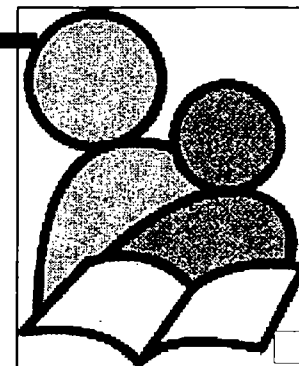
- Those children who are most in need of books will be least likely to get them
- Little guidance for decision-makers on how to use books in early literacy
- Book use may not be tied to cognitive activities in early literacy
- No guidance for selection of quality books in early childhood



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Potential Solutions



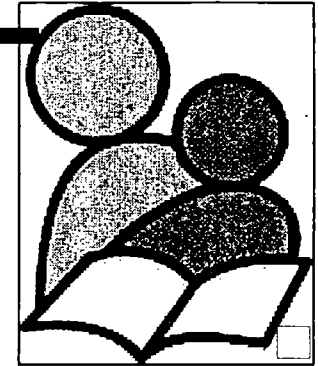
- **Child care Centers**
 - Capacity for buying is low; varies by SES of families served; fairly tight budgets
- **Solutions**
 - Child care Reads
 - Better packaging of low-cost books to ensure quality libraries
 - Bulk buying (I.e. state agencies or R & R networks)



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Potential Solutions



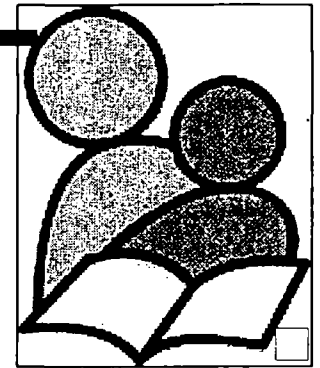
- Pre-kindergarten programs
 - Capacity for purchasing varies by state; some are well-funded, others minimal
- Potential Solutions
 - Create educational expectations in pre-k that specify how books may further literacy achievement
 - Offer guidelines to help decision-makers select quality books



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Potential Solutions



- Professional Associations
 - IRA
 - NAEYC
 - ALA
 - AAP
- Potential Solutions
 - Recommendations for classroom libraries
 - Guidelines for selection of books
 - Guidance to book publishers on instructional needs in early childhood



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KU: J. T. S. ...

Association of American Publishers, Inc.



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Patricia S. Schroeder
President and
Chief Executive Officer

Melanne Verveer

July 11, 2000

Melanne Verveer
Chief of Staff
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, DC 20050

We should see
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Ann O' L

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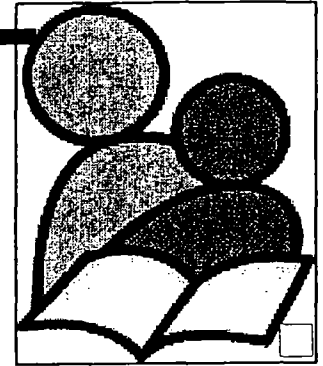
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Sincerely,

Patricia Schroeder
President & CEO

Enclosures

I'd love to
talk to you about
this. I think it's
perfect after the
Harry Potter
excitement



Access for All: Closing the Book Gap for Children in Child care

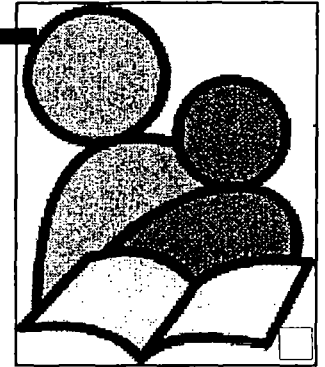


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Forces of Change in Early Literacy



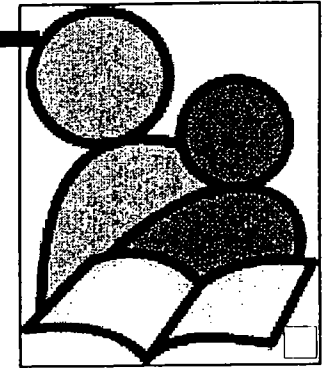
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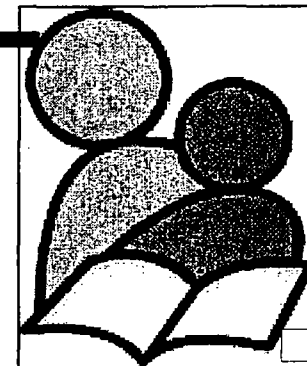


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The Juvenile Market



Key points

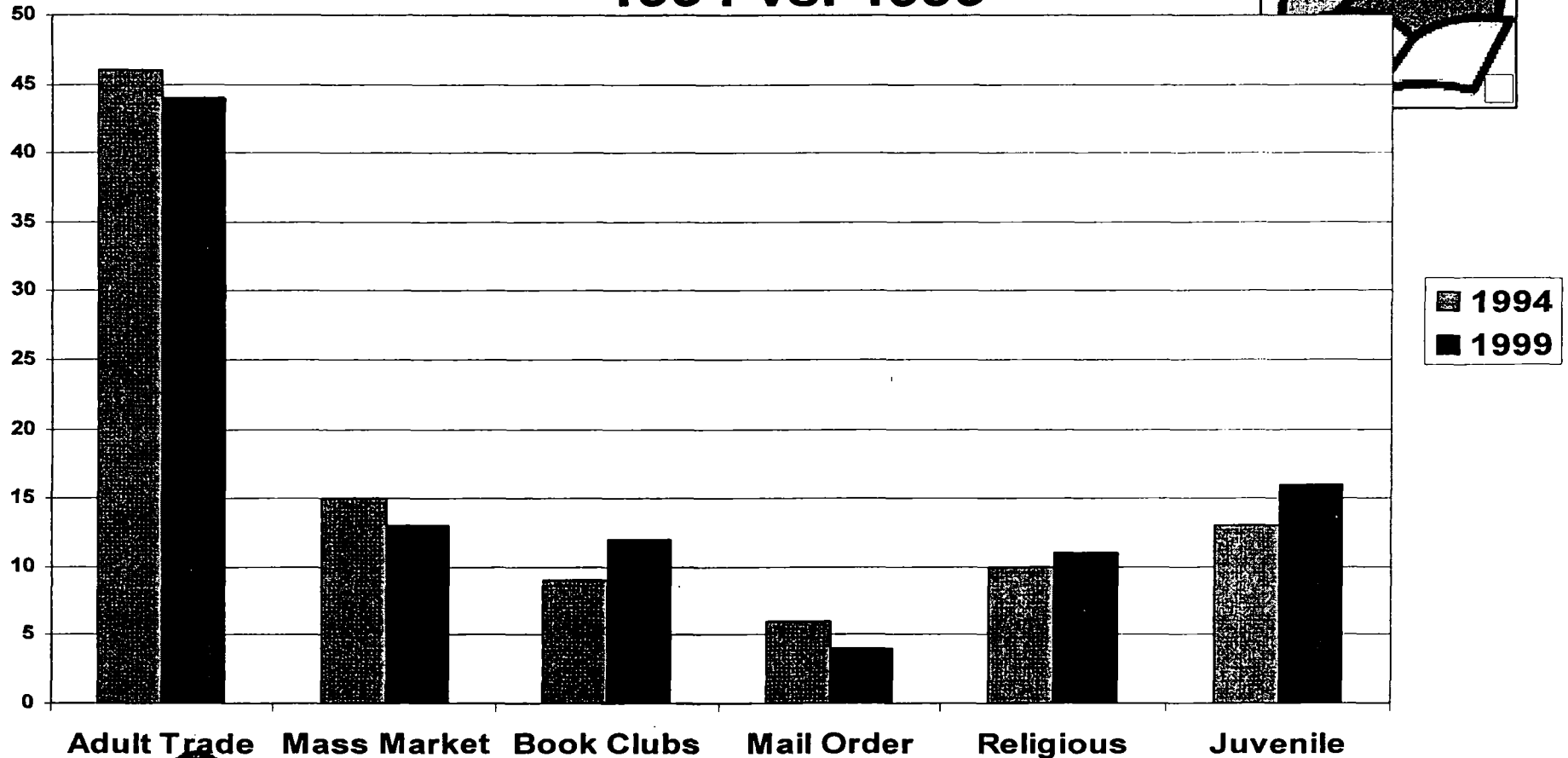
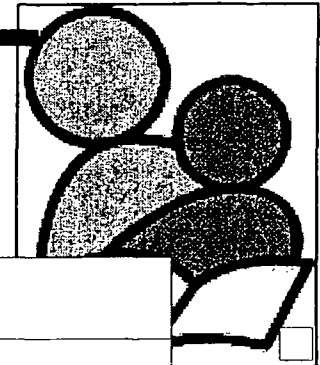
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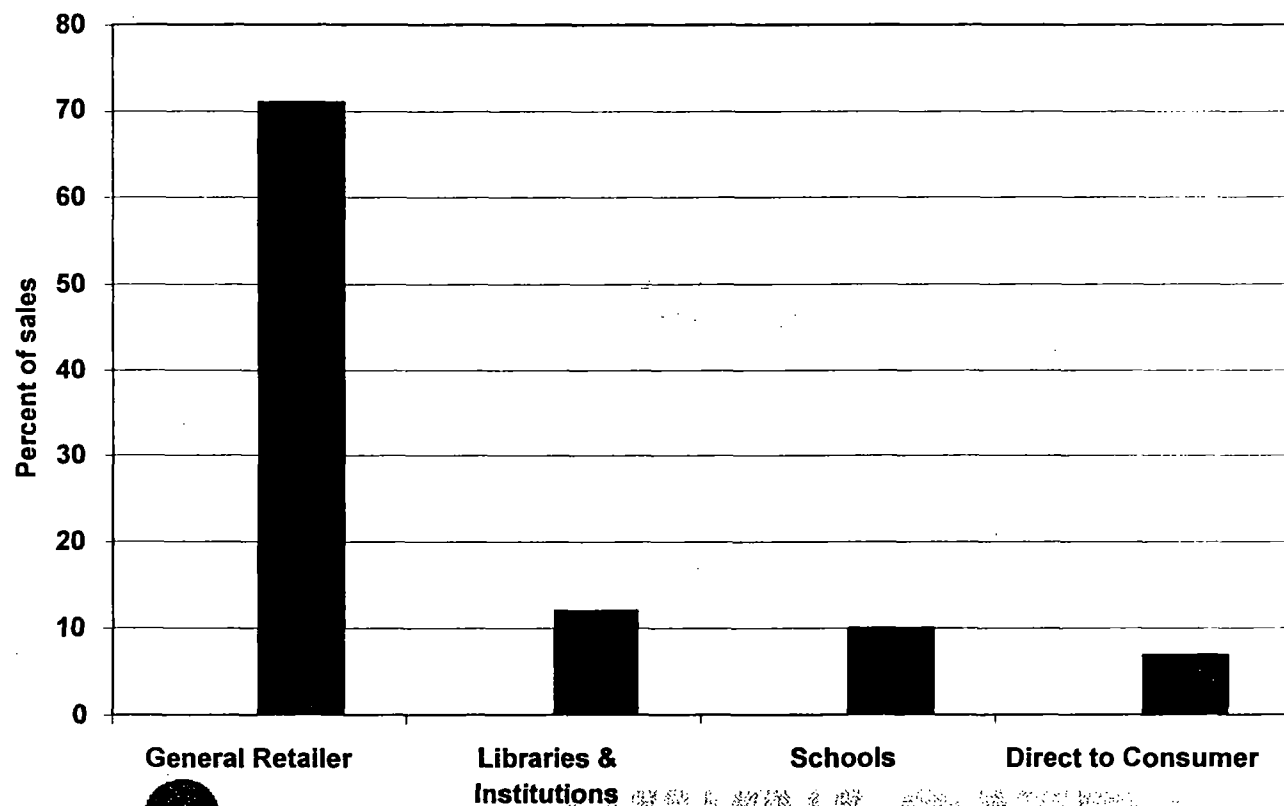
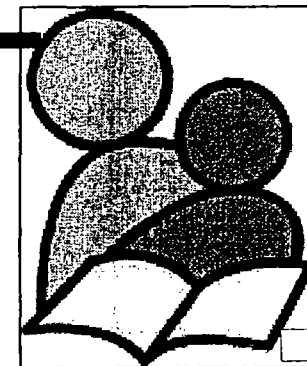
Percent of Total Books Sales: 1994 vs. 1999



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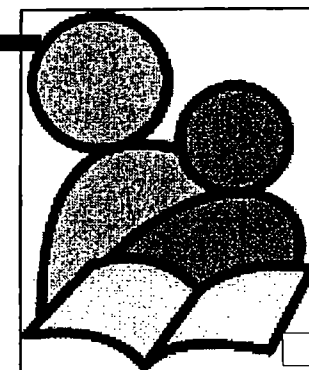
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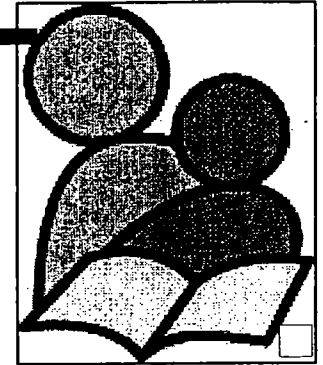


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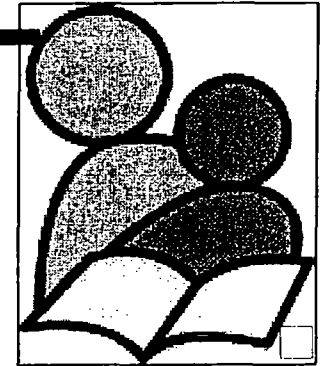


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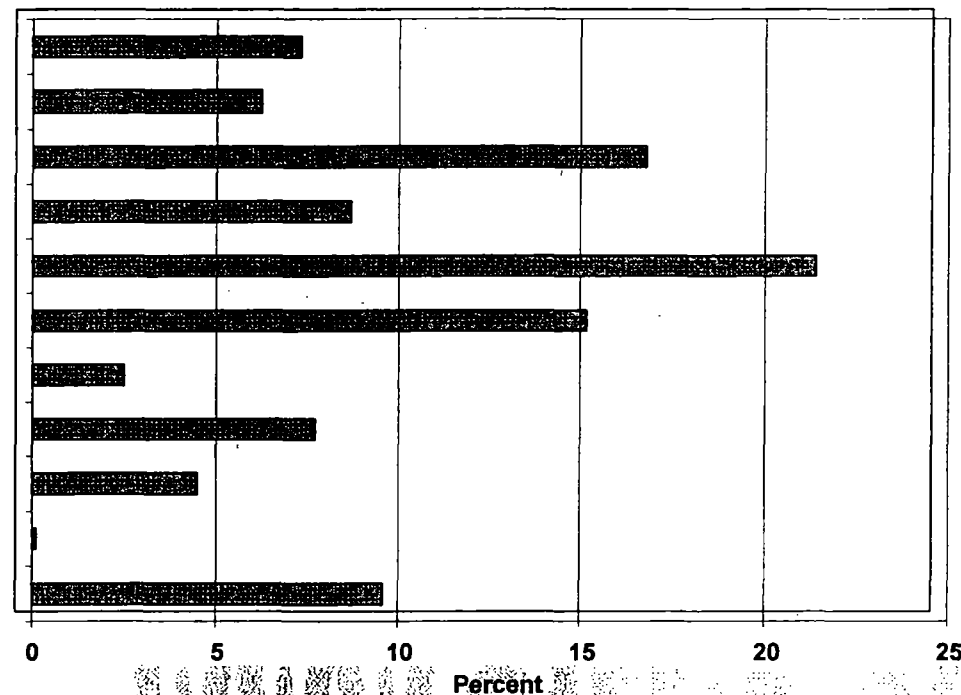
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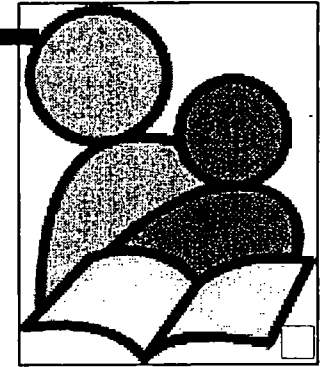
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- Book Clubs were second (16.8%)
- Other Discount Stores

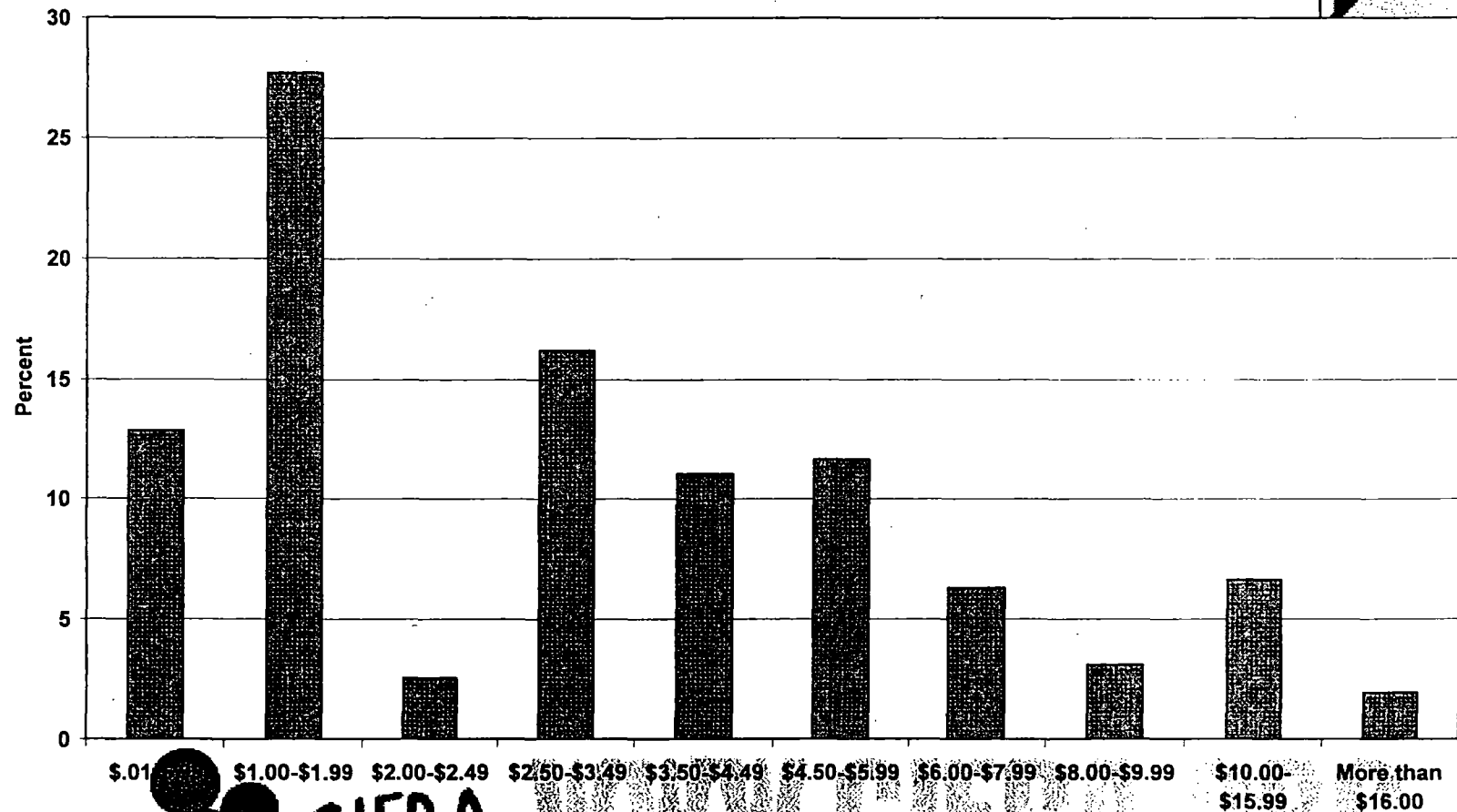
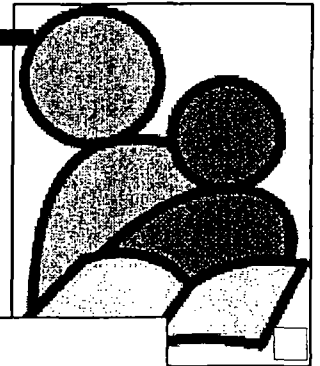


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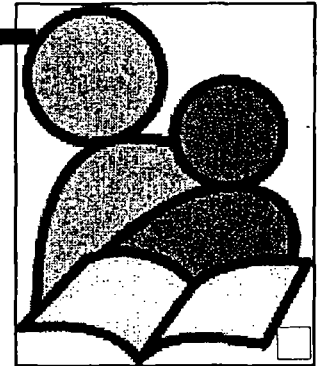
Early Childhood Trade Book Purchasing: Market Share Percentages for Book Retail Price Points



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Demographics of Book Purchasers



- Early childhood books are considered important purchases
- Household heads earning under \$30,000 buy books, but far fewer than those who have greater income



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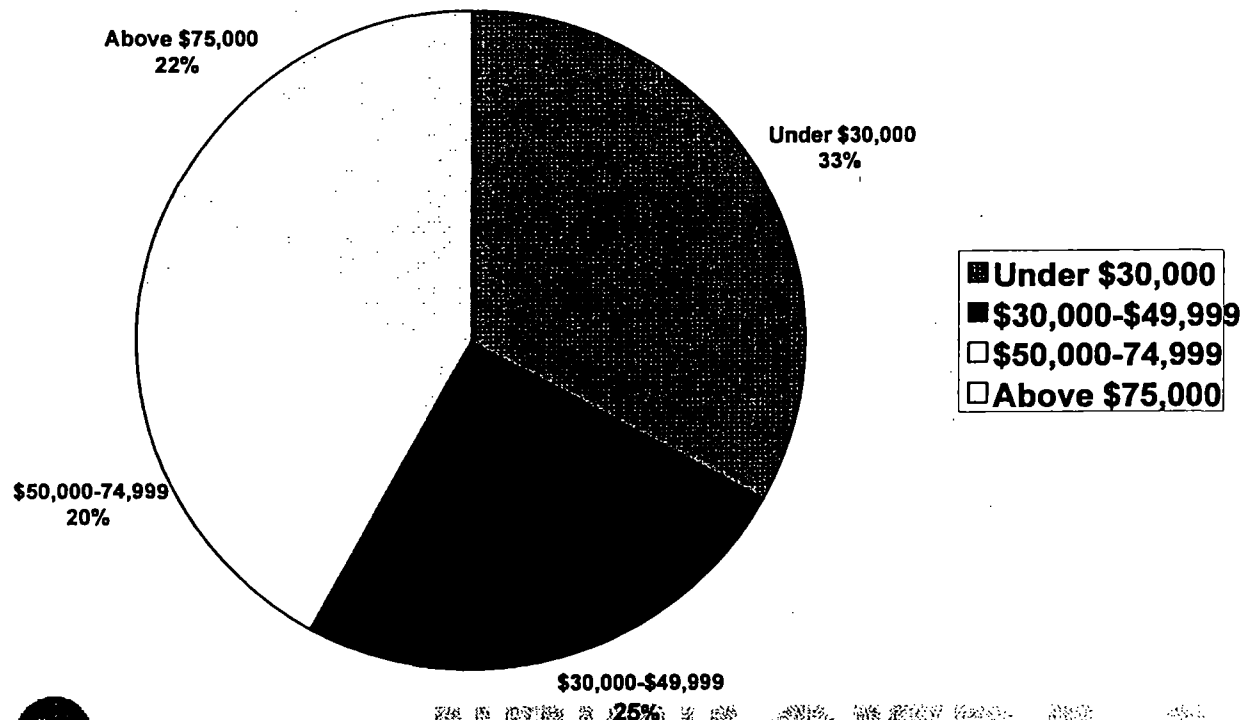
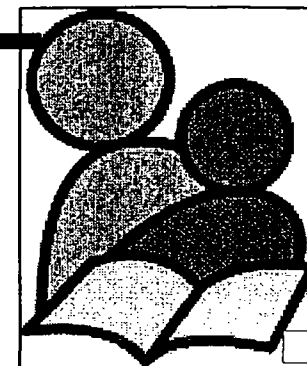
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Early Childhood Tradebook

Statistics:

Household Income Trends: 1999

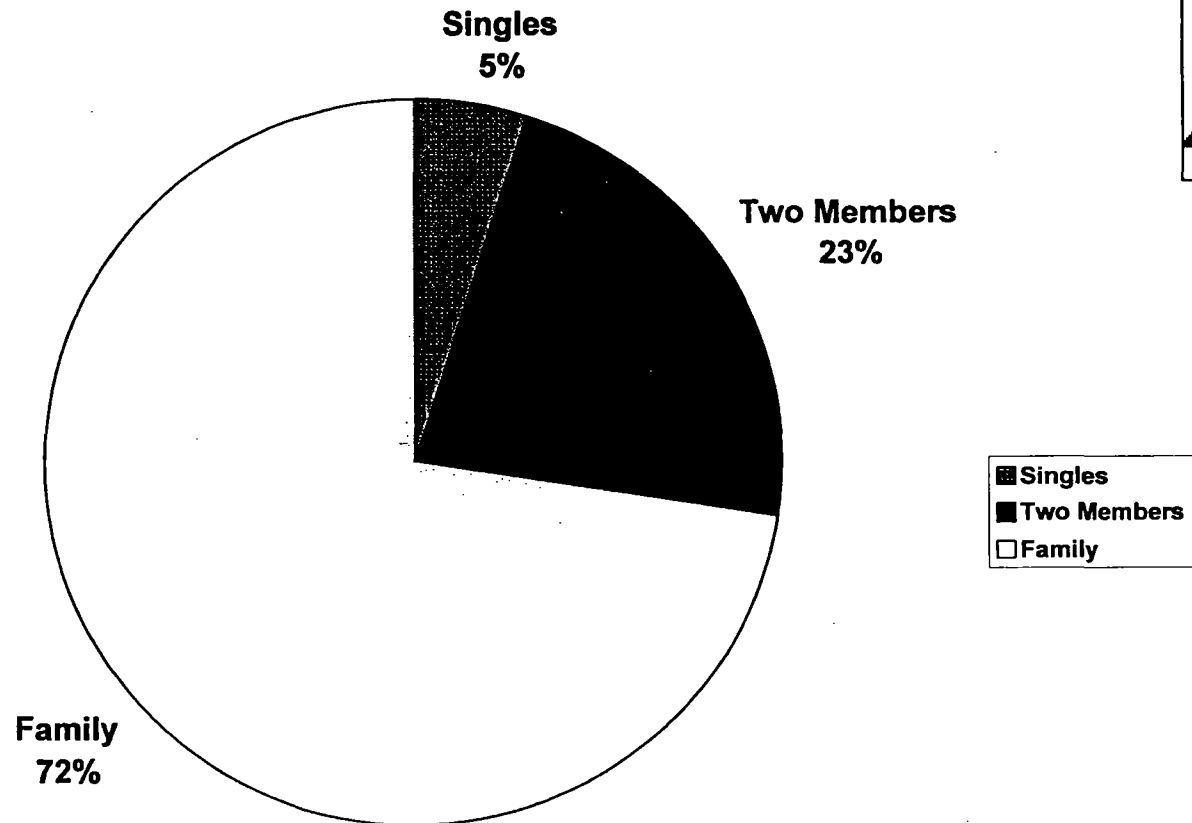
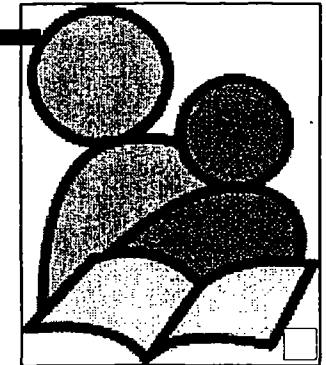


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Size of Household

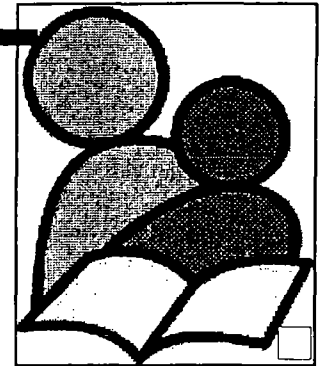
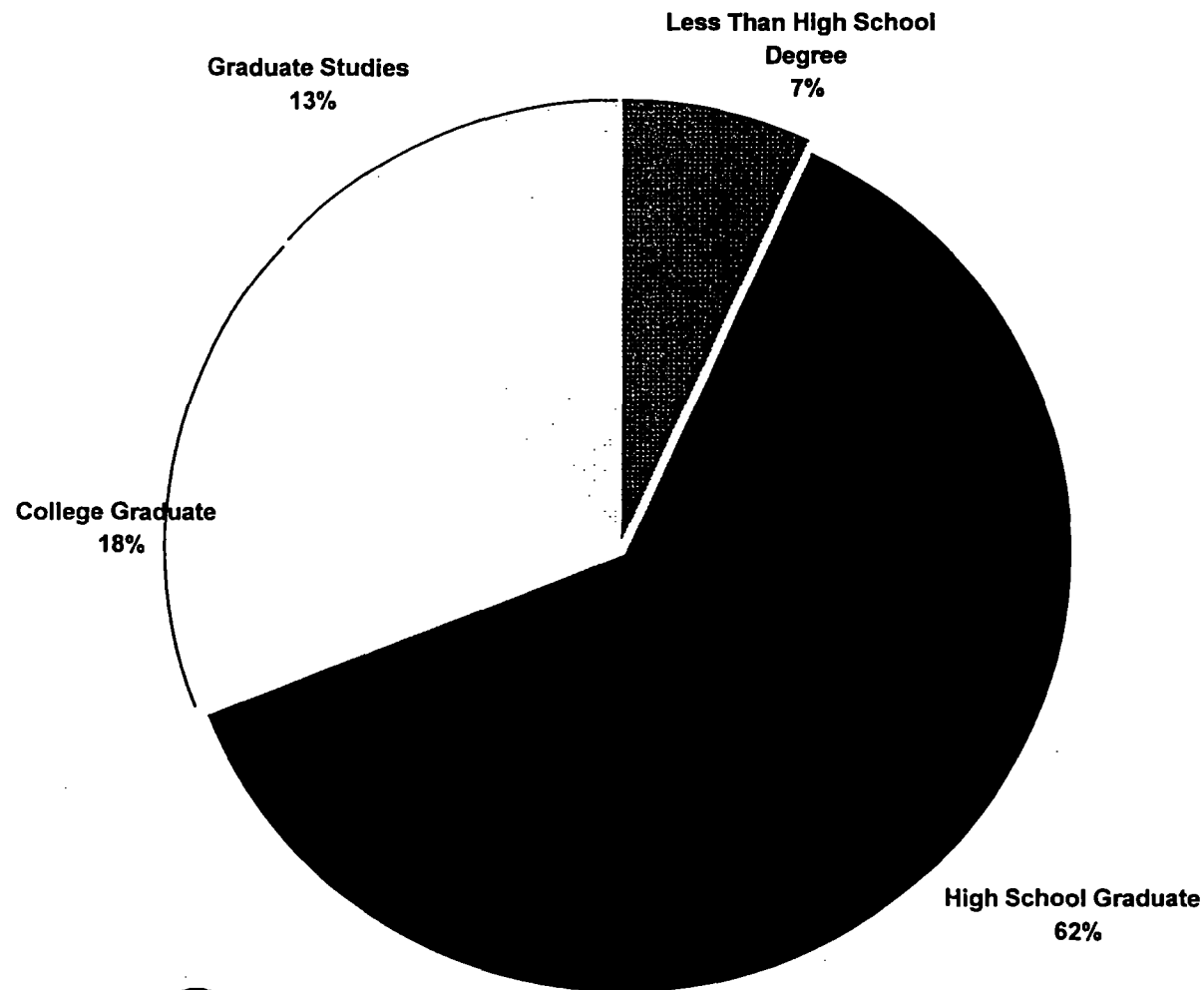


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Education of Household Head



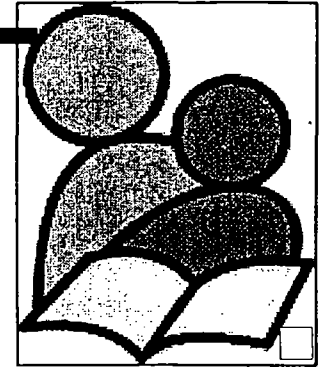
-  Less Than High School Degree
-  High School Graduate
-  College Graduate
-  Graduate Studies



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Demographics of Book Purchasers



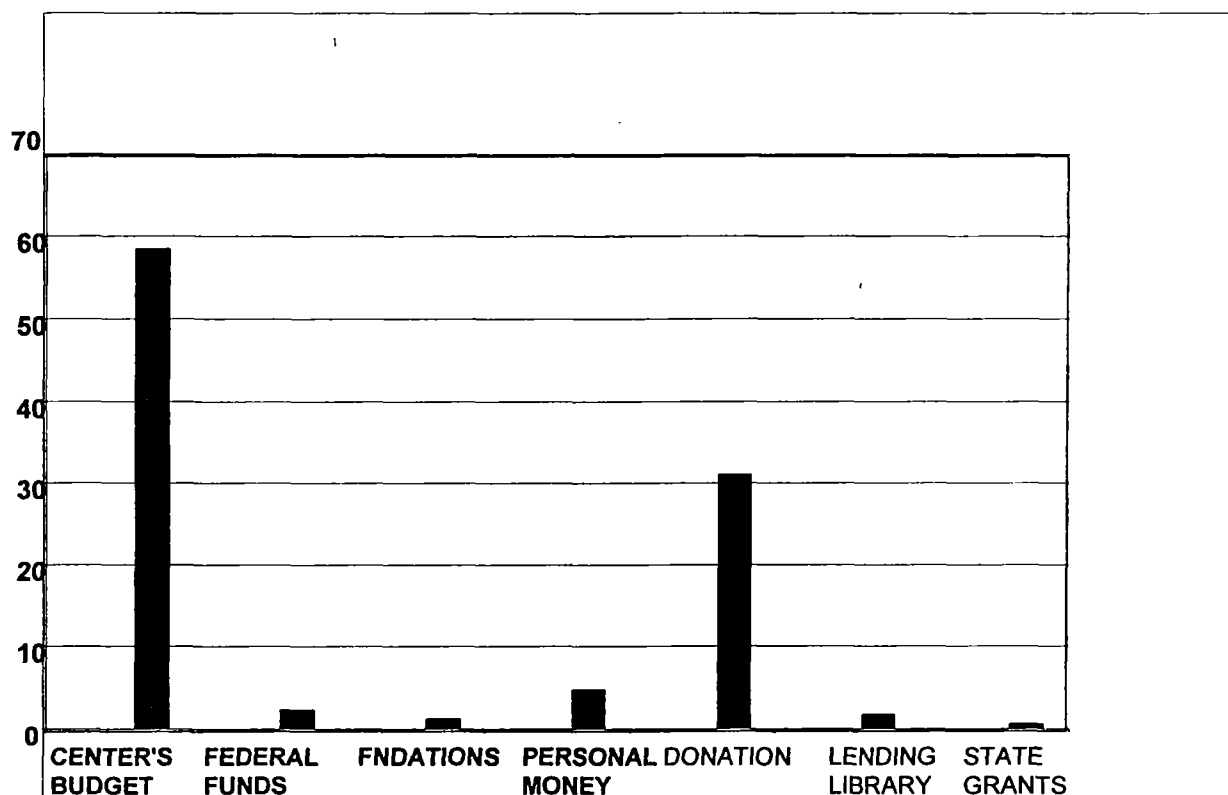
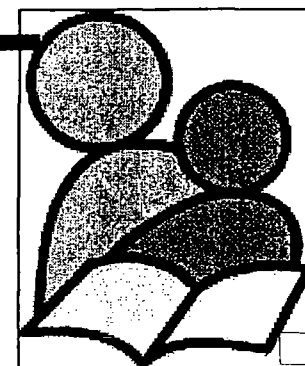
- Families account for 72.6% of the sales
- High School Graduates account for 62% of all sales
- Occupational level affects the decision to buy books, with unskilled labor lagging behind professional/manager group
- Peak buying years are 30-34, and 35-39



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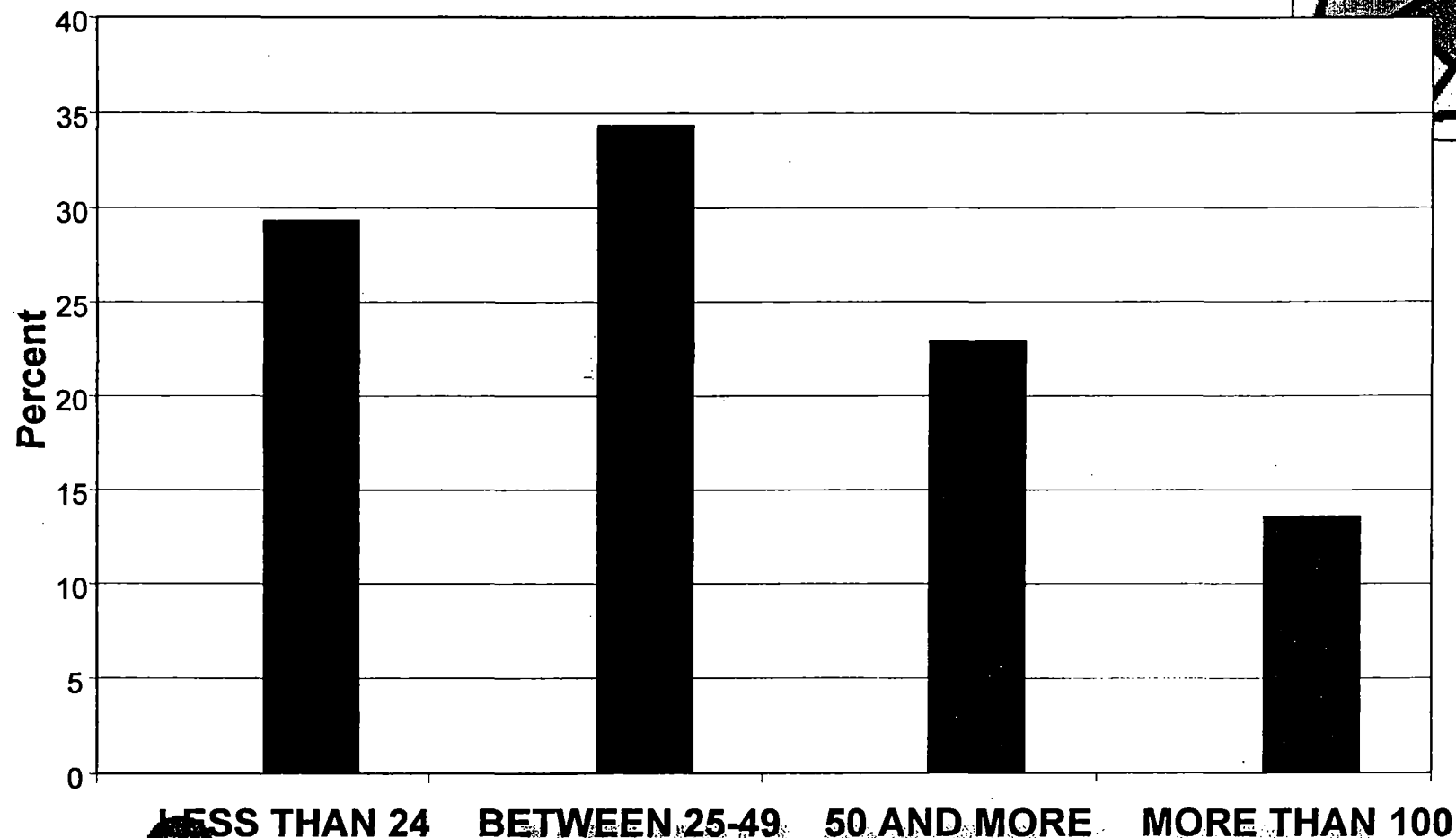
Source of funding for books



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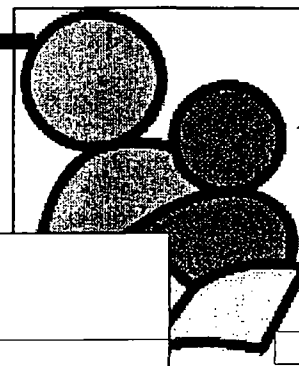
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Number of Books Per Classroom

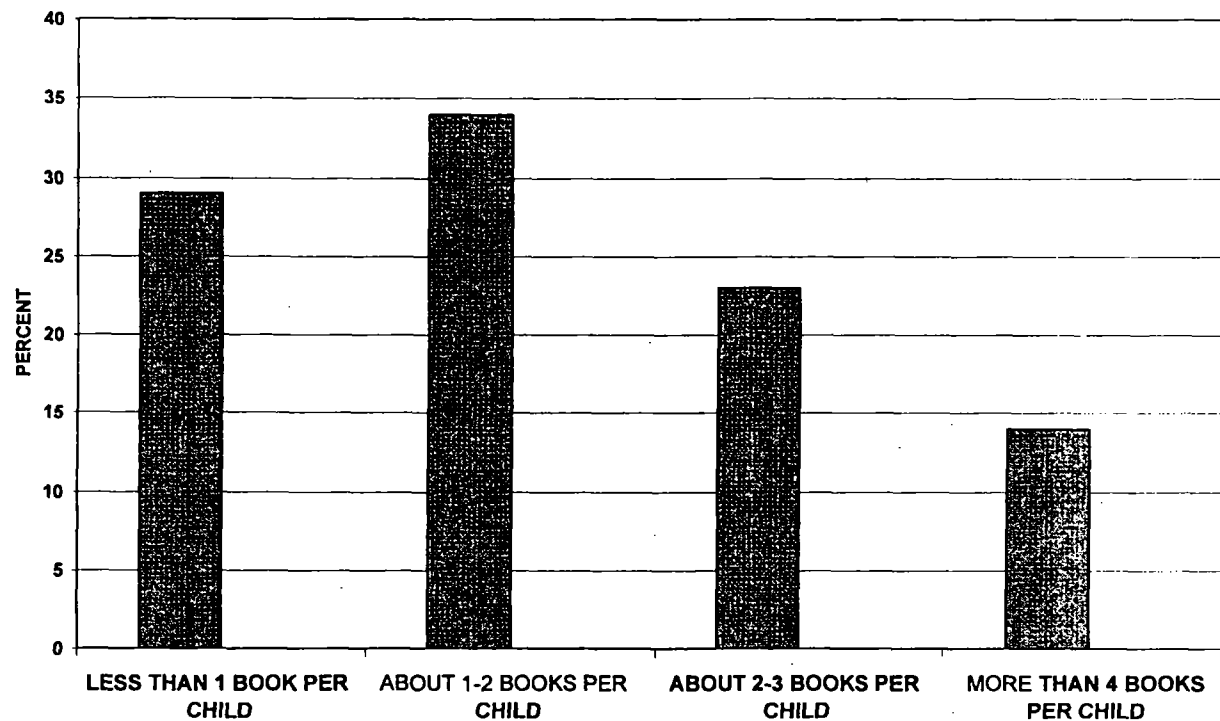
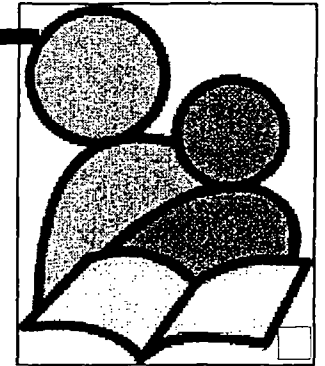


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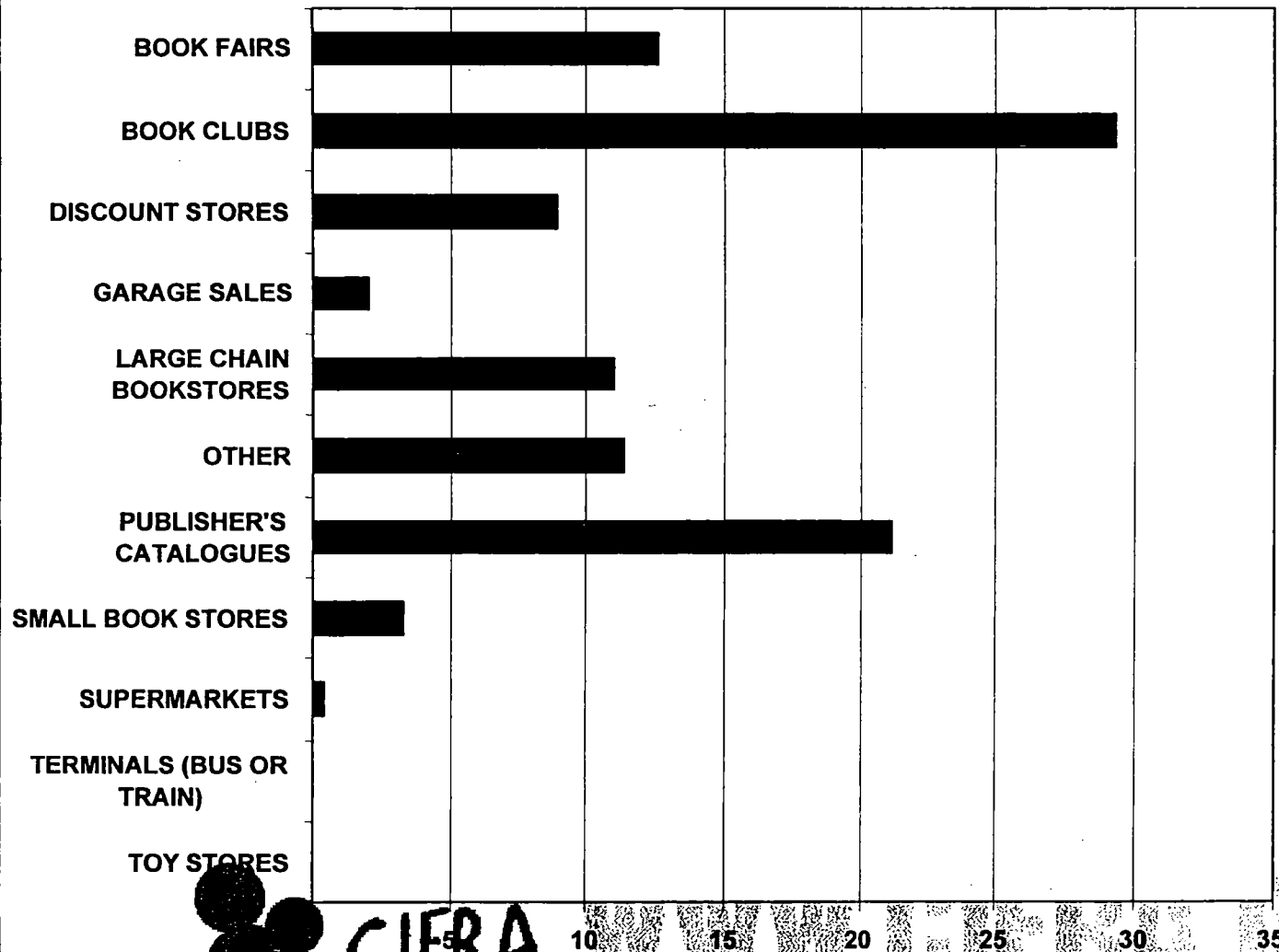
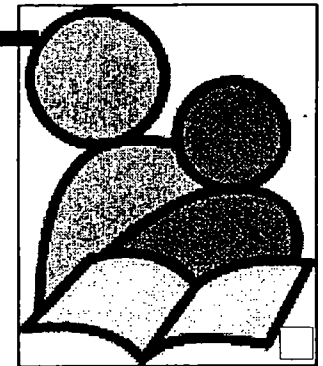
Estimated Number of Books Per Child in Classrooms



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Book Source



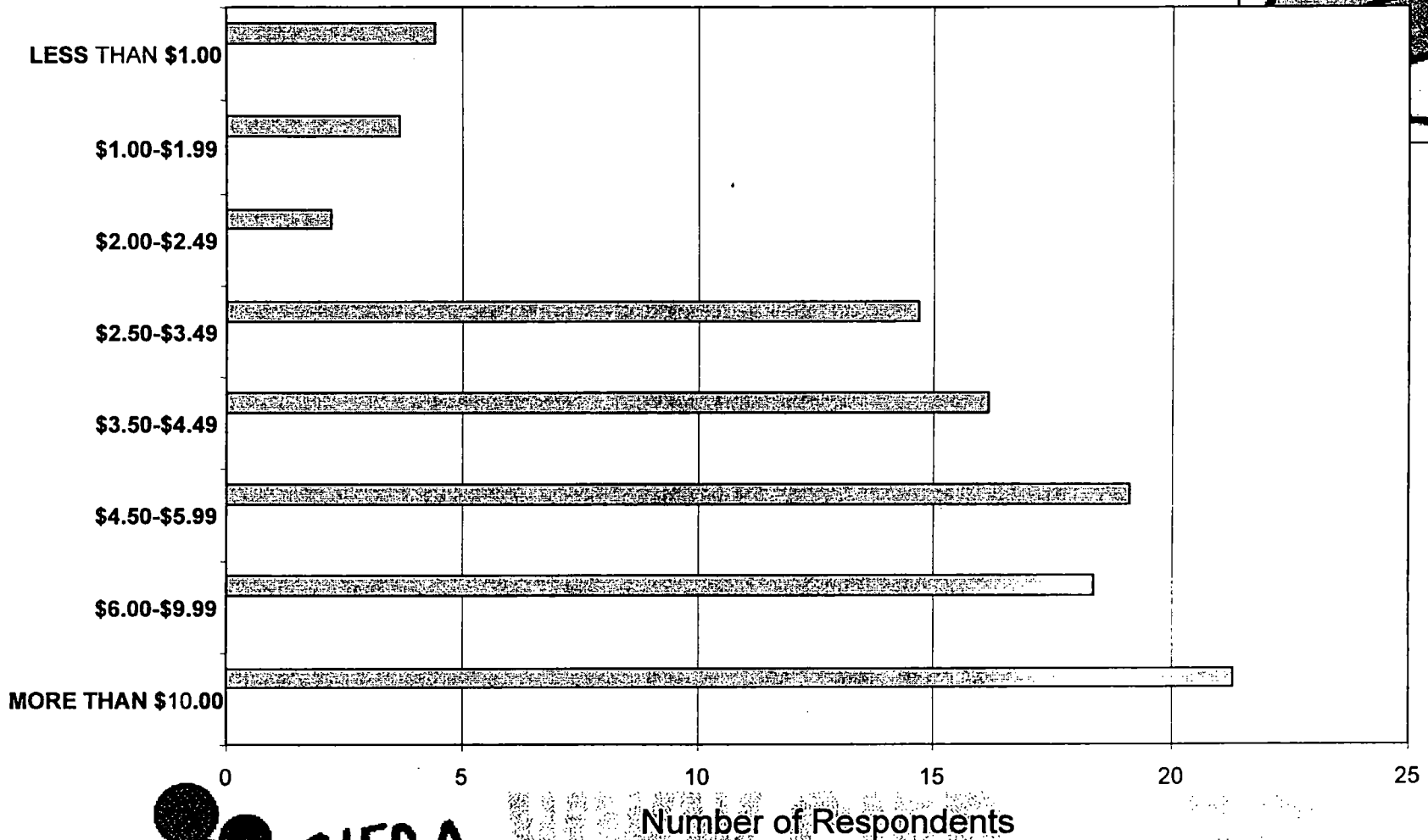
- BOOK FAIRS
- BOOK CLUBS
- DISCOUNT STORES
- GARAGE SALES
- LARGE CHAIN BOOKSTORES
- OTHER
- PUBLISHER'S CATALOGUES
- SMALL BOOK STORES
- SUPERMARKETS
- TERMINALS (BUS OR TRAIN)
- TOY STORES



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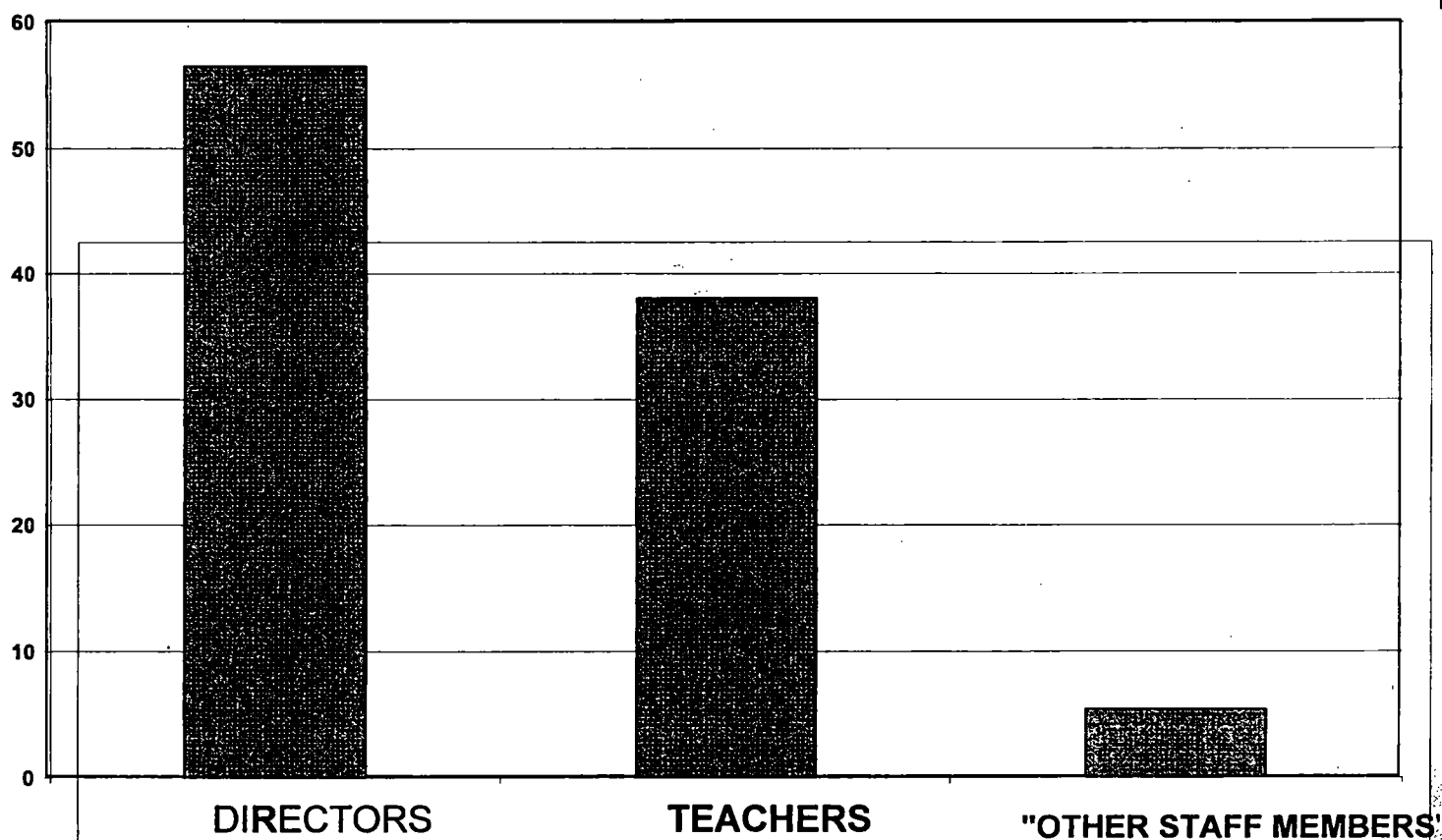
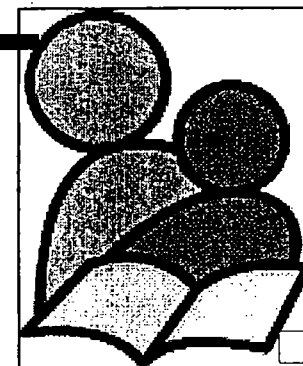
Average Price of Purchased Books



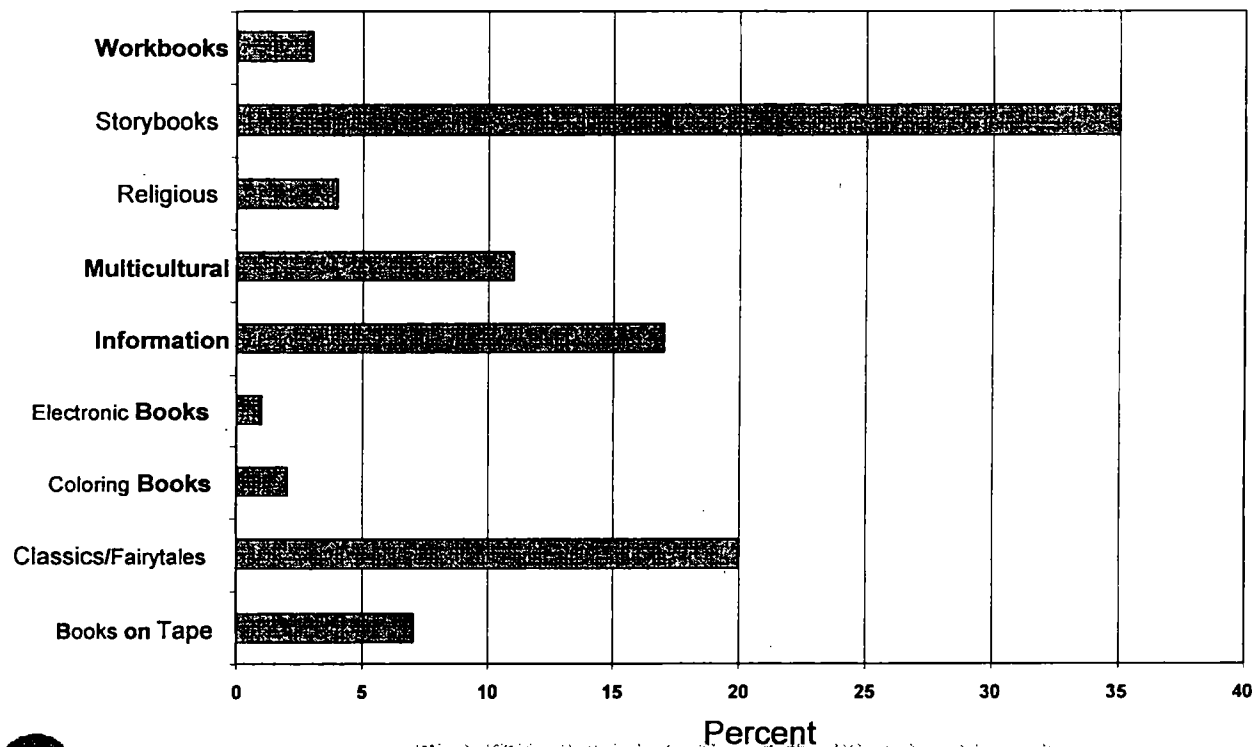
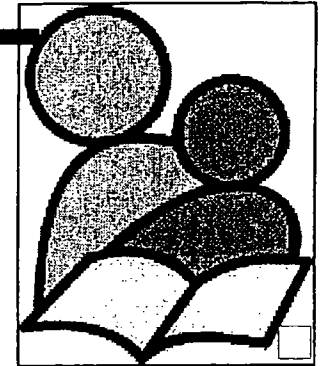
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Person responsible for making purchasing decisions



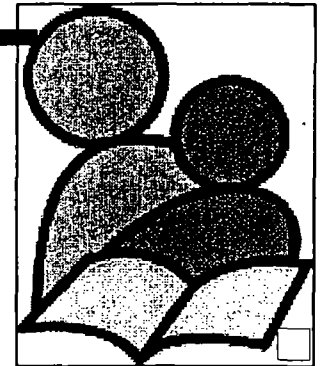
Percent of Books by Genre in Child care classrooms



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State Initiatives



- In 1998-99, states invested a total of nearly 1.7 billion in prekindergarten initiatives; 2 1/2 times as much as 1991-92
- 41 out of 50 states have prekindergarten initiatives
- Georgia is the only state that invests sufficient funds to make prekindergarten available to all children

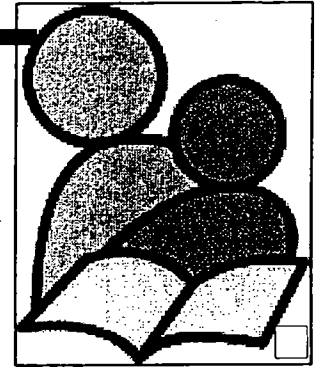


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State Initiatives



- 37 state initiatives do not require prekindergarten teachers to have teacher certification, but do require some credential like a CDA
- Few curriculum guidelines for states in prekindergarten (ex. NJ; MA; TX)

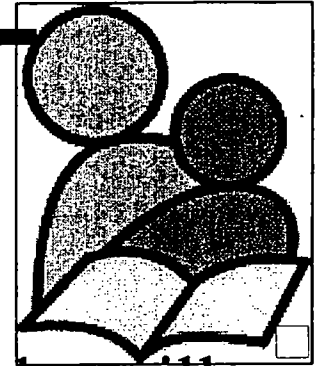


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Potential Consequences



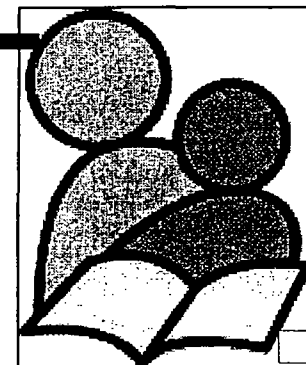
- Those children who are most in need of books will be least likely to get them
- Little guidance for decision-makers on how to use books in early literacy
- Book use may not be tied to cognitive activities in early literacy
- No guidance for selection of quality books in early childhood



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Potential Solutions



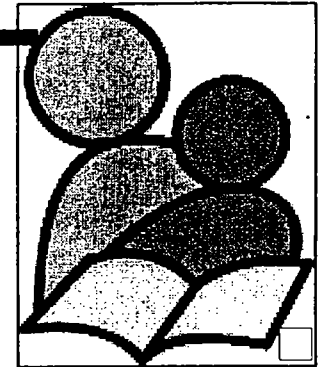
- **Child care Centers**
 - Capacity for buying is low; varies by SES of families served; fairly tight budgets
- **Solutions**
 - Child care Reads
 - Better packaging of low-cost books to ensure quality libraries
 - Bulk buying (I.e. state agencies or R & R networks)



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Potential Solutions



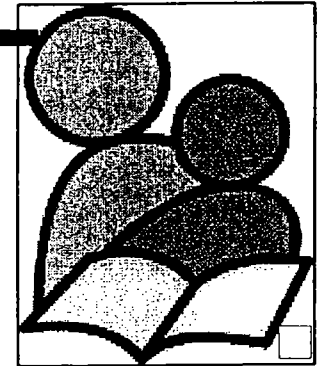
- Pre-kindergarten programs
 - Capacity for purchasing varies by state; some are well-funded, others minimal
- Potential Solutions
 - Create educational expectations in pre-k that specify how books may further literacy achievement
 - Offer guidelines to help decision-makers select quality books



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Potential Solutions



- Professional Associations
 - IRA
 - NAEYC
 - ALA
 - AAP
- Potential Solutions
 - **Recommendations for classroom libraries**
 - **Guidelines for selection of books**
 - **Guidance to book publishers on instructional needs in early childhood**



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