

FAX TRANSMISSION

AMERICA READS CHALLENGE, U.S. DEPT. OF ED

800 INDEPENDENCE AVE. SW, #6132

WASHINGTON, DC 20202

202/401-2993

FAX: 202/401-0596

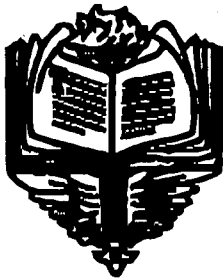
To: Neera Tanden**Date:** February 2, 1998**Fax #:** 202/456-2878**Pages:** 2, including this cover sheet.**From:** Ann M. O'Leary**Subject:** America Reads Evaluation**COMMENTS:**

Neera -

One follow-up piece. Two researchers from the International Reading Association (IRA) are also conducting a survey of FWS colleges and universities participating in America Reads.

In addition, a number of America Reads colleges and universities are conducting research as part of their program, but, again, this is locally driven.

-Ann



Professors of Reading Teacher Educators

SPECIAL INTEREST GROUP OF IRA

How Are Colleges and Universities Meeting the America Reads Challenge?

Surveys of America Reads participants are being conducted to learn how colleges and universities are responding to President Clinton's America Reads Challenge. Dr. Lois Bader, Michigan State University and Dr. Larry Kenney, University of Wisconsin-Whitewater, have been studying responses to America Reads since May, 1997, when they brought the need for research in this area to the attention of members of the Professors of Reading Teacher Educators (PRTE), an IRA Special Interest Group at the annual International Reading Association Convention in Atlanta.

Results of the team's first survey were published in the October/November issue of Reading Today by IRA. Because program funding, distributed through financial aid offices in higher education institutions, was not available until July, 1997, not all institutions were ready to get underway Fall term. In Reading Today the researchers reported that many who had programs in place were continuing to work out details of program administration and design. Reading professionals were enthusiastic, but emphasized the need for quality training and supervision.

Soon, America Reads directors will be receiving a request from Kenney and Bader asking for more information on how their institutions are meeting the America Reads Challenge. Participants are encouraged to contact Kenney or Bader with comments and suggestions regarding the research and way of sharing the findings.

Lois Bader: lbader@pilot.msu.edu or 517-355-4547

Larry Kenney: kenneyl@kuwwwvax.uw or 414-472-4677

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From: Ann M. O'Leary

Subject: America Reads Evaluation

COMMENTS:



America Reads CHALLENGE

THE INITIATIVE

Reading is the foundation for all other learning. Even though American students are competitive on international comparisons when it comes to literacy, unfortunately, too many of our children are struggling through school because they have not mastered essential and basic reading skills. Research demonstrates that if students cannot read well by the end of third grade, their chances for success are significantly diminished, and they have a greater likelihood of dropping out or engaging in escalating delinquent behaviors. In 1994, 40 percent of America's fourth graders failed to attain the basic level of reading and 70% of children fell below the proficient level of reading on the National Assessment of Educational Progress. In response, the President announced the Administration's commitment to mobilizing public and private resources to help all our children learn to read.

The America Reads Challenge asks every American to identify what role he or she can play -- professionally and personally -- to help all of our children learn to read well and independently by the end of third grade. While remaining sensitive to the unique learning needs of each child, we must work hard to instill in each of them, and in ourselves, high expectations for their reading skills.

Study after study finds that sustained individualized attention and tutoring after school and over the summer, when combined with parental involvement and quality school instruction, can raise reading levels. Teachers, principals, and librarians play a key role by strengthening reading in school and extending learning through after-school, summer, and weekend programs. Parents and other concerned individuals in local communities, including the private sector, are equally valuable as tutors, mentors and reading partners. Engaging parents, educators, and the broader public to address this reading challenge together is the first step.

Several strategies are essential for helping our children learn to read:

Create More After-School, Weekend and Summer Learning Opportunities To Supplement Quality Classroom Instruction in Reading

Even when students receive the very best in-class instruction, some will always need extra time and assistance to meet the high levels of reading skills needed in school, in the workplace, and throughout life. The fundamental purpose of the America Reads Challenge is to enable parents and educators to complement and expand existing successful literacy efforts to help many more children increase their skills and achievement levels, and to provide children who need additional help in reading with extended learning time.

Research demonstrates that tutoring increases a child's reading achievement, confidence and motivation, in addition to a sense of control over his or her reading ability. Tutors -- whether they are volunteers, peers, cross-age tutors or professionals -- produce positive results.

The America Reads Challenge will build on, expand and initiate thousands of local efforts to improve reading. It will also build upon nationwide efforts such as:

- **Read*Write*Now!:** With 60 reading and literacy groups, the Department of Education designed this summer program in 1994 to help fight the "summer reading drop off." The program encourages children to read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new vocabulary word a day. Local libraries, Title I schools and youth groups such as the Girl Scouts and Boys and Girls Club of America helped sponsor 14 pilot sites last summer and reached over 85,000 children.
- **Corporation for National Service:** National service grant programs that engage volunteer tutors in literacy efforts are working in hundreds of communities nationwide. This focus on literacy is increasing as branches of national service -- AmeriCorps, VISTA, Learn and Serve America, and the Senior Corps -- make childhood literacy a high priority in their grant process.
- **Federal Work-Study (FWS):** Colleges and universities throughout the nation received a 35 percent increase in Federal Work-Study funding beginning in July of 1997. President Clinton challenged all colleges and universities to pledge a significant portion of their FWS increase for tutoring preschool through elementary school children in reading. In exchange, Secretary Riley waived the requirement for these colleges to match 25 percent of the funds for FWS students who serve as reading tutors. Well over 800 colleges and universities have accepted the President's challenge.
- **America Reads Challenge Legislation:** The Congress and the Administration reserved \$210 million for a children's reading initiative in the 1998 budget to be allocated to America Reads once a piece of legislation authorizing the usage of the money passes and is signed into law. Based on the agreement to reserve these funds, the Administration proposed legislation that would launch the first nationwide effort to supplement classroom instruction in reading with high-quality volunteer tutoring, primarily after-school, on the weekends, and during summers. This proposal led to a bipartisan piece of legislation which supports reading assistance in the school, the home, and the community through increased professional development of teachers in the area of reading, through family literacy efforts, and through community volunteer tutoring programs.

***Strengthen Parent Involvement and Our Nation's Investment in the Early Childhood Years,
So That Our Children Develop Readiness Skills for Learning to Read by the Time They Enter
School***

Parents are their child's first and most important teachers beginning at birth. Every parent and caregiver can participate in simple daily activities with their babies and toddlers to teach them about language and to prepare them better to learn to read. Research shows that parents and caregivers can engage in exercises to foster development of the necessary skills in their child, and parents and caregivers can work together to ensure that each child has the proper foundation for reading skills. Many local parent and community efforts across the country give examples of how successful parent and caregiver programs can be developed; however, there is far more need than programs currently available. The America Reads Challenge seeks to reinforce the importance of skill-building activities for children beginning at birth, and of programs that encourage and support parent involvement in these activities.

Early childhood researchers, along with the Department of Education, the Department of Health and Human Services and the Corporation for National Service, have developed a kit called Ready*Set*Read! that summarizes ideas for parents and caregivers to help their young children develop and improve their language skills. The kit includes an activities booklet, a calendar of suggested daily activities, and a growth chart that identifies language skills many children can perform during each growth period.

Furthermore, a number of existing Federal resources and programs already delivering services to families with young children or involved in parent education and skills training can be strengthened in order to better educate and assist families with early childhood development and early literacy skills. For example:

- **Head Start Expansion:** Head Start funding was increased by \$374 million in the 1998 budget. To enable more children to improve their readiness for school, Congress provided nearly \$4.4 billion for Head Start, continuing on track with the President's commitment to the goal of serving one million 3- and 4-year old children. With this increase, Head Start funding will have increased 57% since 1993.
- **Even Start Expansion:** The Even Start family literacy program was allocated an additional \$22 million this year to further develop and expand family literacy efforts across the Nation.

In addition, there is an emphasis in the proposed legislation to support efforts that help parents, families, and care givers who want to be active partners with their children as they transition into school, and throughout their education experience.

Bring Best Practices Into the School and Classroom

Teacher Preparation: Teachers often report they would like to be better prepared to teach reading in the classroom, and that they would like additional support and training from reading experts and professional development programs throughout their careers. The Department of Education is engaged in a number of efforts to increase teacher preparation and professional development across the core subject areas. In addition, the Eisenhower Professional Development program was awarded \$25 million additional dollars in the 1998 budget to be used for professional development in the area of reading. And, the proposed America Reads legislation includes funds to improve professional development in the area of reading to ensure a quality in-school reading program.

Principal Leadership: In addition to teachers, principals are critical leaders in our schools and in our efforts to meet our children's education needs. While principals are often leaders in community efforts, many have expressed a desire for additional leadership training and development to prepare them better to work with communities to link reading efforts outside of school with in-class instruction. The Department of Education is working with principals from around the country to support efforts to expand principal leadership training.

Strengthening of Title I: Title I is the largest in-school investment made by the Department of Education to improve reading instruction for children in high poverty schools and neighborhoods. This year's budget included a significant increase in funds for Title I.

Highlight Successful Reading Programs: As a part of this effort to bring best practices into our schools, strong reading programs will be identified based on current research and the findings will be disseminated. Three areas of particular focus will be children in poverty served by Title I, children with disabilities served by the Individuals with Disabilities Education Act, and children who speak English as a second language.

Promote Greater Public Awareness and Local Partnership Building

The America Reads Challenge is encouraging states and communities to form literacy partnerships among schools, libraries, youth-serving groups, businesses, public and private agencies, and other community organizations, and to build on them where they already exist.

As part of this public awareness and coalition building campaign, the White House launched the President's Coalition for America Reads. Any organization in the country can join the Coalition. The only prerequisite for membership is to commit to help reach the goal of ensuring that our children can read well and independently by the end of the third grade.

Support Research and Evaluation

The National Academy of Sciences/National Research Council's two-year study, sponsored by the Department of Education and the National Institute in Child Health and Human Development, on prevention of reading difficulties in children will be completed by January 1998. This report will provide information on what reading research tell us about how children learn to read, it will translate the research findings into advice and guidance for parents, educators, publishers and others, and it will convey this information to targeted audiences through a variety of publications, conferences, and other outreach activities.

America Reads will continue to support research and evaluation in a range of critical areas related to reading and early childhood development. Dissemination of up-to-date research findings to a wide audience remains a priority. Research findings by the National Institute on Child Health and Human Development, for example, have been incorporated into materials used to improve reading for children with reading problems. Research on after-school tutoring and successful in-school instruction in reading for the U.S. Department of Education are being used in the America Reads Challenge.

FOR MORE INFORMATION ON THE AMERICA READS CHALLENGE:

U.S. Department of Education
600 Independence Avenue, Room 6100
Washington, DC 20202

202/401-8888 (voice)
202/401-0596 (fax)

The U.S. Department of Education toll-free number for comments or ordering publications:
1-800-USA-LEARN (1-800-872-5327) or TDD 1-800-437-0833

The U.S. Department of Education America Reads Challenge Web site:
www.ed.gov/inits/AmericaReads



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Ann Lewis

ORGANIZATION: _____

PHONE NUMBER: 456-2640

FAX NUMBER: 456-1213

FROM: Traci Collins

PHONE NUMBER: 401-0058

MESSAGE: As requested

FYI: I have also included the list of colleges
and universities that have committed to America Reads

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America Reads CHALLENGE

"We must do more to ensure that every child can read well and independently by the end of the third grade. The America Reads Challenge will accomplish this by marshaling the resources of entire communities -- schools and libraries, religious institutions, universities, college students and senior citizens -- to work together with teachers and parents to teach our children to read."

~ President Bill Clinton

American students are competitive on international comparisons when it comes to literacy, but too many young people are struggling through school because they have not mastered essential and basic reading skills. Research demonstrates that if students cannot read well by the end of third grade, their chances for success are significantly diminished, and they have a greater likelihood of dropping out or engaging in escalating delinquent behaviors. In 1994, 40 percent of America's fourth graders failed to attain the basic level of reading on the National Assessment of Educational Progress. In response, the President announced the Administration's commitment to mobilizing public and private resources to help all our children to read well.

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Study after study finds that sustained individualized attention and tutoring after school and over the summer, when combined with parental involvement and quality school instruction, can raise reading levels. Teachers, principals and librarians play a key role by strengthening reading in school and extended learning through after-school, summer and weekend programs. Parents and

other concerned individuals in local communities, including the private sector, are equally valuable as tutors, mentors and reading partners. Engaging parents, educators and the broader public to address this reading challenge together is the first step.

The America Reads Challenge is pursuing several essential strategies to help children learn to read by creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop reading readiness skills beginning at birth; and bringing best teaching practices into classrooms. An example of a strategy implemented in 14 sites nationwide is the America Reads Challenge *Read*Write*Now!* summer pilot program, which served more than 80,000 at-risk students. Community-based literacy coordinators developed volunteer tutoring programs with support from corporations, religious, youth-serving and education organizations to work with children during the summer break to help them maintain and improve their reading skills so they are better prepared to begin a new school year.

Another strategy is President Clinton's request of college presidents to allocate a substantial portion of their new Federal Work-Study slots to college students who become America Reads tutors. More than 750 colleges and universities have placed thousands of students as tutors in pre-schools and elementary schools in their communities to provide the extra help that many beginning readers need to succeed.

In addition, President Clinton sent to Congress on April 28th, the America Reads Challenge Act. The Act will help mobilize skilled reading specialists, trained volunteer reading tutors, and AmeriCorps members to ensure that every student can read independently and well by the end of third grade. The reading specialists will both train the volunteer tutors as well as serve as the link with the students' classroom teachers. The Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading.

America Reads CHALLENGE

Federal Work-Study and the America Reads Challenge

The America Reads Challenge hopes to recruit 100,000 Federal Work-Study (FWS) students to tutor children to read independently and well by the end of 3rd grade.

- **FWS Funding Increase:** In FY 1997, FWS received a 35% increase in its appropriation. The new appropriation of \$830 million will make awards available to some 945,000 students.
- **Opportunities in Community Service:** Increased FWS means significant opportunities for participating institutions to employ more of their students in community service jobs. However, institutions are required only to use at least 5% of their total FWS allocation for community service.
- **Reading Tutors:** Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. According to studies, well-designed tutoring programs that supplement in-class reading instruction result in student gains in reading.
- **America Reads Commitment:** Institutions that wish to participate in the America Reads Challenge are asked to voluntarily commit an increased number of FWS students as reading tutors. More than 790 colleges and universities already have joined this initiative. (790!)
- **Waiver in Matching Requirement for Reading Tutors:** Effective July 1, 1997, the matching requirement has been waived for FWS students serving as reading tutors to preschool age children and children in elementary school. The work performed must be for the institution itself, for a public agency, or for a private nonprofit organization.

For more information, please visit the America Reads Challenge web site:
www.ed.gov/inits/americanreads/



HOW TO GET INVOLVED IN THE
America Reads
CHALLENGE**How Can I Get Involved Right Now?**

There is a role for everyone who wants to get involved NOW in the America Reads Challenge:

-  **Instill a love of reading in your child.** Learning begins at home--parents are their children's first teachers. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading.
-  **Call a local school or literacy organization and volunteer!** Many community and civic groups already sponsor tutoring programs and can always use extra volunteers. A resource list of organizations providing reading partners is provided below.
-  **Call 1-800-USA-LEARN and ask to be involved in the READ*WRITE*NOW! initiative.** More than 60 organizations sponsored this summer reading challenge and more than half of these efforts will continue through the fall. Reading partners pledge to read and write with a child for 30 to 60 minutes, at least once or twice a week. The child pledges to read 30 minutes a day, five days a week, and learn a new vocabulary word a day. As part of the America Reads Challenge, the Read*Write*Now! has reached 1 million children this summer.
-  **Call the college or university nearest you, or your alma mater, to see if they have joined the America Reads Challenge.** The best office to begin with may be the Financial Aid Office.
-  **Stay aware of what's going on with the proposed America Reads Challenge.** If you would like updates on what's going on in reading, please call 1-800-USA-LEARN and ask for the Department's READWATCH flash fax.

How Can My School or Organization Link to Reading Partners Across America?

The following organizations are working to provide learning partners to help children improve their reading and writing skills:

American Library Association
50 East Huron Street
Chicago, IL 60611
Tel. 312/280-2162
Web: <http://www.ala.org/alsc.html>

B'nai B'rith Youth Organization
1640 Rhode Island Avenue, NW
Washington, DC 20036-6633
Tel. 202/857-6633

Boys and Girls Clubs of America

1230 West Peachtree Street NW

Atlanta, GA 30309

Tel. 404/815-5765

Web: <http://www.bgca.org>**Everybody Wins! Foundation**

165 East 56th Street

New York, NY 10022

Tel. 212/832-3180

Girl Scouts of the USA

420 Fifth Avenue, 15th Floor

New York, NY 10018

Tel. 212/852-8000

Web: <http://www.gsusa.org>**Phi Beta Sigma Fraternity**

145 Kennedy Street, NW

Washington, DC 20011

Tel. 202/726-5424

Reading Is Fundamental (RIF)

600 Maryland Avenue, SW, Suite 600

Washington, DC 20024

Tel. 202/287-3220

Web: <http://www.si.edu/rif>**Book PALS**

(Performing Artists for Literacy in Schools)

Kim or David Starzyk

Tel. 213/549-6709

First Book

1319 F Street, NW, Suite 500

Washington, DC 20004

Tel. 202/393-1222

Hadassah

50 West 58th Street

New York, NY 10019

Carole Curtis

Tel. 212/303-8042

Web: <http://www.hadassah.org>**How Can I Obtain Reading Resources Now?**

A variety of helpful reading related publications are available on the Internet from the U.S. Department of Education's web site, <<http://www.ed.gov>>. These resources include activities for reading and writing with children, tips on how to start a tutoring program, and a directory of organizations involved in literacy. In addition, reading related information and materials are available by calling 1-800-USA-LEARN (1-800-872-5327).

What Are Other Organizations That Can Serve As Literacy Resources?**International Reading Association**

800 Barksdale Road, P.O. Box 8139

Newark, DE 19714-8139

Tel. - 302/731-1600 ext. 293

Web: <http://www.reading.org>**National Center for Family Literacy**

Waterfront Plaza, Suite 200

325 W. Main Street

Louisville, KY 40202-4251

Tel. - 502/584-1133

Web: <http://novel.nifo.gov/ncfo/>

NCFOTOP1.HTML

Learning Disabilities Association of America

4156 Library Road
Pittsburgh, PA 15234
Tel. - 412/341-1515
Web: <http://www.ldanatl.org>

Parents as Teachers National Centers

10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
Tel. - 314/432-4330
Web: <http://www.patnc.org>

Pizza Hut's Book It! Program

9111 East Douglas
Wichita, KS 67201

National Institute For Literacy (NIFL)

800 Connecticut Ave., NW, Suite #200
Washington, DC 20006
Tel. - 202/632-1500
Web: <http://www.nifl.gov>

Extra help in reading during the school day -- Title I and Even Start

Contact your State Department of Education, or the U.S. Department of Education, 202-260-0826.

Extra help for students with disabilities -- Special Education

Contact your State Department of Education, or the Office of Special Education at the U.S. Department of Education, 202-205-5507.

Corporation for National Service

1201 New York Avenue, NW
Washington, DC 20525
Tel. - 1-800-94-ACORPS
Web: <http://www.cns.gov>

HIPPY USA

Teachers College Columbia University
Box 113
525 West 120th Street
New York, NY 10027
Tel. - 212/678-3500
Web: <http://www.c3pg.com>

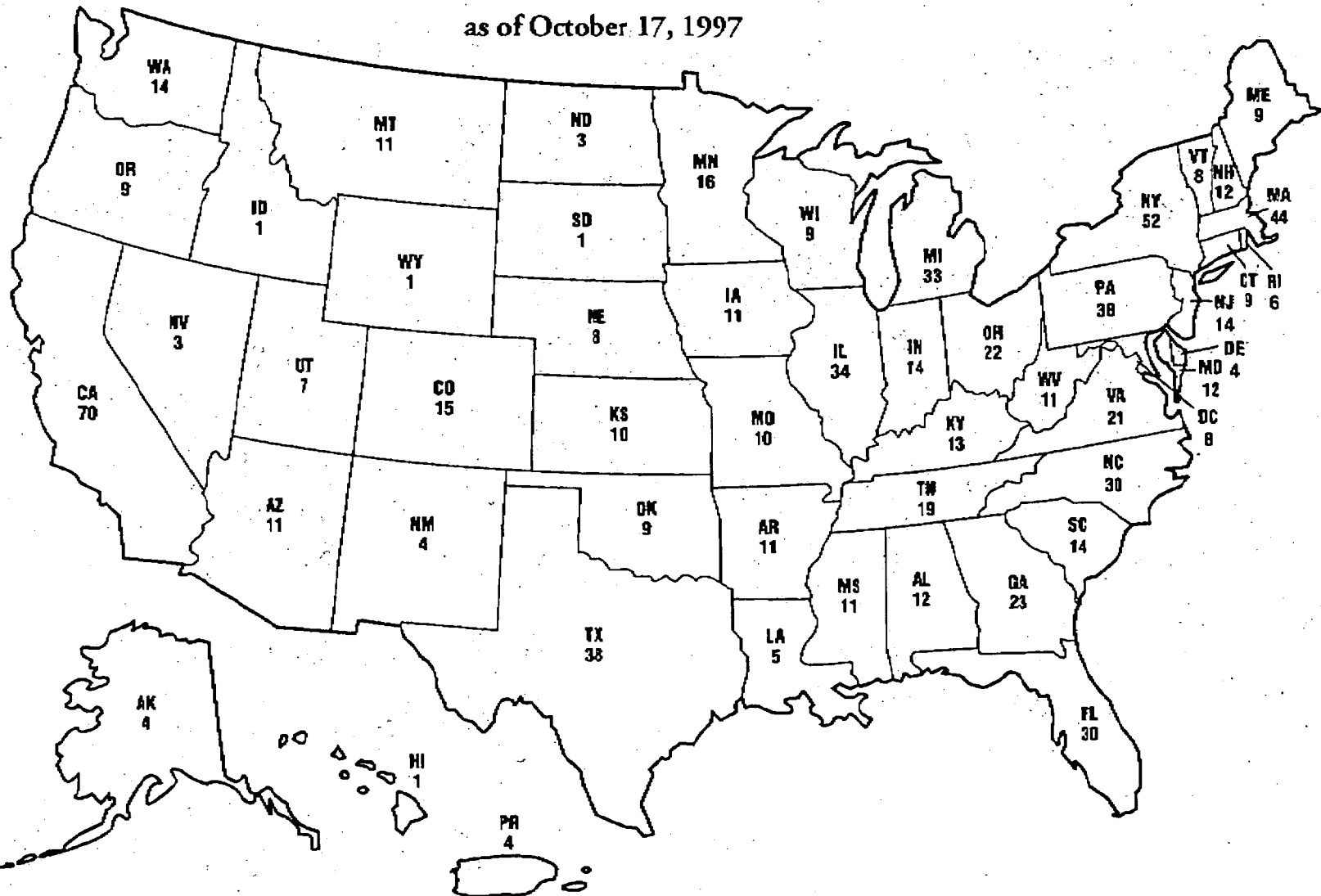
Books and Beyond

309 N. Rios
Solano Beach, CA 92075
Tel. - 619/755/3823
Web: <http://www.sbsd.sdcoc.k12.ca.us/sdsb/specialprog/BB/>

Colleges and Universities Committed to the Federal Work-Study Program of the

AmericaReads **CHALLENGE**

as of October 17, 1997



Colleges Committed to America Reads Challenge

(as of Oct. 16, 1997)

America Reads Steering Committee of College Presidents

San Francisco State University, President Robert Corrigan (*Steering Committee Chair*)

Bank Street College of Education, President Augusta Souza Kappner

California State University System, Chancellor Barry Munitz

Chicago State University, President Delores Cross

Community College of Denver, President Byron McClenney

Georgetown University, President Leo J. O'Donovan, S.J.

Gettysburg College, President Gordon A. Hazland

Miami Dade Community College, District President Eduardo Padron

Morehouse College, President Walter E. Massey

New York University, President L. Jay Oliva

Ohio State University, President E. Gordon Gee

Pennsylvania State University, President Graham Spanier

Southern Illinois University System, President Ted Sanders

University of Maryland, College Park, President William E. Kirwan

University of Mississippi, President Robert C. Khayat

University of Montana, President George M. Dennison

University of North Carolina at Chapel Hill, Chancellor Michael Hooker

University of Pennsylvania, President Judith Rodin

University of Texas at El Paso, President Diana S. Natalicio

University of Vermont, President Judith A. Ramaley

Vermont State Colleges System, Chancellor Charles Bunting

Additional College Campuses**Alabama**

Alabama A&M University
 Alabama State University
 Drake State College
 Gadsden State Community College
 George Corley Wallace State Community College
 Huntingdon College
 Lawson State Community College
 Southern Union State Community College
 University of Alabama-Birmingham
 University of Alabama-Huntsville
 University of Alabama-Tuscaloosa
 University of South Alabama

Alaska

Prince William Sound Community College
 Sheldon Jackson College
 University of Alaska-Anchorage
 University of Alaska-Southeast

Arizona

American Institute
 Arizona State University
 Arizona Western College
 DeVry Institute
 Estrella Mountain Community College
 GateWay Community College
 Mesa Community College
 Northern Arizona University
 Pima Community College
 University of Arizona
 Yavapai College

Arkansas

Arkansas Tech University
 Henderson State University
 John Brown University
 Northwest Arkansas Community College
 Ouachita Baptist University
 Ouachita Technical College
 Pufaski Technical College
 South Arkansas Community College
 University of Arkansas Community College-Hope
 University of Arkansas-Fayetteville
 University of Arkansas-Little Rock

California

Art Center College of Design
 Biola University
 California College of Podiatric Medicine
 California Institute of Technology

California State Polytechnic University-Pomona
 California State Polytechnic University-San Luis Obispo

California State University System*
 California State University-Bakersfield
 California State University-Chico
 California State University-Dominguez Hills
 California State University-Fresno
 California State University-Fullerton
 California State University-Hayward
 California State University-Long Beach
 California State University-Los Angeles
 California State University-Monterey Bay
 California State University-Northridge
 California State University-Sacramento
 California State University-San Bernardino
 California State University-San Marcos
 California State University-Stanislaus
 City College of San Francisco
 Cleveland Chiropractic College of Los Angeles
 College of Alameda
 College of Notre Dame
 College of the Siskiyous
 Contra Costa College
 Cypress College
 Diablo Valley College
 Fresno City College
 Gavilan Community College
 Glendale Community College
 Hartnell College
 Holy Names College
 Humboldt State University
 Laney College
 Lassen Community College
 Life Chiropractic College West
 Los Medanos College
 Loyola Marymount University
 Mendocino College
 Pacific Oaks College
 Pepperdine University
 Point Loma Nazarene College
 Pomona College
 Riverside Community College
 Sacramento City College
 San Diego Mesa College
 San Diego State University
 San Francisco State University*
 San Jose State University
 Santa Clara University
 Simpson College
 Solano Community College
 Sonoma State University
 Southern California College
 Stanford University

United States International University
 University of California-Berkeley
 University of California-Davis
 University of California-Irvine
 University of California-Los Angeles
 University of California-Santa Barbara
 University of California-Santa Cruz
 University of California-San Diego
 University of Redlands
 University of San Diego
 University of San Francisco
 University of Southern California
 Westmont College

Colorado

Colorado College
 Colorado Mountain College
 Colorado Northwestern Community College
 Colorado State University
 Community College of Denver*
 Front Range Community College
 Metropolitan State College of Denver
 Otero Junior College
 Pikes Peak Community College
 Pueblo Community College
 Red Rocks Community College
 Trinidad State Junior College
 University of Colorado-Denver
 University of Denver
 University of Northern Colorado

Connecticut

Briarwood College
 Capital Community Technical College
 Connecticut College
 Fairfield University
 Manchester Community Technical College
 Quinebaug Valley Community-Technical College
 Trinity College
 University of Connecticut
 Yale University

Delaware

Delaware State University
 Delaware Technical & Community College
 Wilmington College
 University of Delaware

District of Columbia

American University
 Catholic University of America
 Gallaudet University
 George Washington University
 Georgetown University*

Howard University
 Southeastern University
 Trinity College

Florida

Barry University
 Brevard Community College
 Central Florida Community College
 Embry-Riddle Aeronautical University
 Florida A&M University
 Florida Atlantic University
 Florida International University
 Florida Keys Community College
 Florida Southern College
 Florida State University
 Hillsborough Community College
 Hi-Tech School of Miami
 Lake City Community College
 Manatee Community College
 Miami Dade Community College*
 New England Institute of Technology, Palm Beach
 Nova Southeastern University
 Okaloosa-Walton Community College
 Palm Beach Atlantic College
 Palm Beach Community College
 Pensacola Junior College
 Rollins College
 Seminole Community College
 St. Petersburg Junior College
 Tampa Technical Institute
 University of Central Florida
 University of Florida
 University of Miami
 University of South Florida
 Webb College

Georgia

Abraham Baldwin Agricultural College
 Albany State University
 Atlanta Metropolitan College
 Augusta State University
 Carroll Technical Institute
 Coastal Georgia Community College
 Dalton College
 Darton College
 DeKalb College
 DeVry Institute of Technology
 Emory University
 Georgia Southern University
 Georgia State University
 Kennesaw State University
 Macon State College
 Morehouse College*
 Morehouse School of Medicine

Morris Brown College
 Spelman College
 State University of West Georgia
 Truett-McConnell College
 Valdosta Technical Institute
 Waycross College

Hawaii

University of Hawaii at Manoa

Idaho

Boise State University

Illinois

Black Hawk College
 Bradley University
 Chicago State University*
 City Colleges of Chicago
 College of DuPage
 College of Lake County
 DePaul University
 Elgin Community College
 Highland Community College
 Illinois State University
 Illinois Wesleyan University
 Joliet Junior College
 Kaskaskia College
 Lewis and Clark Community College
 McKendree College
 Metropolitan Community College
 Native American Educational Services College
 Northeastern Illinois University
 Parkland College
 Prairie State College
 Rend Lake College
 Robert Morris College
 Southern Illinois University System*
 Southern Illinois University-Carbondale
 Southern Illinois University-Edwardsville
 Southern Illinois University-Harrisburg
 South Suburban College
 Springfield College
 St. Augustine College
 Truman College
 University of Illinois-Chicago
 University of Illinois-Urbana/Champaign
 Western Illinois University
 Wheaton College

Indiana

Ball State University
 Butler University
 Holy Cross College
 Indiana Business College

Indiana University-Bloomington
 Indiana University Purdue University, Indianapolis
 Indiana University-Northwest
 Indiana University-Southbend
 Marian College
 Purdue University North Central
 Taylor University
 University of Evansville
 University of Evansville-Evansville
 Valparaiso University

Iowa

Central College
 Cornell College
 Kirkwood Community College
 Morningside College
 Northeast Iowa Community College
 Northwestern College
 Southeastern Community College
 University of Iowa
 University of Northern Iowa
 Waldorf College
 Wartburg Seminary

Kansas

Cloud County Community College
 Donnelly College
 Emporia State University
 Fort Hays State University
 Johnson County Community College
 Kansas State University
 Pratt Community College
 Seward County Community College
 University of Kansas
 Washburn University

Kentucky

Bellarmine College
 Berea College
 Centre College
 Cumberland College
 Eastern Kentucky University
 Hopkinsville Community College
 Lindsey Wilson College
 Mayaville Community College
 Owensboro Community College
 Prestonsburg Community College
 Union College
 University of Kentucky
 University of Louisville

Louisiana

Louisiana State University-Eunice
 Southeastern Louisiana University

Southern University
Tulane University
Louisiana State University and Agricultural and
Mechanical College

Maine

Bates College
Bowdoin College
Colby College
Maine College of Art
Maine Maritime Academy
Thomas College
University of Maine-Farmington
University of New England
University of Southern Maine

Maryland

Anne Arundel Community College
Bowie State University
Columbia Union College
Frostburg State University
Johns Hopkins University
Morgan State University
Salisbury State University
St. Mary's College of Maryland
University of Maryland-Baltimore County
University of Maryland-College Park
University of Maryland-Eastern Shore
Washington College

Massachusetts

Amherst College
Atlantic Union College
Bay State College
Berkshire Community College
Boston College
Boston Conservatory, The
Boston University
Bridgewater State College
Bristol Community College
Bunker Hill Community College
Cape Cod Community College
Dean College
Emmanuel College
Framingham State College
Franklin Institute of Boston
Fitchburg State College
Gordon College
Hampshire College
Harvard College
Lasell College
Lesley College
Lawrence Memorial Hospital School of Nursing
Massachusetts College of Pharmacy and Allied

Health Sciences
Massasoit Community College
Mount Holyoke College
Mount Wachusett Community College
Nichols College
North Adam State College
Northern Essex Community College
North Shore Community College
Northeastern University
Pine Manor College
Quinsigamond Community College
Roxbury Community College
Simmons College
Smith College
Springfield College
University of Massachusetts-Amherst
University of Massachusetts-Boston
Wellesley College
Western New England College
Wheaton College
Wheelock College
Williams College

Michigan

Adrian College
Alma College
Baker College
Calvin College
Center for Creative Studies
Central Michigan University
Davenport College
Eastern Michigan University
Ferris State University
Glen Oaks Community College
Grand Rapids Community College
Grand Rapids Educational Center
Grand Valley State University
Jackson Community College
Kalamazoo College
Kalamazoo Valley Community College
Kendall College of Art & Design
Lansing Community College
Michigan State University
Mott Community College
Northern Michigan
Oakland Community College
Saginaw Valley State University
Sierra Heights College
St. Clair County Community College
University of Detroit-Mercy
University of Great Falls
University of Michigan-Ann Arbor
University of Michigan-Flint
Washtenaw Community College

Wayne County Community College
West Shore Community College
Western Michigan University

Minnesota

Augsburg College
Bemidji State University
Central Lakes College
Concordia College at Moorhead
Gustavus Adolphus College
Hamline University
Mankato State University
Metropolitan State University
Minneapolis College of Art and Design
Moorhead State University
NEI College of Technology
Red Wing/Winona Technical College
Riverland Community College
University of Minnesota-Duluth
University of Minnesota-Minneapolis
Winona State University

Mississippi

Itawamba Community College
Jackson State University
Meridian Community College
Mississippi Gulf Coast Community College
Mississippi State University
Mississippi University for Women
Mississippi Valley State University
Northeast Mississippi Community College
Rust College
University of Mississippi
University of Southern Mississippi

Missouri

Central Methodist College
Cleveland Chiropractic College-Kansas City
Lindenwood University
Missouri Western State College
Metropolitan Community College
Ozarks Technical Community College
Rockhurst College
Saint Louis University
Southeast Missouri State University
University of Missouri-Columbia

Montana

Carroll College
Flathead Valley Community College
Helena College of Technology
Little Big Horn College
Montana State University-Billings
Montana State University-Bozeman

Montana State University-Northern
Montana State University College of Technology-
Great Falls
Montana Tech of the University of Montana
Salish Kootenai College
University of Montana*

Nebraska

Bellevue University
Doane College
Metropolitan Community College
Midland Lutheran College
Southeast Community College
University of Nebraska-Kearney
University of Nebraska-Lincoln
University of Nebraska-Omaha

Nevada

Truckee Meadows Community College
University of Nevada-Las Vegas
University of Nevada-Reno

New Hampshire

Castle College
Colby-Sawyer College
Dartmouth College
Keene State College
New England College
New Hampshire Community Technical College-
Berlin
New Hampshire Community Technical College-
Laconia
New Hampshire Technical Institute
Notre Dame College
Plymouth State College
Rivier College
Saint Anselm College

New Jersey

Brookdale Community College
Burlington County College
College of Saint Elizabeth
Mercer County Community College
Middlesex County College
Montclair State University
New Jersey Institute of Technology
Ocean County College
Princeton University
Richard Stockton College of New Jersey
Rutgers, The State University of New Jersey
Saint Peter's College
Sussex County Community College
Union County College

New Mexico

College of Santa Fe
College of the Southwest
New Mexico Highlands University
New Mexico State University

New York

Bank Street College of Education*
Barnard College
Baruch College, CUNY
Binghamton University
Borough of Manhattan Community College, CUNY
Bronx Community College, CUNY
Brooklyn College, CUNY
City College of New York, CUNY
College of Aeronautics
College of New Rochelle
College of Staten Island, CUNY
Columbia University
Cornell University
CUNY Medical School
Erie Community College
Fordham University
Graduate School and University Center, CUNY
Hobart and William Smith Colleges
Hostos Community College, CUNY
Hudson Valley Community College
Hunter College, CUNY
John Jay College of Criminal Justice, CUNY
Kingsborough Community College, CUNY
LaGuardia Community College, CUNY
Lehman College, CUNY
Long Island University-Brooklyn Campus
Long Island University-CW Post Campus
Long Island University-Southampton College
Campus
Marist College
Marymount College
Marymount Manhattan College
Medgar Evers College, CUNY
New York City Technical College, CUNY
New York University*
Pace University
Pratt Institute
Queens College, CUNY
Queensborough Community College, CUNY
St. John's University
State University College of Fredonia
Suffolk County Community College
SUNY at Buffalo
SUNY at Brockport
SUNY at Old Westbury
SUNY at Oneonta
SUNY at Potsdam

Syracuse University

Syracuse University
Syracuse College
The Juilliard School
Vassar College
Westchester Community College
York College, CUNY

North Carolina

Barber-Scotia College
Belmont Abbey College
Cape Fear Community College
Carteret Community College
Catawba Valley Community College
Central Piedmont Community College
Chowan College
Duke University
East Carolina University
Elon College
Fayetteville State University
Fayetteville Technical Community College
Guilford College
High Point University
Livingstone College
Montgomery Community College
North Carolina Agricultural & Technical State
University
North Carolina Central University
North Carolina State University
Queens College
Sandhills Community College
St. Andrews Presbyterian College
St. Augustine's College
University of North Carolina-Asheville
University of North Carolina-Chapel Hill*
University of North Carolina-Greensboro
University of North Carolina-Wilmington
Vance-Granville Community College
Wake Forest University
Western Piedmont Community College

North Dakota

Bismarck State College
Trinity Bible College
University of North Dakota-Williston

Ohio

Art Academy of Cincinnati
Bluffton College
Case Western Reserve University
Cleveland State University
Denison University
Hocking College
Kent State University
Lorain County Community College

Lourdes College
Malone College
Marietta College
Marion Technical College
Mount Union College
Oberlin College
Ohio Wesleyan University
Ohio State University*
Shawnee State University
University of Akron
University of Rio Grande/
Rio Grande Community College
University of Toledo
Urbana University
Wittenberg University

Oklahoma

Northeastern State University
Oklahoma Baptist University
Oklahoma State University-Oklahoma City
Oklahoma State University-Stillwater
Oral Roberts University
Southeastern Oklahoma State University
Southwestern Oklahoma State University
University of Science & Arts of Oklahoma
University of Tulsa

Oregon

Central Oregon Community College
Lane Community College
Linfield College
Northwest Christian College
Portland Community College
Portland State University*
Rogue Community College
Southern Oregon University
Western Oregon University

Pennsylvania

Academy of Medical Arts and Business
Allegheny College
Allegheny University of the Health Sciences
Alvernia College
Beaver College
Bloomsburg University of Pennsylvania
Bryn Mawr College
Cedar Crest College
Community College of Allegheny County
Community College of Philadelphia
Dickinson College
Duquesne University
East Stroudsburg University
Eastern College
Edinboro University of Pennsylvania

Franklin & Marshall College
Gettysburg College*
Gwynedd-Mercy College
Keystone College
King's College
Kutztown University of Pennsylvania
Lafayette College
Lebanon Valley College
Mansfield University
Mercyhurst College
Montgomery County Community College
Muhlenberg College
Northampton Community College
Pennsylvania State University*
Saint Vincent College
St. Joseph's University
Slippery Rock University
Susquehanna University
Temple University
University of Pennsylvania*
University of Pittsburgh
University of Pittsburgh at Bradford
Wilson College

Rhode Island

Brown University
Community College of Rhode Island
Providence College
Rhode Island College
Salve Regina University
University of Rhode Island

South Carolina

Benedict College
Claflin College
Clemson
Coastal Carolina University
Coker College
College of Charleston
Columbia International University
Denmark Technical College
Francis Marion University
Presbyterian College
South Carolina State University
University of South Carolina
Winthrop University
Wofford College

South Dakota

University of South Dakota

Tennessee

Aquinas College
Chattanooga State Technical Community College

Cleveland State Community College
 East Tennessee State University
 King College
 Lee College
 Lane College
 Martin Methodist College
 Maryville College
 Milligan College
 Roane State Community College
 Southern Adventist University
 Tennessee Technological University
 Tennessee Technology Center at Hartsville
 Tennessee Wesleyan College
 Tusculum College
 Union University
 University of Tennessee at Chattanooga
 Volunteer State Community College

Texas

Angelina College
 Austin Community College
 College of the Mainland
 Collin County Community College
 El Paso Community College
 Houston Community College System
 Le Tourneau University
 Lee College
 Lubbock Christian University
 McMurry University
 Midwestern State University
 North Central Texas College
 Northeast Texas Community College
 Paris Junior College
 Rice University
 Sam Houston State University
 South Texas College of Law
 South Texas Vo-Tech Brownsville
 Southwest Texas State University
 Stephen F. Austin State University
 Texas A&M University Corpus Christi
 Texas Chiropractic College
 Texas Christian University
 Texas Tech University
 Texas Wesleyan University
 Texas Women's University
 University of Houston-Victoria
 University of Mary Hardin-Baylor
 University of North Texas
 University of Texas-Arlington
 University of Texas-Austin
 University of Texas-Brownsville and Texas
 Southmost College
 University of Texas-Dallas
 University of Texas-El Paso*

University of Texas-Pan American
 University of Texas-San Antonio
 Western Texas College
 West Texas A&M University

Utah

College of Eastern Utah
 Dixie College
 Salt Lake Community College
 University of Utah
 Utah State University
 Weber State University
 Westminster College of Salt Lake City

Vermont

Castleton State College
 Community College of Vermont
 Johnson State College
 Landmark College
 Lyndon State College
 Trinity College of Vermont
 Vermont State Colleges System*
 Vermont Technical College

Virginia

Averett College
 Clinch Valley College
 Emory and Henry College
 Germanna Community College
 Hollins College
 James Madison University
 Mary Baldwin College
 Mary Washington College
 Norfolk State University
 Old Dominion University
 Patrick Henry Community College
 Piedmont Virginia Community College
 Radford University
 Randolph-Macon College
 Southside Virginia Community College
 Southwest Virginia Community College
 University of Virginia-Charlottesville
 Virginia Commonwealth University
 Virginia Highlands Community College
 Virginia Polytechnic Institute and State University
 Virginia Wesleyan College

Washington

Bellevue Community College
 Central Washington University
 Community College of Spokane
 The Evergreen State College
 Grays Harbor College
 Seattle University

Spokane Community College
 Spokane Falls Community College
 University of Puget Sound
 University of Washington
 Washington State Community College
 Washington State University
 Western Washington University
 Yakima Valley Community College

West Virginia

Bluefield State College
 Bethany College
 College of West Virginia
 Davis and Elkins College
 Fairmont State College
 Marshall University
 Ohio Valley College
 West Liberty State College
 West Virginia Wesleyan College
 West Virginia University
 Wheeling Jesuit University

Wisconsin

Madison Area Technical College
 Mount Mary College
 St. Norbert College
 Southwest Wisconsin Technical College
 University of Wisconsin-Eau Claire
 University of Wisconsin-LaCrosse
 University of Wisconsin-Platteville
 University of Wisconsin-River Falls
 University of Wisconsin-Whitewater

Wyoming

Casper College

Puerto Rico

Polytechnic University of Puerto Rico
 Pontifical Catholic University of Puerto Rico
 ICPR Junior College
 University of Puerto Rico

Micronesia

College of Micronesia-FSM

Total colleges and universities committed to the
 America Reads Challenge: 790

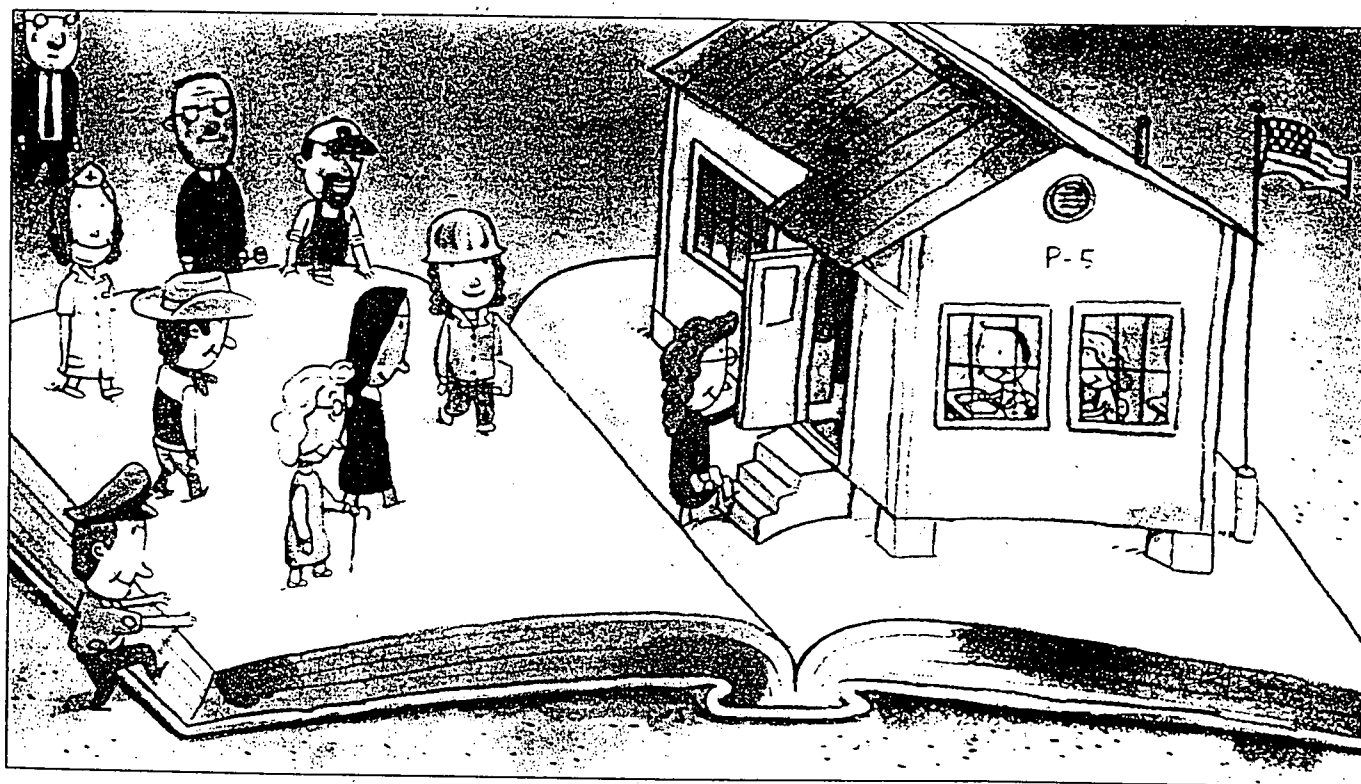
*Colleges and universities with an asterisk are steering committee members.

**Colleges and universities in bold lettering are new additions.

Carol Rasco, Mike Cohen, Bruce Reed, Neera Tandon
Are we doing effective evaluation? hrc

Volunteer Tutoring Programs

Do We Know What Works?



BY BARBARA A. WASIK

Ms. Wasik reviews the current state of knowledge about the effects on achievement of various tutoring programs that use adult volunteers. If the America Reads Challenge is to attain its ambitious goals, it is essential that its tutoring programs be founded on a solid base of research, she points out.

THE AMERICA Reads Challenge of the Clinton Administration makes a national commitment to the goal that every child will read independently and well by the end of third grade. This is a goal of great importance; 40% of all U.S. children are now reading below the basic level on national reading assessments. The President's challenge has focused attention on the importance of reading and education in children's lives. Chil-

dren who do not learn to read in the early grades begin life's journey on a path of failure and poverty.

The primary component of the America Reads Challenge is the use of adult volunteers to tutor children during and after school and on weekends. As many as one million tutors will be working with children to help them learn to read. An estimated \$2.75 billion is proposed to be invested in this initiative. This is an ambitious and important program that has great

potential, but there are several issues regarding volunteers and the roles that they will play in schools that must be carefully considered if this program is to have an impact on the reading performance of young children.

The crucial issue, which has yet to be systematically addressed, is how these volunteers can be used most effectively by the schools. All over America, school administrators, principals, and community activists are scrambling to identify or de-

velop volunteer tutoring programs for their schools. Unfortunately, there are few guidelines for doing so. Before millions of volunteers enter our schools, it is important to analyze carefully the roles they can play and the kinds of training they will need to be effective.

There are literally hundreds of grass-roots tutoring programs that are being used in the schools. Some have training for tutors that is very well developed; others do not. Some programs have written materials for tutors to follow; others rely mostly on the oral dissemination of information. Some have student materials; most do not. In addition, because many of these programs were developed to fulfill a specific need in a particular school, little attention has been paid to evaluating or disseminating the programs. Thus many programs are now being implemented across school districts with little evidence of their effectiveness.

The most important question about any new program in education is, Do we know what works? My purpose here is to review the current state of knowledge about the effects on achievement of various tutoring programs that use adult volunteers. If the America Reads Challenge is to attain its ambitious goals, it is essential that its tutoring programs be founded on a solid base of research.

Research on Tutoring

Currently, there is very little work documenting the effectiveness of using volunteers as tutors. A meta-analysis on cross-age and peer tutoring found positive achievement effects for tutoring.¹ However, the researchers included all tutoring studies regardless of subject area, level of tutor training, and amount of time spent tutoring, so it is difficult to separate out the true effects of peer tutoring programs on early reading. None of the programs used

adult community volunteers or college students.

Robert Slavin and I reviewed five tutoring programs that used certified teachers and paraprofessionals.² The findings from this review document two important conclusions. First, one-to-one tutoring is an extremely effective form of instruction, the primary drawback being the high cost. Second, programs that used certified teachers as tutors appeared to have substantially larger effects than those that used paraprofessionals. Furthermore, in the programs that used paraprofessionals effectively to help children learn to read, the paraprofessionals were highly trained, and the program was highly structured, with specific tutors' manuals, student materials, and training procedures.

Two of the programs we reviewed are especially important to understand as a backdrop to the current interest in volunteer tutoring. The most important is Reading Recovery, a tutoring program for at-risk first-graders originally developed in New Zealand.³ This program, currently used in more than 6,000 U.S. schools, has excellent evidence of effectiveness for the first-graders who take part.

The second influential tutoring program is one that is part of Success for All, a schoolwide reading model used in about 750 mostly high-poverty elementary schools.⁴ Success for All provides curriculum reforms, schoolwide professional development, and family support services, in addition to one-to-one tutoring from certified teachers and paraprofessionals for the lowest-achieving first-, second-, and third-graders. Research on Success for All has shown substantial positive effects.

The major criticism of both programs is the expense of using certified teachers as tutors. As a practical matter, it would be a major contribution to find volunteer tutoring programs that have even half the impact of Reading Recovery or Success for All, for this would enable far more children to be served with some expectation of success. Effective adult volunteer tutoring programs could help a greater number of children benefit from one-to-one attention at a critical point in their literacy development.

Selecting Programs for Review

Initially, I had intended to focus on adult volunteer tutoring programs that have been evaluated through comparisons of

similar experimental and control groups, a seemingly minimal requirement for program evaluation. When I reviewed the journals in education and psychology, as well as unpublished dissertations, I found only two programs that fit this criterion, and only one of them was still in existence. Therefore, my review was expanded to include programs that used some form of evaluation, such as pre/post gains in test scores or correlational data. However, since many of these programs were never compared to control groups, it is impossible to determine whether the gains they report in student performance are the result of the program intervention or are gains that would have been made without an intervention. In addition to programs that had some form of evaluation, I also reviewed the programs highlighted in documents distributed as part of the America Reads Challenge.

Programs Targeting Grades K-3

The Howard Street Tutoring Program is one of the two programs that were evaluated using a comparison group. It is a small, community-based, after-school tutoring program that was developed in 1979 as a joint venture of the National Reading Center at the National College of Education in Evanston, Illinois, and the Good News Educational Workshop, a community organization in a poor neighborhood on the North Side of Chicago.⁵ The goal of the program is to provide volunteer services to second- and third-grade students who are having difficulty with reading.

Unpaid volunteer tutors range from undergraduate college students to suburban mothers to retirees. Volunteers are trained by a reading specialist, who first models tutoring sessions and then observes the volunteers as they begin to tutor. The reading specialist provides feedback, offers comments on the tutoring session, and develops tutoring lessons for each child. In addition, volunteers are given a training manual and materials to use in tutoring. Volunteers tutor students in one-hour sessions, twice a week, for a minimum of one year. The cost of the program involves the salary of the reading specialist and the materials.

The evaluation of the Howard Street Tutoring Model involved 50 second- and third-graders in an inner-city Chicago neighborhood. The students were screened and pretested on measures of word recog-

BARBARA A. WASIK is principal research scientist at the Center for Social Organization of Schools, Johns Hopkins University, Baltimore. Portions of this article were adapted from Volunteer Tutoring Programs in Reading: A Review of Research (CSOS, 1997). She wishes to thank Robert Slavin and John Hollifield for their thoughtful comments. The research on which this article is based was funded through the Office of Educational Research and Improvement, U.S. Department of Education (Grant No. R-117D-40005). However, the opinions expressed are those of the author.

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nitition, spelling, and ability to read passages from basal readers. They were then matched on their word recognition scores and randomly assigned to either the control or the treatment group. Students were posttested on the same reading and spelling battery that was used as a pretest.

Data from the first year's evaluation show overall positive effects for the tutored group over the control group. On the measures of general word recognition and basal word recognition, students who received tutoring gained .25 and .61 standard deviations respectively. On the basal passage, which required oral reading, the tutored group performed substantially better than the nontutored group ($ES = +1.07$).^{*} The tutored children also spelled more words correctly than the nontutored children ($ES = +.82$). Data from the second-year evaluation show similar findings. Although these data are based on only 13 matched pairs of children, they clearly support the effectiveness of the Howard Street Tutoring Program.

The School Volunteer Development Project was developed in Dade County, Florida, as an intervention for children in grades 2 through 6 who were having difficulty in reading. Community volunteers tutored children for half an hour four or five times a week. Tutors were trained prior to tutoring in a variety of tutoring skills and in the use of multimedia materials. They also worked with a reading specialist on the skills that they were tutoring. Students were randomly assigned to a tutored or an untutored group. After one year, students who had received tutoring gained .50 standard deviations more in reading than the untutored group. This program was terminated during the 1980s.

Book Buddies is a program developed by Marcia Invernizzi, Connie Juel, and their colleagues at the University of Virginia. The goal of this program is to provide low-cost, one-to-one tutoring to first-graders who are having difficulty learning to read.

First-graders are tutored for 45 minutes twice a week by unpaid volunteers from the community. The training of the volunteers has two main components. The program developers, who are university-based reading researchers, provide an initial two-hour training session and two additional sessions during the school year. In addition, graduate students in reading education serve as on-site reading coordinators at each school and provide ongoing training and supervision to the volunteers. The reading coordinators supervise the tutors on a daily basis, assess the children, prepare lesson plans for the tutors to implement, and gather the appropriate materials. The tutors also have access to a tutoring manual that outlines the tutoring methods and guidelines.⁶

All children were pre- and posttested on alphabet knowledge, concept of word knowledge, phoneme/grapheme knowledge, and word recognition in isolation. Only pretest performance on word recognition correlated with the number of sessions. The higher the pretest word recognition score, the lower the number of tutoring sessions.

Invernizzi and her colleagues compared the performance of children who had a high number of tutoring sessions to that of children who had a low number of sessions. The number of sessions ranged from six to 63. The median number of 40 was chosen as the dividing point: those who received fewer than 40 sessions made up the low-session group, and those who received 40 sessions or more were placed in the high-session group. An analysis of variance showed significant differences between the two groups, with the children in the high-session group outperforming the children in the low-session group on all the outcome measures.

Because there was no comparison group, it is entirely possible that there were systematic reasons (such as poor attendance) that some children might have received fewer sessions, and these differences could have affected the outcomes. More recently, Invernizzi and her colleagues have reported that, although the children in the low-session group were not different from

the others in terms of poverty level, they were absent more often from school.⁷ The increase in reading scores could also be a result of parents' involvement and motivation to have their children read (and attend tutoring sessions) and not a result of the tutoring program itself.

Help One Student To Succeed (HOSTS) is a volunteer tutoring and mentoring program designed for first-graders through sixth-graders who are at risk of school failure.⁸ The HOSTS program can be used either as a pull-out or as an after-school program, depending on the needs of the individual school.

The HOSTS school appoints a teacher, who is often the Title I resource teacher or the reading teacher, to organize the HOSTS materials, coordinate the volunteers, and develop diagnostic plans for each student. Typically, volunteers are not paid. Teacher/coordinators have three days of initial training and three days of follow-up training. In addition to this organized training, there is a HOSTS "hot line" that the teacher/coordinators can use to ask questions and receive guidance.

Volunteers receive two hours of initial training in which the program is explained. The teacher/coordinator then provides ongoing training for the volunteers at the school.

The HOSTS program provides a computer-based management system, and the volunteer tutors follow a computer-generated lesson plan that outlines the skill areas in which each child needs help. There are more than 3,400 learning materials available, which include primarily skill-based activities.

HOSTS evaluations have not included pre- and posttesting of experimental and control groups. Therefore, it is not possible to say with certainty how effective the program is. Data were collected for a Title I national validation in which a multi-state study examined NCE (normal curve equivalent) gains.⁹ The results of a Title I national validation study showed that first-, second-, and third-graders in the program made NCE gains higher than those of the school and the state.

Reading One-One is a program devel-

^{*}Effect sizes are calculated by subtracting the control group's mean scores on a specific measure from the treatment group's scores and dividing by the control group's standard deviation.

oped by George Farkas and his colleagues at the University of Texas, Dallas, in collaboration with the Richardson Independent School District. Children in grades 1 through 3 who are having difficulty in reading are selected by their teachers to receive tutoring services.

Volunteers are paid approximately \$7 per hour and tutor three to four times a week for 30 to 35 minutes. Because of tutors' schedules, most students are tutored by two different volunteers.

Pre- and posttest data on students in Reading One-One are available, but there is no comparison group. Farkas has presented correlational data to support the effectiveness of the tutoring program.¹⁰ He extrapolates from the observed correlation between number of tutoring sessions and outcome to predict student performance at zero and 100 tutoring sessions and then reports the difference between these — 7.3 months — as the program effect.

There are several problems with this analysis. First, no student received zero tutoring sessions. The minimum number of sessions was 25; the maximum, 63. Therefore, the gain reported (7.3 months) is an extrapolation beyond the range of actual observation and is highly speculative. Furthermore, there is no control for self-selection. For example, students with fewer tutoring sessions could have been those who were absent a great deal.

The Intergenerational Reading Program is a joint venture involving Jerome Kagan of Harvard University, the American Academy of Arts and Sciences, Boston Partners in Education, and the Boston Public Schools. The tutoring sessions are structured and are similar to those used by Reading Recovery and Book Buddies.

Volunteers are senior citizens recruited from various community groups. They tutor three times a week for 45 minutes. There is a volunteer coordinator who is a certified teacher and whose responsibilities include scheduling and training the volunteers in each school. Data on this program will become available late in 1997. Because the program is being evaluated using a treatment and comparison group and because children were randomly assigned, the results of this study should contribute greatly to our understanding of the effectiveness of volunteer tutoring programs with well-trained tutors.

Reading Recovery/AmeriCorps is a pilot project in three Reading Recovery schools in Ohio, in which AmeriCorps

volunteers have been trained to tutor children who are having problems learning to read. The aim is to train AmeriCorps volunteers so that additional resources can be provided to high-poverty Title I schools.

The AmeriCorps volunteers make a full- or part-time commitment to the school in exchange for a small stipend. Two to three times a week for 30 minutes they tutor children who have been identified as in need of Reading Recovery but who cannot receive Reading Recovery because of limited spaces. As soon as a Reading Recovery space is available, these students transfer to a Reading Recovery tutor.

The training of the AmeriCorps volunteers is extensive — approximately 150 hours. Training consists of two intensive weeks at the beginning of their assignment and then constant observation and feedback by the Reading Recovery staff of Ohio State University. While the training that the AmeriCorps volunteers receive is very sophisticated for a volunteer program, it is only a fraction of the training that a certified teacher who wished to become a Reading Recovery tutor would receive.

An evaluation has been conducted by the Reading Recovery researchers. Although pre- and posttest data without a comparison group do not allow us to draw conclusions about effectiveness, these data do tell us something about measures on which gains have been made. On word knowledge, letter identification, and concepts of print, the students who were tutored by the AmeriCorps volunteers increased by two stanine scores. However, on text comprehension, which is a measure of oral reading and comprehension, no differences were found. Diane DeFord and her colleagues view these results as suggesting that volunteer tutors can have an impact on basic processing skills.¹¹ However, on the more complex processes required in text comprehension, they hypothesize that volunteer tutors may not have enough training to have an impact. Teaching text comprehension requires an advanced understanding of reading and information processing, so volunteer tutors are less likely to influence that outcome.

Reading Together is a community-supported, intergenerational tutoring program developed by Susan Neuman of Temple University.¹² Reading Together engages VISTA volunteers to work with parents in the community in teaching their children to read. Like the AmeriCorps volunteers,

the VISTA volunteers are paid a small stipend for their services. The aim of the VISTA volunteers is to mobilize the community to help itself.

Parents were recruited to provide additional opportunities for kindergartners and pre-first-graders to read and write in a playful context. The VISTA volunteers developed literacy "prop boxes" to be used as the bases for activities that the parents would share with the children.¹³ The VISTA volunteers and the university reading researcher trained the parents to use the prop boxes.

Parents met for one hour twice a week to work with the children. Tutoring was carried out during the school day and was scheduled around other activities. Tutoring was typically arranged on a one-to-one basis, but at times there could be two children to one tutor. There is no systematic, formal evaluation of this program.

The *Early Identification Program* is a kindergarten intervention program — developed by Robert Stark and his colleagues in the Reading, Ohio, school district — that focuses on preliteracy skills. The program uses parents, high school students, and other community volunteers to work with the children. The volunteers are not paid, but two half-time assistants are paid to schedule the volunteers and coordinate the services. Training for the volunteers consists of an initial explanation of the program and a detailed handbook that outlines the activities to be done with the children.

All kindergartners are screened on readiness tests, and those who score at or below a specific level are selected to participate in the program. The kindergartners are pulled out of their regular classes and tutored four times a week for 10 minutes each time.

Data have been collected on each cohort of kindergartners for the past 10 years. Data reported here are from the 1995-96 school year. Children selected to be in the program were compared to children who did not participate. Because selection for program participation was based on poor performance on the readiness tests, the comparison group's pretest scores were higher than those of the treatment group, a fact that makes this group inadequate as a comparison group.

Children who were in the program posted larger gains in fine motor skills, visual perception, and conceptual development than those in the comparison group. However, the children in the Early Identifica-

There is a surprising lack of evidence about the effects on student achievement of one-to-one tutoring by volunteers.

tion Program still trailed their peers in the comparison group. It is not clear whether the gains are the result of the program or of the kindergarten experience, which emphasizes the same skills. Moreover, test scores for young children are highly unstable, so there is a high probability that regression toward the mean for the very low-scoring children in the program may account for at least a portion of the observed gains.

Nontutoring Programs On the America Reads List

Books and Beyond was developed in 1979 under the auspices of the Solana Beach, California, school district. The program is designed to encourage children to read more and watch television less and to involve parents in their children's reading for pleasure at home. Although *Books and Beyond* started as a parent/child reading program, it has taken different forms as schools adapt it to fit their individual needs.

The goal of *Books and Beyond* is to create a positive reading environment, and so it does not focus on individual children's reading problems, and the training for volunteers is minimal. The program is implemented schoolwide in elementary and middle schools. Parents and other community members are recruited to participate in such activities as Read-A-Thons or once-a-week, one-hour Read-Ins. A school staff member is in charge of the program and coordinates the volunteers and the workshops for parents.

The evaluation consisted of surveys administered to students and parents before and after the program. In addition, students were asked to keep a TV viewing log for one week. Participants in *Books and Beyond* were compared to children who did not participate in the program. After participating in the program, children watched less TV and read more than the comparison group. No measures of reading ability were administered.

Reach Out and Read was designed by physicians at Boston City Hospital as a clinic-based intervention program to encourage early book use by children at risk.

The program includes three components: 1) volunteers who read aloud to children in the waiting room, 2) counseling of parents by a pediatrician about literacy development and the importance it plays in children's lives, and 3) a book given to each child who sees the physician. Volunteers who read to the children in the waiting room were trained in a one-hour session that focused on flexibility in reading to children of different ages and with different interests. There is a training manual that documents how to implement the program.

A before-and-after evaluation of the program was conducted.¹⁴ Comparisons were made between families who recalled being involved in the study and those who did not recall the components of the intervention. The main finding was that parents who were given a book during their visit to the clinic and recalled receiving the book reported an increase in book reading when they were interviewed during their next visit. One serious problem with this evaluation is that the comparison group also received the treatment but simply did not recall it. Of the 77 families involved, 32 families did not recall getting a book or hearing what the physician said about the importance of reading.

Tutoring Programs on the America Reads List Without Evaluations

*Read*Write*Now* is an initiative launched by U.S. Secretary of Education Richard Riley and developed by a team of reading researchers directed by Richard Venezky at the University of Delaware. The goal is to foster good literacy habits in children from an early age and to mobilize parents' involvement in nurturing their children's love of reading and writing. *Read*Write*Now* focuses on children from birth through sixth grade. One component of the program is "partners tutoring," a one-to-one tutoring program for school-age children in grades 1 through 6. High school, college, or adult volunteers receive a set of materials and at least a half-day's training by the staff of *Read*Write*Now*. "Partners tutoring" suggests that tutors and students commit

to an initial 24 tutoring sessions over 12 weeks for at least 30 minutes per week.

SLICE is an AmeriCorps project developed in conjunction with the schools in rural Simpson County, Kentucky. One of the focuses of the program is to provide one-to-one tutoring services to children who are at risk of reading failure. In the first two years of this project, AmeriCorps members tutored children in the schools four times a week for 30 minutes. The focus has been on kindergartners and first- and second-graders. AmeriCorps volunteers received ongoing training in reading comprehension strategies, techniques used in teaching phonics, and the selection of appropriate literature.

The Cabrini-Green Tutoring Program is a grassroots program that was developed and implemented 31 years ago to serve the children in the neighborhood of the Cabrini-Green housing projects in Chicago. This one-to-one tutoring program serves 480 children a week. It operates three evenings a week, and children in grades K-6 are eligible for 90 minutes of tutoring each week. Most tutors are professionals who work in downtown Chicago or parents and other community members. All tutors go through a training and orientation session, take a tour of the facility, and speak with the program coordinators and experienced tutors before they begin working with the children. The unpaid volunteers also attend three additional workshops throughout the year.

Hilliard Elementary School Tutoring Program serves a high-poverty, predominantly African American neighborhood in Houston. For the past three years, Hilliard Elementary has been operating a tutoring program to work with first- through fifth-graders who are at risk of school failure. The tutoring program focuses on various subject areas, including reading. Teachers train parent volunteers to be a part of the program, and the focus is on preparation for the Texas Assessment of Academic Skills and on "essential elements" of the Texas state curriculum. Parents team with teachers in the classroom and also in the after-school and Saturday programs. Certified teachers guide the training of the parents.

Growing Together is a community-based

tutoring program in Washington, D.C., that serves 100 students from 12 area schools. Each student is tutored for one two-hour session a week. The focus of the program is on reading, writing, and math skills. Community volunteers work one-to-one with students under the expert guidance of a teacher/tutor. The training consists mostly of on-line feedback from an experienced tutor who observes the tutoring sessions and provides input.

The Need for Further Evaluation

There is a surprising lack of evidence about the effects on student achievement of one-to-one tutoring by volunteers. Only the Howard Street Tutoring Program and the School Volunteer Development Project compared students receiving volunteer tutoring to similar students not receiving tutoring. The research on these two programs involves a small number of students. Evidence from 100 children does not provide an adequate basis for national policy.

The remainder of the tutoring programs reviewed, including all those named in materials distributed by America Reads, present either no evidence of effectiveness or evidence with obvious sources of bias. Evidence from two programs showed a correlation between the number of tutoring sessions and learning gains, but such evaluations beg the question of why some children received many more sessions than other children. Similarly, one program compared gain scores for two very different groups, another procedure that does not meet minimal standards of experimental design.

It is important to note that there is no evidence to suggest that volunteer tutoring is *not* effective. Indeed, on the surface, many of these programs seem logical and worthwhile. However, programs need to be evaluated using a comparison group in order to determine whether or not the programs improve children's reading achievement.

Extrapolating from the research on one-to-one tutoring programs delivered by teachers and paraprofessionals is also inappropriate. However, some of the "volunteer" programs that pay volunteers, train them well, and have them work in close cooperation with classroom teachers begin to approximate the status of paraprofessional tutoring programs.

America Reads may have a beneficial impact on the reading achievement of pri-

mary-age children. But it is far too early to know what form the tutoring programs funded by America Reads should take, and questions abound. Should tutors be paid? Do the education and experience of the tutors matter? What kind of training and how much is required? Who should do the training? How much monitoring and supervision are enough? Are specific student materials essential? If so, what kind of materials would be appropriate and effective? How important are diagnosis and prescription? Should tutoring activities be closely connected to classroom instruction or separate from it? Should tutoring take place during school hours or after school? Are there particular types of students most or least likely to benefit? These and many other fundamental questions need to be answered as soon as possible if America Reads is to fulfill its potential in moving America's children toward President Clinton's goal of having all children read well by third grade.

From research on tutoring programs involving certified teachers, paraprofessionals, and cross-age tutors, the following factors have been found to be important for success: 1) a certified teacher, trained as a reading specialist, who facilitates the program; 2) continuous feedback to the tutors on their tutoring sessions; 3) high-quality training; and 4) structured tutoring sessions.¹⁵

Connie Juel has examined the strategies and methods that contribute to effective tutoring sessions and has added significantly to our understanding of the tutoring process.¹⁶ Research that examines the amount of training that volunteers need and the kinds of activities that are most successful with children at risk of reading failure is also essential.

If funds are allocated to evaluate the programs mentioned in the America Reads documents, important questions regarding the role that volunteer tutors can play in facilitating children's reading can begin to be answered. All schools in America could benefit from additional resources—in particular, additional personnel. However, personnel who serve as tutors or reading instructors need to be trained if they are to be effective. Untrained volunteers might prove to be more of a hindrance than a help.

If funds are allocated to make America Reads a reality, a specific portion of the money needs to be set aside to develop replicable models and to evaluate the

effectiveness of such programs by means of rigorous research designs. We must learn whether volunteers can make a significant contribution to our children's literacy development. The real challenge of America Reads is to implement effective, well-evaluated, and readily replicable programs to increase the level of literacy learning among our nation's children.

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FAX TRANSMISSION

AMERICA READS CHALLENGE, U.S. DEPT. OF ED

600 INDEPENDENCE AVE. SW, #6132

WASHINGTON, DC 20202

202/401-2993

FAX: 202/401-0596

To: Neera Tanden **Date:** February 2, 1998
Fax #: 202/456-2878 **Pages:** 15, including this cover sheet.
From: Ann M. O'Leary
Subject: America Reads Evaluation

COMMENTS:

Neera -

The following pages include:

- 1) an excerpt from HR 2614, the "Reading Excellence Act" that includes information on the national and state evaluations
- 2) statement of work for the evaluation of America Reads Challenge/Read*Write*Now pilot sites. It is important to note that the scope of this evaluation was limited because of a lack of funding.
- 3) the Department of Education has also put out a survey to Federal Work-Study (FWS) colleges and universities that includes questions about their early experiences implementing America Reads Challenge tutoring programs and prospective plans for the operation of the program in the future. We have not, however, required local FWS colleges and universities to evaluate the effectiveness of their programs because of a lack of funding.

Funding issues would be resolved through the passage of America Reads legislation.

I also wanted to let you know that we are preparing a response to Dr. Wasik's piece in the December issue of Phi Delta Kappan.

Please call with any questions. Thank you.

-Ann O'Leary

READING EXCELLENCE ACT

OCTOBER 24, 1997. Committee on the Whole House on the State of the Union and ordered to be printed

Mr. Goodling, from the Committee on Education and the Workforce, submitted the following

REPORT

together with

MINORITY AND DISSENTING VIEWS

(To accompany H.R. 2614)

(Including cost estimate of the Congressional Budget Office)

The Committee on Education and the Workforce, to whom was referred the bill (H.R. 2614) to improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, to ensure that children can read well and independently not later than third grade, and for other purposes, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Strike out all after the enacting clause and insert in lieu thereof the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Reading Excellence Act".

TITLE I—READING GRANTS

SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.

The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended by adding at the end the following:

provided under the subgrant, each of the duties described in paragraph (2).

(2) **DUTIES.**—The duties described in this paragraph are the provision of tutorial assistance in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research, through the following:

(A) The promulgation, maintenance, and approval of a list of tutorial assistance providers who—

(i) have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3d grade, and early childhood literacy;

(ii) are located in a geographic area convenient to the school; and

(iii) are capable of providing tutoring in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research and consistent with the instructional methods used by the school the child attends.

(B) The development of procedures for the receipt of applications for tutorial assistance, from parents who are seeking such assistance for their child or children, that select a tutorial assistance provider from the list referred to in subparagraph (A) with whom the child or children are enrolled, or will enroll, for tutoring in reading.

(C) The development of a selection process for funding applications under subparagraph (B) that limits the provision of assistance to children who have difficulty reading, including difficulty mastering essential phonics, decoding, or vocabulary skills.

(D) The development of procedures for funding applications under subparagraph (B), to be used in cases where insufficient funds are available to provide assistance with respect to all complete applications received from eligible parents of children described in subparagraph (C), that—

(i) gives priority to children who are determined, through State or local reading assessments, to be most in need of tutorial assistance; and

(ii) gives priority, in cases where children are determined, through State or local reading assessments, to be equally in need of tutorial assistance, based on a random selection principle.

(E) The development of a methodology by which payments are made directly to tutorial assistance providers identified in applications under subparagraph (B) that are selected for funding, and the making of such payments.

* SEC. 15106. PROGRAM EVALUATION.

(a) **IN GENERAL.**—From funds reserved under section 15109(b)(1), the Secretary shall conduct a national assessment of the programs under this title. In developing the criteria for the assessment, the Secretary shall receive recommendations from the peer review panel convened under section 15103(f).

(b) **SUBMISSION TO PEER REVIEW PANEL.**—The Secretary shall submit the findings from the assessment under subsection (a) to the peer review panel convened under section 15103(f).

SEC. 15107. INFORMATION DISSEMINATION.

(a) **IN GENERAL.**—From funds reserved under section 15109(b)(2), the National Institute for Literacy shall disseminate information on reliable, replicable research on reading and information on subgrantee projects under section 15104 or 15105 that have proven effective. At a minimum, the institute shall disseminate such information to all recipients of Federal financial assistance under titles I and VII of this Act, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education Act.

(b) **COORDINATION.**—In carrying out this section, the National Institute for Literacy—

(1) shall use, to the extent practicable, information networks developed and maintained through other public and private persons, including the Secretary, the National Center for Family Literacy, and the Readline Program;

(2) shall work in conjunction with any panel convened by the National Institute of Child Health and Human Development and the Secretary and any panel convened by the Office of Educational Research and Improvement to assess the current status of research-based knowledge on reading development, including the effectiveness of various approaches to teaching children to read, with respect to determining the criteria by which the National Institute for Literacy judges reliable, replicable research and the design of strategies to disseminate such information; and

(3) shall assist any reading and literacy partnership selected to receive a grant under section 15103, and that requests such assistance—

(A) in determining whether applications for subgrants submitted to the partnership meet the requirements of this title relating to reliable, replicable research on reading; and

(B) in the development of subgrant application forms.

* SEC. 15108. STATE EVALUATIONS.

(a) **IN GENERAL.**—Each reading and literacy partnership that receives a grant under this title shall reserve not more than 2 percent of such grant funds for the purpose of evaluating the success of the partnership's subgrantees in meeting the purposes of this title. At a minimum, the evaluation shall measure the extent to which students who are the intended beneficiaries of the subgrants made by the partnership have improved their reading.

(b) **CONTRACT.**—A reading and literacy partnership shall carry out the evaluation under this section by entering into a contract with an eligible research institution under which the institution will perform the evaluation.

(c) **SUBMISSION.**—A reading and literacy partnership shall submit the findings from the evaluation under this section to the Secretary and the peer review panel convened under section 15103(f). The Secretary and the peer review panel shall submit a summary of the findings from the evaluations under this subsection to the appro-

appropriate committees of the Congress, including the Education and the Workforce Committee of the House of Representatives.

SEC. 15109. AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS FROM APPROPRIATIONS; SUNSET.

(a) **AUTHORIZATION.**—There are authorized to be appropriated to carry out this title \$260,000,000 for fiscal years 1998, 1999, and 2000.

(b) **RESERVATIONS.**—From amount appropriated under subsection (a), the Secretary—

(1) shall reserve 1.5 percent of the amount appropriated under subsection (a) for each fiscal year to carry out section 15106(a);

(2) shall reserve \$5,075,000 to carry out sections 15103(f)(2) and 15107, of which \$5,000,000 shall be reserved for section 15107; and

(3) shall reserve \$10,000,000 to carry out section 1202(c).

(c) **SUNSET.**—Notwithstanding section 422(a) of the General Education Provisions Act, this title is repealed, effective September 30, 2000, and is not subject to extension under such section.

THE HIGHER EDUCATION ACT OF 1965

TITLE IV—STUDENT ASSISTANCE

PART C—FEDERAL WORK-STUDY PROGRAMS

SEC. 443. GRANTS FOR FEDERAL WORK-STUDY PROGRAMS.

(a) * * *

(b) **CONTENTS OF AGREEMENTS.**—An agreement entered into pursuant to this section shall—

(1) * * *

(2) provide that funds granted an institution of higher education, pursuant to section 443, may be used only to make payments to students participating in work-study programs, except that—

(A) in fiscal year 1994 and succeeding fiscal years, an institution shall use at least 5 percent of the total amount of funds granted to such institution under this section in any fiscal year to compensate students employed in community service, except that the Secretary may waive this subparagraph if the Secretary determines that enforcing it would cause hardship for students at an institution; [and]

(B) in academic year 1998 and succeeding academic years, an institution shall use at least 2 percent of the total amount of funds granted to such institution under this section for such academic year in accordance with subsection (d); and

[(B)] (C) an institution may use a portion of the sums granted to it to meet administrative expenses in accordance with section 489 of this Act, may use a portion of the sums granted to it to meet the cost of a job location and

development program in accordance with section 446 of this part, and may transfer funds in accordance with the provisions of section 488 of this Act;

(d) TUTORING AND LITERACY ACTIVITIES.—

(1) **USE OF FUNDS.**—In any academic year to which subsection (b)(2)(B) applies, an institution shall use the amount required to be used in accordance with this subsection to compensate (including compensation for time spent in directly related training and travel) students—

(A) employed as a reading tutor for children who are in preschool through elementary school; or

(B) employed in family literacy projects.

(2) **PRIORITY FOR SCHOOLS.**—An institution shall—

(A) give priority, in using such funds, to the employment of students in the provision of tutoring services in schools that—

(i) are identified for school improvement under section 1116(c) of the Elementary and Secondary Education Act of 1965; or

(ii) are selected by a local educational agency under section 15104(a)(2) of such Act; and

(B) ensure that any student compensated with such funds who is employed in a school selected under section 15104(a)(2) of the Elementary and Secondary Education Act of 1965 is trained in the instructional practices based on reliable, replicable research on reading used by the school pursuant to such section 15104.

(3) **FEDERAL SHARE.**—The Federal share of the compensation of work study students compensated under this subsection may exceed 75 percent.

(4) **WAIVER.**—The Secretary may waive the requirements of this subsection if the Secretary determines that enforcing such requirements would cause a hardship for students at the institution.

TITLE V—EDUCATOR RECRUITMENT, RETENTION, AND DEVELOPMENT

(PART A—STATE AND LOCAL PROGRAMS FOR TEACHER EXCELLENCE

(SEC. 501. AUTHORITY AND ALLOCATION OF FUNDS; DEFINITIONS.

[(a) **PURPOSE AND AUTHORITY.**—

[(1) **PURPOSE.**—It is the purpose of this part to provide funds to State educational agencies, local educational agencies and institutions of higher education in order to update and improve the skills of classroom teachers, including preschool and early childhood education specialists and school administrators, to establish State academies for teachers and school leaders, and

Statement of Work**TASK ORDER****Contract #EA94053001****Evaluation of America Reads Challenge: READ*WRITE*NOW! Sites****I. BACKGROUND**

The Planning and Evaluation Service (PES) in the Office of the Under Secretary provides the Secretary and other senior U. S. Department of Education officials with descriptive and case study evaluation data on the progress of the America Reads Challenge: READ*WRITE*NOW! (ARC:RWN) summer pilot sites for reading. This information is needed to assist policymakers and administrators in developing and implementing America Reads Challenge policies and to assist the growing numbers of administrators of community reading programs in developing and implementing local projects.

In the last year, 14 America Reads Challenge: Read*Write*Now! Summer Pilot Sites have been designated in 12 major cities (Atlanta, Baltimore, Birmingham, Boston, Houston, Kansas City, Los Angeles, Miami, Palm Beach, Philadelphia, New York, and Seattle), one suburban area (Suffolk County, New York) and 1 rural area (Buhl, Idaho) by the U.S. Department of Education to help communities meet President Clinton's America Reads Challenge. The President has challenged all Americans to help more children read well and independently by the end of third grade.

These sites were established to pilot two types of community-based summer reading programs for children--those for children in early childhood and those for elementary school aged children. These grassroots reading programs emphasize the importance of daily reading (30 minutes a day for a school aged child and 15-20 minutes a day for very young children), and the support of a learning partner or tutor who reads to or with children at least once a week for 30 minutes.

Sites were selected to represent a range of geographic locations and coalition director affiliations, as well as their potential for reaching Title I students. Each site is directed by one or more site coordinators who represent a local literacy effort. Among this year's coordinators are Title I district coordinators, a superintendent of schools, a city council member, the director of a church-based literacy effort, several mayoral literacy directors, a Girl Scout administrator, and several urban literacy coalition director. While some sites will serve hundreds of children, others have formed coalitions of more than 40 community partners that will serve tens of thousands of children this summer.

These coordinator are responsible for bringing together various community partners to support the local effort, arranging for early childhood literacy education programs for families and caregivers, and for linking school-aged children with learning partners or tutors that meet with children at least once a week.

Sites use ARC:RWN materials that have been developed by researchers with parents, practitioners, teachers, librarians, and other community literacy representatives. The materials

include America Reads Challenge READY*SET*READ kits for parents and caregivers of children birth through age 5, and the ARC:RWN Basic Kit for children from birth through Grade 6. Kits include information on how to help children learn a love for reading and engage in reading on a daily basis. Tutoring guides, a directory of literacy organizations that can help communities get started, and tips for forming ACR:RWN community programs are also available. All materials are available for free to ARC:RWN sites, as well as to families and communities from the U.S. Department of Education.

These ARC:RWN sites are models of coalitions that are likely to form under the new proposed America Reads Challenge legislation that is currently under consideration in Congress. The Administration's proposed legislation would permit funding to local literacy coalitions that include schools as one partner and which provide extended learning opportunities to elementary school children who need help in reading. Funding would support community coalition directors and reading specialists that connect volunteer tutors or learning partners with children, families, and their teachers.

II. PURPOSE

The purpose of this task order is (a) to develop a description of all current ARC:RWN pilot sites with summer and year-round programs, then (b) describe the efforts of up to five model ARC:RWN Summer Pilot Sites that offer promising reading programs for children from birth to Grade 6, each with varying types of administration, targeting, services, integration with similar services in their communities, and funding and costs.

By describing all current ARC:RWN sites and documenting a sample of promising ARC:RWN community programs, this study should be able to provide an overview of current ARC:RWN efforts as well as highlight concrete examples of good practice for policymakers as well as community organizations that are developing and implementing similar projects.

III. OBJECTIVE

This evaluation shall provide (a) a description of all current ARC:RWN pilot sites with summer and year-round programs and (b) conduct up to five case studies of ARC:RWN summer pilot sites that provide community level reading interventions using volunteer tutors for children from birth through Grade 6. To aid in the selection of projects for site visits, the COTR will provide the contractor with a diskette of the database of all current ARC:RWN sites.

The description of current ARC:RWN pilot sites shall include by not be limited to providing, by site, contact information, a description of their summer and year-round programs, the numbers of children served, numbers of tutors/learning partners, numbers of RWN kits used, community partners and sponsors, actual and proposed sources of funding, and other variables.

The case studies will include but not be limited to examining the general characteristics of the administration of these sites, the target population of participating families and children, recruitment strategies for volunteer tutors, tutor training, the role of the tutee's teachers and parents in the sites, instructional reading strategies, methods of assessment used to identify children served, staff

qualifications, program operation costs, sources of funding, level of collaboration with other agencies, methods used for local evaluation, supports and barriers to program development and operation, and outcome data. The contractor shall identify specific philosophies, administration, practices, curricula, staffing, and other aspects of the projects that appear to contribute to good results for children.

Guiding this evaluation are five major objectives:

- (1) To provide a comprehensive description of all (14 or more) READ*WRITE*NOW Pilot Sites, by site, that includes contact information, a description of their summer and year-round programs, the numbers of children served, numbers of tutors/learning partners, numbers of RWN kits used, community partners and sponsors, actual and proposed sources of funding, and other variables. This is referred to as the All-Sites Study.
- (2) To provide comprehensive, descriptive site case studies of up to five model ARC:RWN summer pilot sites that exhibit promising practices. These studies shall:
 - Provide an analysis of key factors associated with successful community pilot sites, including elements of promising administration, tutor training and practice, and reading and language practices that can be used by ED, other Federal agencies, and community literacy efforts to develop sites or improve the design, implementation, and evaluation of community reading programs. These are referred to as the Case Studies.
 - Develop performance indicators for use by community coordinators in managing the development and improvement of America Reads Challenge: READ*WRITE*NOW! community reading efforts.

IV. TASK ACTIVITIES

Subtask 1 Establish Technical Work Group and Convene Meeting

The contractor shall convene a technical work group of no more than 6 evaluation experts to provide the contractor with outside expertise on the conduct of this study, including the scope, methodologies, and key elements for consideration in the design of the all-site and case studies. They shall provide input on refinements of the study design, data collection and instrumentation, analysis plans, and the quality, content, and format of study reports. The work group members shall be selected based on their expertise in one or more of the following areas: descriptive and case study design, knowledge of the America Reads Challenge and READ*WRITE*NOW! Initiatives, community-wide literacy efforts that include the use of volunteer tutors, and reading instruction and interventions for extended learning environments. After input from the COTR, the contractor shall submit a list of proposed work group members for approval by ED no later than 1 week after the effective date of the award of the task order (AEDTO).

The contractor shall convene a meeting of the technical work group within two weeks of the effective date of the task order. The contractor shall summarize the key input from the experts' meeting, for consideration in the development of the study plan 3 weeks AEDTO. ED will review the draft and provide comments to the contractor within two weeks from the date of receipt. The contractor shall make revisions based on recommendations from the COTR 6 weeks AEDTO.

Deliverables: (1) Final list of evaluation expert invitees.

(2) Draft summary report

(3) Final summary report

Subtask 2 Prepare data collection and analysis plans

2.1: Data collection and analysis plans for an All-Sites Descriptive Study

The contractor shall develop a data analysis and collection plan to conduct an All-Sites Descriptive Study of all ARC:RWN pilot sites current at the time of this analysis (14 or more sites). The site coordinators (most sites have one or two coordinators) will be the only respondents for this study. As part of this planning process, the contractor shall present and explain to the COTR and other ED staff in a meeting as well as a report, the issues to be addressed in the all-sites collection, a description of all data to be collected, the data collection method to be used (telephone interviews), methods to be used in analyzing the data, and the quality control procedures governing data collection and protocols, a justifications for each item.

Data collection

Data collection for the All-Sites Descriptive Study shall include information, by site, on all existing ARC:RWN pilot sites. The contractor shall collect data, for each site, from the site coordinators on the name, address and other contact information for the site coordinator; a description of their summer and year-round programs (may include multiple components), the numbers of children served, demographic data on the children served, the numbers of tutors/ learning partners (paid and volunteer), numbers of RWN kits used, a listing of their community partners and partners, actual and proposed sources of funding for the site activities, and other key variables. The contractor shall collect this data using telephone interviews.

Data analysis

The contractor shall develop a data analysis plan that describes proposed methods for analyzing descriptive telephone interview data, by site, with a special emphasis on quantitative data (numbers of children served, basic demographics of children served, numbers of tutors; basic demographics of tutors, etc.).

2.2 Data and collection analysis plans for Case Studies of No More Than 5 ARC:RWN Sites

The contractor shall develop data analysis and collection plans for the Case Studies. These plans shall include information on the central issues to be addressed in the case study collection and analysis including use of pre- and post- assessments of reading skills for children participating in the summer component of the pilots, pre- and post data collections of child and family data for the summer program to identify any changes in behavior relating to reading. The plans shall include a description of all data to be collected, the data collection methods to be used (including measures of program effectiveness), the methods to be used in analyzing data, and the quality control procedures governing data collection and protocols, a justification for each item used, and a discussion of any problems likely to be encountered.

Data collection

The contractor shall provide a matrix showing all data collection activities at the sites, the number of sites to be surveyed, a listing of data elements for each protocol, the projected types and numbers of respondents for each protocol, and when the data collections will occur (including pre- and post-assessments).

Data collection activities for the site studies shall be conducted during site visits that shall consist of collecting existing information about the project, observing the project in operation, and conducting interviews at each site with all site coordinators, a sample of community partners one of which must be school personnel, tutors, parents, and children in order to determine how well the project works, and to identify promising project components. If pre- and post-data collections are proposed for certain respondent groups, data collections will occur at the beginning of the summer before interventions are applied, and at the end of the summer in the last week of the summer program.

In developing the data collection plans for the site studies, the contractor shall address, but not be limited to, the following issues:

- Identifying critical components and characteristics of summer and year-round community reading programs that use volunteer tutors to help children most at risk for reading well and independently by the end of the third grade.
- Developing interview protocols that will obtain information and data on these key components and characteristics from site coordinators, community partners one of which must be school staff, tutors, parents, children, and others during site visits.
- Developing procedures for training personnel who will conduct the site visits, in order to ensure that information is gathered at all sites in a standard format, and for appropriate implementation of the data collection phase of this study.

Data analysis

In developing the data analysis plan, the contractor shall address, but not be limited to, the following:

- Analyzing information from interviews and first-hand observations to show significant similarities or differences in various models of summer and year-round community literacy programs using volunteer tutors.
- Showing how these similarities or differences may relate to program effectiveness, and to the success of other program components.
- Identifying areas, based on site visits, where future research may be needed in program development, implementation, and evaluation.

For both 2.1 and 2.2 above, the contractor shall meet with the COTR and other ED staff to describe and discuss draft analysis and data collection plans and shall present these plans during that meeting, scheduled 8 weeks after the effective date of the task order. ED will review and provide comment to the contractor within ten working days. Final analysis and data collection plans shall be submitted to

ED 11 weeks after the effective date of the task order.

- Deliverables:**
- (1) Draft analysis and data collection plan for the All-Site Study
 - (2) Final analysis and data collection plans for the All-Site Study
 - (3) Draft analysis and data collection plan for the Site Studies (no more than five sites)
 - (4) Final analysis and data collection plan for the Site Studies

Subtask 3 Prepare Data Collection Instruments and OMB Package; Reproduce Data Collection Instruments

The contractor shall develop draft data collection instruments for the All-Site Study and the Case Studies (with separate protocols for each respondent category of each study), and OMB document collection forms no later than 13 weeks after the effective date of this task order. The contractor shall administer pre- and post-assessments for children and their families.

After a two-week ED review, the contractor shall submit revised instruments, with an accompanying Office of Management and Budget (OMB) clearance package, to ED no later than 16 weeks after the effective date of the contract. ED will submit the OMB package to ED's Information Management Team for a one-month review prior to submission to OMB. The contractor shall revise the instruments and OMB package in response to comments received as part of the ED review process and shall continue revisions during the OMB review process over the course of approximately 3 months.

Upon approval by OMB, the contractor shall reproduce sufficient data collection instruments for each respondent for each data collection. During the first year of the award, the contractor shall submit to ED, prior to the reproduction, a mock-up of each instrument no later than 1 week after OMB approval.

- Deliverables:**
- (1) Draft data collection instruments and OMB package.
 - (2) Final data collection instruments and OMB package.

Subtask 4 Site selection rationale for the Case Studies

Guided by research literature describing characteristics of successful and promising community reading programs that use volunteer tutors, and a comparison of these characteristics with each of the sites, the contractor shall submit to the COTR a draft copy of the rationale for the selection of sites for the case studies 7 weeks after the effective date of the task order. ED will review and provide comments within five working days. The Contractor shall revise the rationale, and submit a revised rationale to ED 9 weeks after the effective date of the task order.

- Deliverable:**
- (1) Draft site selection rationale
 - (2) Final site selection rationale

Subtask 5 Sampling plan for sites and respondents within sites

The coalition director of each current ARC:RWN site will be the single respondent of the All-Sites Study. The sampling plan should include name and contact information for each of these directors.

For the Case Studies, using the rationale in Subtask 4 above, the contractor shall select 5 sites and 3

alternative sites that demonstrate successful practices used in community literacy projects using volunteer tutors. The contractor shall submit a list of those sites along with the reasons for their specific selection to the COTR 14 weeks AEDTO. If sufficient data are not available to warrant a project being identified as successful, then selection shall take into account data that will identify "promising" rather than successful sites for selection. Additional criteria to be used to select the set of sites for case study review shall include, but not be limited to, geographic dispersion, diversity of reading interventions and/or volunteer tutor training, racial/ethnic diversity, use of special instructional techniques, and varying community partnership models and administration.

The contractor shall develop a sampling plan for respondents within sites for the Case Study evaluations. This sampling plan shall be submitted to the COTR 14 weeks after the effective date of the task order for review and approval one week later by the COTR.

Drawing a sample of respondents within Case Study sites

For each site, the contractor shall draw a sample of respondents for each protocol/data collection instrument developed. The contractor shall ask each site to provide a universe of respondents for each protocol /data collection instrument (tutors, parents, children, sponsors, etc.) from which the contractor shall draw a sample. The contractor shall select the samples no later than 17 weeks after the effective date of the task order.

Deliverable: (1) Sampling plan for sites and respondents

(2) List of projects for selected site visits

(3) Samples of respondents within each site

Subtask 6 Site visit preparation

In preparation for site visits, the contractor shall draft a letter to up to five site coordinators, explaining the purpose of the site visit and requesting the cooperation of staff, community partners, families and others for interviews. The contractor shall submit the draft letter to ED for approval 25 weeks after the effective date of the task order. ED will review and provide comments within 2 working days after receipt of the draft letter. The contractor shall submit the final letter 26 weeks after the effective date of the task order.

Once the final letter is approved by ED, the contractor shall mail the letter to sites 27 weeks after the effective date of the task order, and then follow-up to make all of the necessary arrangements with the site coordinators chosen for site visits.

As part of the site visit preparation, the contractor shall arrange and conduct sufficient training to ensure that all project staff involved in the study are thoroughly familiar with the study objectives and data collection procedures. All training shall be completed by the 31 week after the effective date of the task order.

In addition to the staff training, the contractor shall maintain a support system for the field teams to ensure that their questions in the field can be resolved quickly and any unforeseen scheduling problems can be resolved.

Deliverable: (1) Draft Project Director's letter
(2) Project Director's letter

Subtask 7 Conduct site visits

The Contractor shall visit up to 5 sites to observe site activities and practices including, but not limited to, problems and successes with administering a community-wide project involving multiple partners, of which includes school staff, program implementation and evaluation, the use of tutor training, reading interventions, and staff and participant interactions, and to document promising practices used in the projects.

The contractor shall conduct two-day (including travel time) site visits for each project. Each site visit shall be conducted by two persons. Site visits shall consist of interviews with no more than nine persons from each of the following groups: administrators, program staff, program participants, (and any other groups specified in the data collection and analysis plan) to identify promising projects. No more than nine persons shall be asked the same question.

For pre- and post- assessments, the contractor shall complete the first wave of site visits before the summer session of the sites begins. For most sites, this will be before May 18, 1998 (around week 34). The contractor shall conduct the second wave of site visits, or post-assessments during the last two weeks of each site's activities. For most sites, this will be at the end of August 1998 (around week 47).

The contractor shall complete all data collections by week 47 AEDTO.

Subtask 8 Prepare final report

The contractor shall prepare a Draft Final Report by week 52 AEDTO, in accordance with the approved outline in Subtask 2. The report shall contain summary reports of data collections and analyses for the All-Sites Study and the Site Case Studies of America Reads Challenge: READ*WRITE*NOW! community programs using volunteer tutors. The report shall include, but not be limited to the following:

- A summary report of the All Sites Study, with data analyzed by site and across sites.
- A summary report of the Site Case Studies, by sites and across sites, relating to administration, targeting, services, costs and income, evaluation and other key factors including but not limited to:
 - Key elements of promising ARC:RWN community reading sites that use volunteer tutors;
 - Innovative practices found in ARC:RWN sites used for populations that are at high-risk for difficulties in reading well and independently by the end of third grade and continuing at grade level thereafter; and
 - Issues to consider in designing further evaluations of ARC:RWN community reading sites.

Also included in the final report shall be an executive summary and relevant data tables and descriptions from the All Sites and Case Studies evaluations.

A second Draft Final Report shall be submitted to ED for review by 56 weeks after the effective date of the task order. The COTR will review the draft report and return it to the contractor within two weeks from the date of receipt. The contractor shall revise the draft report according to ED's comments and submit the draft report 60 weeks after the effective date of the task order. Following a three week review by ED, the contractor shall submit the final report 65 weeks after the effective date of the task order.

Deliverables:

- (1) Draft final report
- (2) Revised draft final report
- (3) Final report

Subtask 9 Prepare performance indicators

The contractor shall prepare performance indicators for use by program managers in assessing their ARC:RWN community reading sites using volunteer tutors, and to guide the development and implementation of ARC:RWN programs. The contractor shall review the goals and objectives of the ARC program as expressed in the legislation, the literature on effective community reading programs using volunteer tutors, and the Case Study data, to define the content of the performance indicators. The performance indicator document shall begin with a discussion of performance indicators in general, how they may be used for program assessment, how the indicators for the ARC:RWN sites were selected, and how they can be used for program improvement, with examples.

A draft of the performance indicators report shall be submitted to ED for review by 41 weeks after the effective date of the task order. The COTR will review the draft report and return it to the contractor within two weeks from the date of receipt. The contractor shall revise the draft report according to ED's comments and submit the final report 50 weeks after the effective date of the task order.

Deliverables:

- (1) Draft final report
- (2) Revised final report

V. PERIOD OF PERFORMANCE

Period of Performance for the task order shall be 65 weeks.

COST ESTIMATE FOR DESCRIPTIVE ALL SITE STUDY AND CASE STUDIES OF A SAMPLE OF AMERICA READS CHALLENGE: READ*WRITE*NOW! SITES

Labor Category	Loaded Rate	Hours	Total Cost
Project Director	\$123.60	400	\$49,440.00

Senior Researcher	\$72.00	1150	\$82,800.00
Research Staff	\$49.00	1300	\$63,700.00
Secretary	\$37.20	600	\$22,320.00
SUBTOTAL			\$218,260.00
Other Direct Costs			
Travel, etc	\$28,000		\$28,000.00
Duplication	\$1400		\$1400.00
SUBTOTAL			\$29,400.00
Materials and Handling	.08		\$2,272.00
TOTAL			\$249,932.00

DELIVERABLES SCHEDULE

Deliverable	Due Date (Weeks AEDTO)
Subtask 1: List of Evaluation Experts for Technical Workgroup	1 week (October 6)
Subtask 1: Convene Meeting of Experts	2 weeks (October 14)
Subtask 1: Summary of Meeting (Draft)	3 (October 20)
Subtask 1: Summary of Meeting (Final)	6 (November 3)
Subtask 2.1: Data Collection Plan - All Site Study	8 (November 16)
Subtask 2.1 Data Analysis Plan - All Site Study	8 (November 16)
Subtask 2.2: Meeting with COTR and Presentation of Data Collection Plan - Case Studies	8 (November 16)

Subtask 2.2: Data Analysis Plan - Case Studies	8 (November 16)
Subtask 2.1 and 2.2: Final analysis and data collection plans	11 (December 8)
Subtask 3: Draft Data Collection Instruments and Draft OMB Package	13 (December 22)
Subtask 3: Final Data Collection Instruments and Final OMB Package for Submission to OMB	16 (January 12)
Final OMB Approval	28 (April 6)
Subtask 4: Draft site selection rationale	7 (November 9)
Subtask 4: Final site selection rationale	9 (November 23)
Subtask 5: List of Sites	10 (December 1)
Subtask 5: Sampling Plan for Respondents	14 (December 29)
Subtask 5: Sample Selection for Case Studies	17 (January 20)
Subtask 6: Draft Site Visit Letter	25 (March 16)
Subtask 6: Final Site Visit Letter	26 (March 23)
Subtask 6: Mail-Out Letters to Sites	27 (March 30)
Subtask 6: Training	31 (April 27)
Subtask 7: Site Visits	34 and 47
Subtask 8: Draft Final Report	52
Subtask 8: Second Draft Final Report	56
Subtask 8: Final Report	65
Subtask 9: Draft Performance Indicator Report	41
Subtask 9: Final Performance Indicator Report	50



Carol_Rasco @ ed.gov

02/04/98 02:26:00 PM

Record Type: Record

To: Pamela Cicetti

cc:

Subject: Thank you!

Hello, how are you?

Thanks so much for sending the Wasik article from Mrs. Clinton with your personal note on it asking that it be routed to me. Ann O'Leary had earlier had a call from Neera (excuse me if I am not spelling her name incorrectly) on this issue and compiled a packet of materials with a good cover memo on the matter for Neera.

In addition to the things Ann shared, I want to reiterate that we are preparing a response to the article. I should add though that Barbara Wasik's article is considerably "toned down" [believe it or not!!!!) from the first draft we read some months ago when it was clear she had talked to virtually no one affiliated with the America Reads Challenge. We worked to quickly remedy that fact and the article has undergone some revisions!

Also, as is almost always the case, I was enlightened on her viewpoint when I realized she works extensively with Bob Slavin of the "Success for All" program; Bob has stated on more than one occasion that the reading problems in this country could be solved if we abolish Title I and use "Success for All." While "Success" is a good model it certainly is not the ONLY model for comprehensive reading instruction.

We are excited about the evaluation plans already underway and hope the legislation (with the appropriate evaluation components included) is indeed passed by July 1, 1998 so that we won't lose the money per the budget as signed by the President.

Let us know if there is more information we can provide....needless to say, I have lots more to share!