

**Budget Narrative
America Reads Challenge
Draft (9/5/97)**

Peer Review, Technical Assistance, Program Evaluation, and Information Dissemination

This portion of the budget (5%) provides support for: a Peer Review Panel to evaluate grant applications submitted by State Literacy Consortia to the Department of Education; the Department of Education's Comprehensive Technical Assistance Centers, which will provide assistance to State Consortia and grant recipients in implementing effective literacy/reading programs; and a national evaluation of the effectiveness of local programs carried out as part of the America Reads Challenge. These funds will also support efforts by the National Institute for Literacy to disseminate information about reliable, valid, and replicable research on reading.

Secretary's National and Regional Competitive Grants

This portion of the budget (5%) is set aside in order for the Secretary of Education to make competitive grants to develop large-scale local reading programs; promote national or regional information networks that support efforts to improve reading; and support other local, regional, and national activities that will promote promising practices for helping all children read well.

State Program Administration

This portion of the budget (4.5%) sets aside 5% of the \$234 million in funds that will be distributed through State Consortia for costs associated with their role in awarding competitive subgrants to Local Education Agencies (LEAs), as well as for other administration functions including monitoring and reporting.

Local Reading Program Subgrants

This portion of the budget (85.5%), or \$222.3 million, is allocated for developing, carrying out, or expanding three main activities: Local Education Agency (LEA) reading programs, family literacy programs, and professional development activities in reading. Eighty percent of the \$222.3 million in funds would support the development of local reading programs that strengthen in- and out-of-school instruction and learning. The estimated per site cost for local reading programs, based on a one-to-one tutor/student ratio, fifty children per program site, and 90 minutes of tutoring per child per week, is \$29,632. According to these figures the America Reads Challenge Program would be able to provide grants to approximately 6000 sites and serve over 300,000 children:

\$16,382	half-time reading specialist
\$12,750	half-time volunteer coordinator
\$ 500	materials (\$10 per child)
\$29,632	total per site cost of local reading programs (in thousands)

An additional 10% of the funds allocated to this portion of the American Reads Challenge would allow for grants to be made to organizations that work in the area of family literacy. Finally, 10% of funds allocated to the Local Reading Program subgrants portion of the budget would support professional development activities. The cost estimate for professional development is based on the provision of four days of reading and literacy training to in-school reading instructors and volunteer reading tutors, and would reach over 20,000.

**Funding for the America Reads Challenge
Draft (9/5/97)**

Peer Review, Technical Assistance, Program Evaluation, and Information Dissemination	\$ 13,000	5%
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Evaluation, Technical Assistance, Review	\$ 8,000
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National Institute for Literacy (NIFL)	\$ 5,000
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Secretary's National and Regional Competitive Grants	\$ 13,000	5%
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State Program Administration	\$ 11,700	4.5%
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Local Reading Program Subgrants	\$222,300
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Local Reading Programs	\$177,840	6.5%
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Support for Family Literacy Programs	\$ 22,230	8.5
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Professional Development	\$ 22,230	8.5
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TOTAL BUDGET (in millions)	\$260,000
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*to save 500,000 we
had half a million*

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DRAFT 9/8/97

Staff Discussion Draft Outline America Reads Response

Purpose

The purpose of this legislation is to improve the literacy skills of children and families by extending learning time for reading and improving in-school reading programs to ensure that all children read well and independently by the end of the third grade. This legislation assists in achieving that purpose by providing financial support from the Department of Education to:

- (1) improve in-school reading instruction through professional development of reading instructors by leveraging and integrating federally funded professional development programs such as ESEA and IDEA;
- (2) improve ~~out-of-school~~ ^{after-school, weekend and summer} reading efforts through local ~~reading~~ ^{those within} programs that organize and manage trained volunteer reading tutors, provide instruction to families and caregivers, and effectively link community literacy efforts to the in-school reading instruction; and
- (3) expand the study and evaluation of the teaching and learning of reading based on reliable, valid, and replicable research*, and establish a mechanism for such distribution.

**Reliable, valid, and replicable research means rigorous studies that include random samples of subjects; rely on measurements that meet established standards of reliability and validity; test competing theories, where multiple theories exist; and are agreed upon through a peer-review process.*

Overview

Under this legislation, States, through State Literacy Consortia, compete for literacy grants to use towards the creation and support of effective local reading programs that serve children within the age range of birth through ~~third grade~~ and, when necessary, members of their family. Effective reading programs would include an ~~out-of-school~~ ^{after-school, weekend and summer} literacy program that extends the learning time of children through volunteer tutors and ~~that~~ ^{component} involves community-school linkages, as well as an in-service professional development component for reading instructors.

State grants would be awarded competitively with the goal of phasing in all States, meeting the criteria for receiving a grant, by the end of the fifth year.

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State Literacy Consortia

Each State desiring to compete for a literacy grant must establish a State Literacy Consortium made up of the Governor and Chief State School Officer and representatives jointly selected by the Governor and Chief State School Officer, including:

- the State directors of curriculum and instruction, Title II and/or other professional development programs which address reading, Title I, and special education;

At least one representative from the following categories:

- local educational agencies in the State with one or more Title I schools identified for school improvement;
- higher education institution(s) within the State, especially those engaged in research on reading and the preparation of reading teachers, if such institutions exist within the State;
- private nonprofit or for-profit professional development providers;
- pre-school teacher(s) and K-3 reading instructor(s);
- community-based organizations involved in reading programs;
- family literacy/adult education providers; and
- the State Commission on National and Community Service.

If a State already has an existing literacy consortium which has as a part of its mission to promote literacy for young children ranging from early childhood through third grade, it may substitute such membership for the requirements above. An example of such a consortium is the National Institute For Literacy's State Literacy Resource Center in a State.

The State educational agency would act as the fiscal agent for the receipt and disbursement of grant funds if a State were to receive funds.

The consortium must perform the following functions:

- prepare and submit the literacy grant application to the Secretary;
- ~~and~~, if the consortium receives funding, solicit grantees in the State;
- oversee the performance of subgrantees;
- enhance the capacity of existing agencies to disseminate reliable, valid, and replicable reading research to schools and classrooms;
- facilitate the provision of technical assistance to subgrantees by providing information on technical assistance providers;
- act as an umbrella for all literacy efforts in the state (e.g. Even Start, Reading Recovery, State-wide literacy programs, etc.) by facilitating communication and coordination

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- among efforts; and
- build-on existing literacy programs in the State by ensuring the improvement and non-duplication of existing efforts.

States receiving grants will be required to use a portion of their grant to support the requirements of the consortium. *activities?*

State Literacy Grant Application

The literacy grant application to the Secretary would be required to:

- describe how subgrants made by the consortium would achieve the goals of this Act and facilitate the coordination of school and community-based programs for reading;
- describe the State's strategies for building on existing literacy initiatives in the State, including family literacy initiatives such as those carried out under the Even Start program, and for attracting other resources to promote the purpose of this Act;
- be integrated with State plans under ESEA, IDEA, and the Adult Education Act to ensure the integration and coordination of federally-funded literacy efforts and to ensure effective professional development programs for reading teachers; and
- include information on the consortium; such as the roles of each of the participants.

Selection of Literacy Grant Applications

Applications from State Literacy Consortium^a will go to the Secretary of Education, who would forward them to a Peer Review Panel for review and evaluation. The panel would return the applications to the Secretary with a recommendation for final approval or disapproval.

The Peer Review Panel will consist of experts in the field of reading and community-based literacy who are appropriate to evaluate such grant applications. Members would be selected by the Secretary of Education in consultation with the National Institute for Literacy (NIFL); the National Academy of Sciences (NAS); the National Institute of Child Health and Human Development (NICHD); and the Corporation for National Service (CNS).

- A priority would be given to applicants from States that have modified or plan to modify, State teacher certification in the area of reading to reflect reliable, valid, and replicable research *and* States that have existing teacher certification programs based on this criteria. *or*

Pre-Service Subgrants

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THIS COMPONENT OF THE INITIATIVE IS ADDRESSED IN THE ADMINISTRATION'S PROPOSAL FOR TITLE V OF THE HIGHER EDUCATION ACT; AND, THUS, SHOULD NOT BE ADDRESSED BY THIS BILL.

Local Reading Program Subgrants

State literacy consortiums receiving funds under this legislation would be required to make subgrants to local applicants to develop, carry out, or expand local reading programs.

Definition of Local Reading Program:

1. helps children read well and independently by the end of the third grade through in-school and out-of-school programs;
2. serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
3. implements a clear model(s) of reading instruction in schools that is based on reliable, valid, and replicable research;
4. ensures that the school will effectively integrate and coordinate professional development funds (in the area of reading) from ESEA, IDEA and/or other professional development programs, to ensure that reading teachers are receiving on-going professional development based on reliable, valid, and replicable research on best practices in teaching reading;
5. provides appropriate and effective training for tutors for after-school, weekend, or summer reading programs, for children from preschool through third grade;
6. assesses student progress toward developing reading skills based on challenging academic standards in reading;
7. integrates and coordinates resources from existing federal, state, and local programs to support reading.

Eligible Applicants: An eligible applicant for a subgrant is a consortium consisting of a local educational agency (or one or more schools of such agency) and at least one other public or private agency or organization (such as a library, museum, or other cultural institution, community-based organization, business or other employer, senior citizen group, youth group, parent association, literacy organization, or institution of higher education), or an Indian Tribe, Indian organization, or Indian institution.

Local reading programs applying for subgrants ~~from the State~~ would be required to demonstrate how the reading program would be coordinated and integrated with Title I schoolwide or targeted assistance programs.

Subgrantees may use funds to:

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ordin?

- to provide payment for the direct costs associated with providing reading instruction before or after-school, on the weekends, or in the summer;
- provide payment to a coordinator for the out-of-school program for activities including coordination of volunteer reading tutors and building partnerships with Head Start, Even Start, Adult Education and/or community based organizations;
- provide payment to a reading specialist to link the in-school and out-of-school reading program;
- provide payment to instructors implementing reading models based on reliable, valid, and replicable research;
- support professional development and the training of volunteers;
- provide instruction for parents and others who volunteer to be reading tutors; and
- assist low literate parents in improving their own basic skills so they can participate more fully and effectively in their child's education through reading to their children; assisting with homework; responding adequately to report cards and school correspondence; and providing a home environment more supportive and conducive to learning.

work

Curriculum

State literacy consortia would be required to give priority to funding applicants that propose to:

- develop, carry out, or expand effective local programs, such as family literacy programs, which provide appropriate support, training, and educational materials to involve and assist parents (and other adult primary caregivers) and to help their children become successful readers by the end of the third grade.

Direct Grants to Local Education Agencies

If a State does not apply or is not awarded a grant, the Secretary will make available competitive grants directly to eligible applicants for subgrants (as defined above).

National and Regional Grants to Promote Exemplary Reading Programs

The Secretary shall make competitive grants to eligible applicants to develop:

1. large-scale local reading programs that will serve as effective models for helping large numbers of children read well and independently by the end of the third grade;
2. national or regional networks that provide information to interested persons on how parents and families can help their children read better and that support the efforts of parents and families to provide a solid foundation for reading;
3. reading programs conducted by national organizations in more than one State; or
4. other local, regional, or national activities that promote the most effective and promising practices for helping all children read well and independently by the end of

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the third grade.

Eligible applicants under this section include national organizations; multi-State consortia comprised of two or more public or private agencies, organizations, and institutions or Indian tribes; and local applicants that are eligible for subgrants and that have the capacity to conduct programs of sufficient size to serve as national models. 7

Program Evaluation

The legislation will include a program evaluation component to measure the overall success of the funds in meeting the purpose of this Act. In addition, it would provide funding to evaluate local programs carried out under this Act.

Information Dissemination

The National Institute for Literacy (NIFL) would head up the effort to disseminate information on reliable, valid, and replicable research on reading to Federal programs that focus, or include a focus on reading. These include programs under the ESEA (including Even Start), Head Start, IDEA, the Adult Education Act and the national service laws. While the priority for dissemination is focused on federally supported programs, such dissemination efforts may also target educators and other interested parties that are not recipients of federal funds.

In doing so, NIFL would build upon applicable information networks currently in existence, including OERI, HHS, NICHD and those established by States and private-sector entities.

NIFL would be the main organization charged with disseminating information on reliable, valid, and replicable research. The OERI Expert Reading Panel would provide advice to NIFL on the type of research to be disseminated.

Technical Assistance

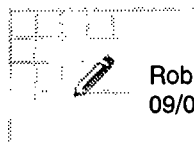
The legislation will authorize the Department to award America Reads funds to the ESEA Title XIII Comprehensive Regional Technical Assistance Centers to enhance their capacity to provide technical assistance in the implementation of research-based reading programs to SEAs, LEAs, and schools in the area of reading.

NIFL and the ESEA Title XIII Comprehensive Regional Assistance Centers would be

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required to coordinate their efforts and work with State Literacy Consortiums to ensure dissemination of best practices and technical assistance in implementation.



Robert M. Shireman
09/04/97 05:59:23 PM

Record Type: Record

To: Pamela B. VanWie/OMB/EOP
cc: See the distribution list at the bottom of this message
Subject: Re: Comments on ED's America Reads Counter-proposal 

Thanks for the thoughts. I expect to go further in saying that the basic thrust has to be building community-school partnerships to provide extra help to students who need it outside of regular school hours. This should be done in the context of an effective in-school reading program, and States should show how they are making maximum use of Title I, IDEA, Eisenhower, etc. to ensure that the in-school program is based on good research, etc. (in other words, there needs to be more leveraging of existing programs). Filling out their needs with the AR funds could be an allowable use of funds, but not a primary purpose. Also, I agree that some National Service references need to be in there.

Message Copied To:

Barry White/OMB/EOP
Mary I. Cassell/OMB/EOP
Leslie S. Mustain/OMB/EOP
Larry R. Matlack/OMB/EOP
Maureen H. Walsh/OMB/EOP
William R. Kincaid/OPD/EOP

MEMORANDUM FOR ANN O'LEARY

FROM: Leslie Mustain, Mary Cassell and Pam VanWie

SUBJECT: Comments on the Proposed America Reads Legislation

We have reviewed the draft proposed legislation for America Reads and offer the following comments:

1. We are concerned that this proposal departs too far from the President's America Reads Challenge by not including a strong tutoring component and coordination with the Corporation for National and Community Service.

2. To emphasize and broaden the proposal's tutoring aspects, we suggest changing 2) under the Purpose section to read as follows:

“2) Improve out-of-school reading efforts through local reading programs which provide instruction to families **and** caregivers, and **organize and manage** volunteer reading tutors, . . .”

3. To ensure a more cohesive link with the Corporation for National and Community Service, we suggest that the State Commission on National and Community Service be a required member of the literacy consortium. We also suggest that the list of possible members include teachers/instructors to avoid the group being totally administrative.

4. The paragraph that discusses peer review panel selection should also include the Corporation for National and Community Service as a consultant.

5. In the paragraph where the local program applicant requirements are discussed, the State is required to demonstrate how the reading program would be coordinated and integrated with Title I programs. We suggest that they also demonstrate how the reading program is tied to its programs for Limited English Proficient (LEP) students.

6. One of the functions that grantees can use America Reads funds for is to train illiterate parents to read. Do we really feel that this is necessary given the other programs -- adult ed and Even Start -- that already fund this function? We also suggest that funds can be used to provide extended year and extended day reading programs.

7. To further emphasize the importance of tutoring the paragraph that discusses priorities for funding applicants should be modified as follows:

“develop, carry out, or expand effective local programs, such as family literacy programs, that provide appropriate **tutor** support, training and educational materials to involve and assist parents **and others who volunteer to be reading tutors to help** children become successful readers by the end of the third grade.”

8. In the first paragraph under information dissemination the list of Federal programs that focus or include a focus on reading should include programs under “the national service laws”.

9. Under Information Dissemination, we suggest that you add HHS/NICHHD to your list of entities from whom NIFL would obtain information to disseminate on reading research.

10. Under Technical Assistance, we suggest you add wording that would require the Comprehensive Technical Assistance Centers to help in the actual implementation of research-based reading programs.

11. On the America Reads Legislative Comparison Chart under the Infrastructure to Support Volunteer Reading Tutors section, Representative Goodling’s Literacy Proposal includes a stronger emphasis on tutoring than the Counter-proposal language. We suggest that the Goodling proposal language be added to the counter-proposal language.

We appreciate the opportunity to review the draft legislation. Please call Leslie Mustain on 395-7768 if you have any questions regarding our comments.

**DETERMINED TO BE AN ADMINISTRATIVE
MARKING Per E.O. 13526**

Sec. 3.2(C) Initials: JK Date: 5-25-2017
2017-0692-S

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9/2/97

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Staff Discussion Draft Outline
America Reads Response

Purpose

The purpose of this legislation is to improve the literacy skills of children and families to ensure that all children read well and independently by the end of the third grade so that they can succeed in school, later in the workplace, and in life.

This legislation assists in achieving that purpose by providing financial support from the Department of Education to:

(1) improve in-school reading instruction through professional development of reading instructors;

(2) improve out-of-school reading efforts through local reading programs which provide instruction to families, caregivers, and volunteer reading tutors. All out-of-school efforts would need to effectively link community literacy efforts to the in-school reading instruction; and

(3) expand the study and evaluation of reading based on reliable, valid, and replicable research*, and establish a mechanism for such distribution.

*Reliable, valid, and replicable research is defined under the bill to mean rigorous studies that include random samples of subjects; rely on measurements that meet established standards of reliability and validity; test competing theories, where multiple theories exist; and are approved through a peer review process.

Overview

Under this legislation States, through State Literacy Consortia, compete for literacy grants to use towards the creation and support of effective local reading programs for preschool-aged children and children attending K-3 in a public or private school. Effective reading programs would include an in-service professional development component for reading instructors in public schools and an out-of-school community-school linked literacy program for all children.

State grants would be awarded competitively with the goal of phasing in all States, meeting the criteria for receiving a grant, by the end of the fifth year.

State Literacy Consortia

Each State desiring to compete for a literacy grant must establish a State Literacy Consortium made up of the Governor and Chief State School Officer and representatives jointly

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PRESERVATION

selected by the Governor and Chief State School Officer, including:

- the directors of curriculum and instruction, Title II and other professional development programs, Title I, and special education;
- local education agencies within the State which include one or more Title I schools identified for school improvement;
- higher education institution(s) within the State, especially those engaged in research on reading and the preparation of reading teachers if possible;
- private nonprofit or for-profit professional development providers;
- community-based organizations involved in reading programs;
- family literacy/adult education providers; and
- the State Commission on National and Community Service.

If a State already has an existing literacy consortium to promote literacy for all students, it may substitute such membership for the requirements above.

The State educational agency would act as the fiscal agent for the receipt and disbursement of grant funds if a State were to receive funds.

The functions of the consortium include:

- preparing and submitting the literacy grant application to the Secretary;
- and, if the consortium receives funding, solicitation of grantees within the State;
- oversight of the performance of subgrantees;
- enhancing the capacity of existing agencies to disseminate reliable, valid, and replicable reading research to schools and classrooms;
- acting as an umbrella for all literacy efforts in the state, e.g. Even Start, Reading Recovery, State-wide literacy programs, etc.;
- and
- building on existing literacy programs within the State.

State Literacy Grant Application

The literacy grant application to the Secretary would be required to:

- describe how subgrants made by the consortium would achieve the goals of this Act and facilitate the coordination of school and community-based programs for reading;
- describe the State's strategies for building on existing literacy initiatives in the State, including family literacy initiatives such as those carried out under the Even Start program, and for attracting other resources to promote the purpose of this Act;
- be integrated with State plans under ESEA, IDEA, and the Adult Education Act; and
- include information on the consortium including the roles of each of the participants.

Selection of Literacy Grant Applications

Applications from State Literacy Consortia will go to the Secretary of Education, who would forward them to a Peer Review Panel for initial approval. Applications approved by the panel would be returned to the Secretary for final approval or disapproval.

The Peer Review Panel will consist of experts in the field of reading who are appropriate to evaluate such grant applications. Members would be selected by the Secretary of Education in consultation with the National Institute for Literacy (NIFL); the National Academy of Sciences (NAS); and the National Institute of Child Health and Human Development (NICHD).

A priority would be given to applicants from States that have modified or plan to modify, State teacher certification in the area of reading to reflect reliable, valid, and replicable research.

Pre-Service Subgrants

THIS PURPOSE IS ADDRESSED IN THE ADMINISTRATION'S PROPOSAL FOR TITLE V OF THE HIGHER EDUCATION ACT *which includes a program for reading*

Local Reading Program Subgrants

State literacy consortia receiving funds under this legislation would be required to make subgrants to local applicants to develop, carry out, or expand local reading programs.

Definition of Local Reading Program:

1. helps children read well and independently by the end of the third grade through in-school and after-school programs;
2. serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
3. implements a clear model(s) of reading instruction in schools which is based on reliable, valid, and replicable research;
4. ensures that the school will use the professional development funds (in the area of reading) from IDEA and ESEA, in connection with such reading efforts;
5. provides appropriate and effective training for, tutors for after-school, weekend, or summer reading programs *or* for other proven reading programs, for children from preschool through fourth grade;
6. assesses student progress toward developing reading skills based on challenging academic standards in reading;
7. leverages resources from a variety of federal, state, and local programs to support reading.

support } coordination

Eligible Applicants: An eligible applicant is a consortium consisting of a local educational agency (or one or more schools of such agency) and at least one other public or private agency or organization (such as library, museum, or other cultural institution, community-based organization, business or other employer, senior citizen group, youth group, parent association, literacy organization, or institution of higher education), or Indian Tribe.

Local reading programs applying for subgrants from the State would be required to demonstrate how the reading program would be coordinated and integrated with Title 1 schoolwide or non-schoolwide programs both fiscally and programmatically.

Grantees may use funds to:

- provide payment to instructors implementing reading models;
- provide payment to a reading specialist to link in-school and out-of-school reading programs;
- support partnerships with Head Start, Even Start, Adult Education and/or community based organizations;
- support professional development, including the training of volunteers;
- provide payment to a tutor coordinator;
- provide instruction for parents and others who volunteer to be reading tutors; and
- train illiterate parents to read so that they may read to their children and assist them in homework.

Priorities for funding applicants which:

develop, carry out, or expand effective local programs, such as family literacy programs, that provide appropriate support, training, and educational materials to involve and assist parents (and other adult primary caregivers) to help their children become successful readers by the end of the third grade.

If a State does not apply or it not awarded a grant, the Secretary will make available competitive grants directly to Local Education Agencies.

Local and Regional Grants

The Secretary shall make competitive grants to eligible applicants to develop:

1. large-scale local reading programs that will serve as effective models for helping large numbers of children read well and independently by the end of the third grade;
2. national or regional networks that provide information to interested persons on how parents and families can help their children read better and that support the efforts of parents and families to provide a solid foundation for reading;
3. reading organizations in more than one State; or
4. other local, regional, or national activities that promote the most effective and promising practices for helping all children read well and independently by the end of the third grade.

Program Evaluation

The legislation will include a program evaluation component to measure

the overall success of the funds in meeting the purpose of this Act. In addition, it would provide funding to evaluate local programs carried out under this Act.

Information Dissemination

The National Institute for Literacy (NIFL) would head up the effort to disseminate information on reliable, valid, and replicable research on reading to Federal programs that focus, or include a focus on reading. These include programs under the ESEA, Head Start, IDEA, Even Start, and the Adult Education Act.

In doing so, NIFL would build upon applicable information networks currently in existence including OERI and those established by States and private sector entities.

NIFL would be the main organization charged with disseminating information on reliable, valid, and replicable research. The OERI Expert Reading Panel would provide advice to NIFL on the type of research to be disseminated.

Technical Assistance

The Department of Education's Comprehensive Technical Assistance Centers would be awarded grants to enhance their capacity to provide technical assistance to SEAs, LEAs, and schools in the area of reading.

America Reads/Leg Strategy

MEMORANDUM FOR MIKE SMITH

From: Carol Rasco
Ann O'Leary

Subject: Options for Integrating Teacher Training, Professional Development, and
Research Dissemination into the America Reads Legislation

Date: July 28, 1997

This memo consists of two sections. The first outlines options for integrating teacher training, professional development, and research dissemination into the America Reads legislation. The second section provides more detail on our recommended option--building on the strengths of Senator Kennedy's proposal by supplementing his plan for teacher training, professional development and research dissemination with existing departmental efforts. Kennedy's bill provides us with a vehicle to keep the core of the America Reads' legislation--providing extended learning time for children through volunteer reading tutors--while addressing the need for effective on-going professional development and research dissemination.

OPTIONS

The following options represent several successful and/or under-utilized Federal programs which the America Reads initiative could leverage in order to strengthen community-based literacy programs. We selected those programs which focus on effective training of reading teachers, ongoing professional development, and/or dissemination of current research on best-practices in reading with community-based approaches to promoting literacy among young children. Teacher training, professional development, and research dissemination would support America Read's goal of ensuring that all children can read well and independently by the end of third grade.

Teacher Training/Professional Development

- The National Writing Project: The NWP, started in 1972, guides and operates a national network of local professional development sites. It is a teacher-centered professional development program based on the assumption that successful practicing teachers are the best teachers of teachers. The project includes a professional development summer institute where exemplary teachers ranging from K-university and from English to mathematics share their successful writing programs and learn more about research on effective practices to teach writing, extended in-service programs run by institute graduates at their school or within their school district, and year-round writing services for students and teachers. NWP runs 160 sites based at institutions of higher education in 45 states with 13,651 active teacher leaders in their nationwide network.
- *AR Option 1:* Provide a monetary incentive to the NWP to infuse reading into their successful professional development program for writing. Valuable literacy training includes both reading and writing. Thus, this project would be a natural link to effectively train reading teachers. A federal grant could be awarded to the NWP to infuse reading into their already active sites.
- *AR Option 2:* A separate professional development program for reading teachers could be modeled on the NWP. NWP receives \$3.2 million annually in Federal grant money. Additional funding for the project comes from university contributions; county, districts, and school contributions; state funds; and private or corporate grants. The NWP could serve as a mentor to a partner reading project. Like the NWP, partial funding would come from the Federal grant with matching funds from "literacy" partners.
- Improving Basic Programs Operated by Local Educational Agencies (Title 1, Part A, Sec. 1119): Professional Development
 - Districts and Title 1 schools can use Title 1 funds to train Title 1 teachers, aides, and parents to "improve the teaching of academic subjects." Non-Title 1 teachers may also participate in these training and professional development activities if

they serve Title 1 students in their classrooms.

- *AR Option:* Provide incentives to LEAs that are undertaking school-wide programs to participate in professional development activities by providing additional resources or encourage the reallocation of funds specifically for professional development in the area of reading.
- Eisenhower Professional Development Program, ESEA of 1965 (Title II, Part B, Sec. 2201): First \$250 million is earmarked for professional development in Math and Science, while additional funding may be used for professional development in other core academic subjects. Grants are awarded to states and subgrants are awarded to local education agencies. These funds can be used for both pre-service and in-service professional development.
- *AR Option:* Provide an incentive to spend the additional funds on professional development in reading.
- Individuals with Disabilities Education Act (IDEA), Part C: Early Education Program for Children with Disabilities. IDEA, Part C allows grantees to fund training and professional development programs.
- *AR Option:* Provide an incentive to districts in order to use the IDEA, Part C, monies to fund reading specialists who could train teachers to work with special needs children.

Waiver

Research Dissemination and Technical Assistance

- Regional Service Teams and Comprehensive Technical Assistance Centers
 - Regional Education Labs Administered by OERI: The goal of these labs is to "link researchers and teachers in activities to learn--in real schools and classrooms--how research findings can be translated into effective practices." Each lab has a research focus. Relevant specialties include Brown University and the Southwest Educational Development Laboratory labs on language and cultural diversity, the Southeastern Regional Vision for Education lab on early childhood education, and Mid-Continent Regional Educational on curriculum, learning and instruction.
 - *AR Option:* Provide grants to one or more of these regional labs to focus on reading research dissemination.
- Comprehensive Technical Assistance Centers Administered by OESE: The mission of these centers is to "help States, school districts, and schools use grants they receive under ESEA as integral parts of their comprehensive efforts to move all children toward high academic standards."

- *AR Option:* To the extent that America Reads is funded as a Title I demo project and States, school districts, or schools incorporate reading into their school-wide programs for higher academic standards, technical assistance to America Reads programs would be part of a mandate carried out by these comprehensive centers.
- Parent Centers (under Title IV Goals 2000)--administered by OESE: Under this provision, grants are made to establish parental information and resource centers that would "increase parent's knowledge of and confidence in child-rearing activities; strengthen partnerships between parents and professionals in meeting the education needs of children aged birth through five; and, enhance the developmental progress of the children assisted under this program."
- *AR Option:* Parent involvement is a key to America Read's success. Funding could be allocated to these centers to provide resources to parents on reading in the early childhood years.
- *AR Option to use all three of these centers:* America Reads could provide a grant to these three centers to collaboratively focus on dissemination of reading research.
- The Educational Research, Development, Dissemination and Improvement Act of 1994 directed the Assistant Secretary for OERI to establish expert panels to evaluate educational programs and recommend to the Secretary those programs that should be designated as exemplary or promising.
- OERI will be awarding a contract for an expert reading panel in a few weeks. Activities will begin in the next fiscal year. A report on exemplary programs, practices, research, etc. will be issued in 1999. The process is ongoing and additional programs will be added in subsequent years.
- *AR Option:* This panel could be used to evaluate programs that extend the learning time for reading, e.g. after-school tutoring programs. It could also be used to focus on models of reading programs that effectively train teachers and/or disseminate reading research.
- New Reading Research facility: The Department of Education has dedicated \$2.5 million to launch a new reading center to research and disseminate best practices. This center will focus its research on the intersection of schooling and family, early reading and ways to promote literacy. Three-quarters of its funds will go towards research and one-quarter towards dissemination.
- *Note:* The grant for this reading lab has not yet been awarded. Once it has been awarded, it America Reads could learn more about the dissemination aspect of the center.

- **Technology**

- **Technology Innovation Challenge Grants.** This program supports collaboration between educators, local businesses, and community organizations to develop innovative, high-quality applications of technology, with an emphasis on improving access for disadvantaged students.
- **Star Schools.** These grants support partnerships among educational and telecommunications agencies, and demonstrate the use of distance learning technologies to improve instruction, create learning opportunities, and serve disadvantaged students.
- **Regional Technology Education Consortia (RTEC).** These six regional consortia provide technical advice and training to educators about the use of advanced technologies to improve teaching and student achievement.
 - *AR Option:* Any or all of these programs could be tapped to facilitate the dissemination of reading research through technology or develop more effective reading software.
- **Family Involvement Partnership for Learning.** This partnership is comprised of more than 2,000 national, educational, community, parent, religious and business organizations. The Partnership supports family involvement in children's learning school-by-school and community-by-community.
 - *AR Option:* This partnership could be used to strategically disseminate information on family involvement in early childhood reading through these nation-wide partners.
- **READ*WRITE*NOW:** 583, 808 basic kits have been distributed by the U.S. Department of Education as of July 12, 1997. These kits were distributed through pilot sites and over 25,000 individual calls to the Department's information line, 1-800-USA-LEARN.
 - *AR Option:* This effective dissemination practice should be expanded through additional pilot sites and funds to increase the capacity of calls handled by the information line, 1-800-USA-LEARN.

A Proposal Which Incorporates Teacher Training and Research Dissemination

- **Senator Kennedy's Literacy Bill** - In addition to a component on extended learning time through volunteer reading tutors, this bill provides for teacher training and research dissemination which would build on existing programs or create new programs where necessary.
 - Teacher training and professional development would be coordinated and

conducted through a reading specialist with a team of reading resource teachers within a district. The reading specialist, an individual with a higher degree in teaching reading, would advise teachers on the latest research and most effective teaching methods.

- *AR Option:* This reading specialist could possibly be used to train both teachers and tutors in order to have consistency in the reading program.
- **Research Dissemination and Resource Centers.** Grants would be awarded to public agencies or institutions to act as resource and dissemination centers on the best-practices in reading.
- *AR Option:* Build on existing ED resource centers--comprehensive technical assistance centers, regional labs, and new reading research center.

RECOMMENDATION

Senator Kennedy's bill gets at the heart of the America Reads Challenge by proposing the development of a strong volunteer tutoring program with well-trained tutors and classroom teachers to support the effort. Kennedy recognizes that a stand-alone tutoring program is not enough to fulfill the goal of the America Reads Challenge to ensure that every child can read well and independently by the end of the third grade. Instead, a successful tutoring program would coordinate with teachers that receive on-going professional development in the area of reading, as well as parents and caregivers who were provided with information on the best-practices for teaching reading.

Teacher training, professional development, and research dissemination could potentially drain funds away from the tutoring program, however, so that we were left with only a patch-work bill that was short on funding on all accounts. Instead of developing new programs to address these concerns, the Department should build on existing programs to supplement a strong volunteer tutoring program.

- **Teacher Training and Professional Development**

- Pre-Service*

- It is our recommendation that we support the designation of "lighthouses," which successfully train reading teachers, under Title V of the Higher Education Act as outlined above.

- In-Service*

- It is our recommendation that we provide supplemental funds to the National Writing Project, as outlined above, to build on this successful cost-effective professional development program. The National Writing project has spent 24 years developing an exemplary program. A Federal grant could be awarded to the NWP to infuse reading into their national professional development network. Currently, the NWP receives \$3.2 million annually in Federal funds. An additional grant to work on reading would be a cost effective way to ensure effective in-service training in the area of reading.
 - The NWP project sends its institute graduates back to their schools to train their fellow teachers. Many graduates also conduct after-school writing programs for students. Under Kennedy's bill, reading specialists could participate in the training institute, and go back to their schools to train both teachers and tutors in effective reading practices. A reading specialist that trained both teachers and tutors would add to the consistency in a child's reading program.

Research Dissemination

- Kennedy's bill allows for the Secretary to award grants to public agencies and institutions to act as resource and dissemination centers.
- Instead of awarding new grants, we recommend that current Comprehensive Technical Assistance Centers, regional educational laboratories, and the new reading research center collaborate to provide dissemination and technical assistance to America Reads sites. The newly formed board of experts could inform this collaboration on their findings of successful dissemination practices. A small grant may be needed to stimulate this collaboration, but it would be a cost-effective option that would build on the strengths of the existing departmental infrastructure.



July 28, 1997

TO: Steve Brockhouse
Beverly Coney

FROM: *for* Henry Mothner, director
Southern California Comprehensive Assistance Center

SUBJECT: Request for Information on Reading Activities

Background Information

Two goals of the Southern California Comprehensive Assistance Center are to (1) coordinate staff development and technical assistance and, (2) establish and link a network of assistance and communication. One of the priority objectives of the Center is to provide professional development services in the areas of curriculum, instruction and assessment.

During the preliminary 6 month planning phase of the project, the advisory board identified K-3 literacy as one of the Region XII essential priority areas. The charge was not only to improve reading achievement in low-performing schoolwide programs but in non-schoolwide programs as well. The aforementioned planning period led to the development and implementation of the Reading Success Network (RSN) by our 8 county office of education collaborative.

Commitment to coordination and leadership:

Imperial County
Office of Education

Inyo County
Office of Education

Los Angeles County
Office of Education

Mono County
Office of Education

Orange County
Department of Education

Riverside County
Office of Education

San Bernardino County
Superintendent of Schools

San Diego County
Office of Education

 Los Angeles County
Office of Education

9300 Imperial Highway
Downey, CA 90242-2890

Phone 310-922-6343
Fax 310-940-1796

What is the Reading Success Network?

The Reading Success Network is a network of schools actively pursuing schoolwide change to propel the reading achievement of every student. Schoolwide and other school sites joining the network identify a Coach who receives on-going support, training, materials, and participation in a Leadership Forum. Publications, a Web Page and Chat Room to support teachers, administrators, and parents are available to the local Reading Success schools.

The Reading Success Network is aligned with *Every Child a Reader*, the Report of the California Reading Task Force, and *Teaching Reading*, the program advisory, by promoting:

- a comprehensive and balanced reading approach
- continuous student monitoring and modification of instruction
- a proven and rigorous early intervention program for English Language learners

- clear grade level standards for student progress
- reading as a priority for the school and community
- reading assessment instruments used to inform instruction
- continuous and ongoing staff development

What is the Expected Outcome for Students?

- Every student will read at grade level.

What are the Objectives of the Reading Success Network?

1. Provide assistance to Reading Success Network school sites in the design of their reading program for students in grades K-3.
2. Provide training, materials, and on-going assistance to site Coaches, administrators, parents, and the community.
3. Provide resources and support on instructional strategies and methodologies for all students, but particularly the needs of poor children, low achieving children, migrant children, children who are at risk of dropping out, and limited English proficient students.
4. Provide methods for early identification of reading difficulty and strategies for intervention for low performing students.
5. Provide models for collecting, analyzing, and reporting assessment data on reading achievement to parents, teachers, and the community.
6. Share current research to help form the conceptual framework of the Reading Success Network and to design staff development training.
7. Coordinate services and share information from federal, state and local agencies and universities related to the California reading initiative and the America Reads Initiative.
8. Develop and maintain a Web site.

The Southern California Comprehensive Assistance Center Home Page and Reading Success Network Chat Room and Message Board can be found at web site:

<http://sccac.lacoe.edu>

How Can You Become a Participant?

- Submit an early literacy plan
- Identify a COACH

- Collect baseline data including data from schoolwide needs assessments

What is the Coach's Training Series?

The Southern California Comprehensive Assistance Center is providing the Reading Success Network Coach's Training Series for all site coaches who have been identified by their participating school.

Day One

The first full day of training orients participants to the scope of training involved in cognitive and peer coaching. Coaches with prior experience will benefit from this review. Coaches with limited experience learn the concepts and the skills involved in peer coaching. A full Coaching Series will be offered in the Fall.

Day Two and Day Three

Reading assessment instruments have been compiled to inform instructional practice. Participants learn how to utilize these tools and accompanying intervention strategies to intervene immediately with students who are having difficulty.

Day Four

In the fourth day of the series, training in data analysis is presented with a focus on collecting baseline and continuous data. Coaches will be able to assist their schools in identifying data sources and in utilizing a process for how the information will inform curriculum and program decisions throughout the school year.

Support Meetings

Each County Office conducts monthly and bi-monthly support meetings for the Site Coaches in their county. Meeting agendas include innovative instructional and coaching strategies, research presentations, article reviews, and a sharing of successes.

Site Administrator Meetings

Regularly scheduled meetings for RSN Site Administrators are also coordinated by the eight County Offices to maintain a network of support for the Site Coaches, and to provide administrators with a network of peers as they engage in discussion of implementation strategies for school reform, and participate in open dialogues centered around current related research.

How many coaches have been trained?

250 coaches from across the region have been trained. Approximately 100 coaches represent schoolwide programs or schools that have submitted their intent to go schoolwide. Another 250-500 potential coaches have signed up for the network training.

What resources have been used to support this effort?

Approximately \$300,000 and 20% of staff time have been used to develop and implement this network.

In conclusion, the Reading Success Network has provided tremendous assistance to the schools and districts in Region XII. The level of interest in it is very high. There is a waiting list of schoolwide schools anxious to join the network. Region XII is currently planning training for an expanded Cohort Two. There is tremendous interest in including community tutors as part of the network of Coaches. We are only limited by staff time and fiscal resources.

HDM:pv

cc: Art Cole

Existing authority

- (1) Regulate on IASA to clarify what is required by the provisions in Title I, sections 1114 & 1115 which require Title I programs to be based on research. This would require amendments to consolidated plans at both state and district level
- (2) Direct comprehensive centers, other labs and centers, and the National Institute for Literacy, to support putting reliable replicable research into practice
- (3) Use demo authority to set up models similar to that proposed in House draft proposal
- (4) Set up network of mentoring sites (good sites get money to help other sites) which could be done through TA network
- (5) Use Title II efforts to ensure that reliable, reputable research is included in pre-service and in-service professional development
- (6) OERI authority to set up an expert panel to determine what is reliable and reputable research that should be put into practice.. Peer review panel to be selected by the Secretary based on the advice of the National Institute of Literacy in consultation in the National Academy of Sciences, and the National Institute of Child Health and Human Development
- (7) Clearinghouse concept -- Use OERI new reading research center in conjunction with NIFL along with special efforts of labs and centers to provide TA and disseminate information. Peer review panel also would be tied into this.
- (8) Modify, if necessary the roles and function of the new OERI reading research center

New Legislative Authority

(Can combine with some of above)

- (1) Create a State grant planning authority for States to plan how they will coordinate getting models of reading research into existing Federal programs, with a particular focus on schools in school improvement (using all stated above). For example, this could be done through school support teams..

)

*Direct SEAS TO use Section 1002(f) or
1003 to use reliable, replicable
research particular for schools
in need of improvement.*

DETERMINED TO BE AN ADMINISTRATIVE

MARKING Per E.O. 13526

Sec. 3.2(C) Initials: JK **Date:** 5-25-2017
2017-0692-5

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DRAFT

8/25/97

Staff Discussion Draft Outline
America Reads Response

Purpose

The purpose of this legislation is to improve the literacy skills of children and families to ensure that all children read well and independently by the end of the third grade so that they can succeed in school, later in the workplace, and in life. This legislation assists in achieving that purpose by providing financial support from the Department of Education to:

(1) improve in-school reading instruction through professional development of reading instructors;

(2) improve out-of-school reading efforts through local reading programs which provide instruction to families, caregivers, and volunteer reading tutors. All out-of-school efforts would need to effectively link community literacy efforts to the in-school reading instruction; and

(3) expand the study and evaluation of reading based on reliable, valid, and replicable research*, and establish a mechanism for such distribution.

*Reliable, replicable research is defined under the bill to mean rigorous studies that include random efficient samples of subjects; rely on measurements that meet established standards of reliability and validity; test competing theories, where multiple theories exist; and are approved through a peer review process.

Overview

Under this legislation States, through State Literacy Consortiums, compete for literacy grants to use towards the creation and support of effective local reading programs for preschool-aged children and children attending K-3 in a public or private school. Effective reading programs would include an in-service professional development component for reading instructors and an out-of-school community-school linked literacy program.

State Literacy Consortiums

Each State desiring to compete for a literacy grant must establish a State Literacy Consortium made up of the Governor and Chief State School Officer and representatives jointly selected by the Governor and Chief State School Officer, including:

the directors of curriculum and instruction, Title II and other professional development, Title I, and special education;
local education agencies within the State (including an LEA which

includes one or more Title I schools identified for school improvement);

higher education institution(s) within the State, especially those engaged in research on reading and the preparation of reading teachers if possible;

private nonprofit or for-profit eligible professional development provider;

community-based organizations involved in reading programs; and family literacy/adult education providers

the State Commission on National and Community Service.

In addition, the consortium may include individuals and nonprofit organizations involved in the professional development of teachers.

If a State already has an existing literacy consortium to promote literacy for all students, it may substitute such membership for the requirements above.

The State educational agency would act as the fiscal agent for the receipt and disbursement of grant funds if a State were to receive funds.

The functions of the consortium include:

preparing and submitting the literacy grant application to the Secretary;

and, if the consortium receives funding, solicitation of grantees within the State;

oversight of the performance of subgrantees; and enhancing the capacity of existing agencies to disseminate reliable, valid, and replicable reading research to schools and classrooms.

acting as an umbrella for all literacy efforts in the state: Even Start, Reading Recovery, State-wide literacy programs, etc.; and building on existing literacy programs.

State Literacy Grant Application

The literacy grant application to the Secretary would be required to:

describe how subgrants made by the consortium would achieve the goals of this Act and facilitate the coordination of school and community-based programs for reading;

describe the State's strategies for building on existing literacy initiatives in the State, including family literacy initiatives such as those carried out under the Even Start program, and for attracting other resources to promote the purpose of this Act.

be integrated with State plans under ESEA, IDEA, and the Adult Education Act; and

include information on the consortium including the roles of each of the participants.

Selection of Literacy Grant Applications

Applications from State Literacy Consortiums will go to the Secretary of Education, who would forward them to a Peer Review Panel for

initial approval. Applications approved by the panel would be returned to the Secretary for final approval or disapproval.

The Peer Review Panel will consist of experts in the field of reading who are appropriate to evaluate such grant applications. Members would be selected by the Secretary of Education in consultation with the National Institute for Literacy (NIFL); the National Academy of Sciences (NAS); and the National Institute of Child Health and Human Development (NICHD).

A priority would be given to applicants from States that have modified or plan to modify, State teacher certification in the area of reading to reflect reliable, valid, and replicable research.

Pre-Service Subgrants

THIS PURPOSE IS ADDRESSED IN THE ADMINISTRATION'S PROPOSAL FOR TITLE V OF THE HIGHER EDUCATION ACT -- SEE ...

Local Reading Program Subgrants

State literacy consortiums receiving funds under this legislation would be required to make subgrants to local applicants to develop, carry out, or expand local reading programs.

Definition of Local Reading Program:

1. helps children read well and independently by the end of the third grade through in-school and after-school programs;
2. serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
3. implements a clear model(s) of reading instruction in schools which is based on reliable, valid, and replicable research;
4. ensures that the school will use the professional development funds (in the area of reading) from IDEA and ESEA, in connection with such reading efforts;
5. provides appropriate and effective training for, tutors for after-school, weekend, or summer reading programs, or for other proven reading programs, for children from preschool through fourth grade;
6. assesses student progress toward developing reading skills based on challenging academic standards in reading;
7. Leverages resources from a variety of federal, state, and local programs to support reading.

Eligible Applicants: An eligible applicant is a consortium consisting of a local educational agency (or one or more schools of such agency) and at least one other public or private agency or organization (such as library, museum, or other cultural institution, community-based organization, business or other employer, senior citizen group, youth group, parent association, literacy organization, or institution of higher education), or Indian Tribe.

State Literacy consortiums receiving funds under this Act would be required to use a portion of the funds for subgrants to Title I schools identified for school improvement under ESEA, and LEAs that include more than one such school within their jurisdiction.

*in-school (+) out
of school*

Grantees may use funds to:

- provide payment to instructors implementing reading models;
- provide payment to a reading specialist to link in-school and out-of-school reading program.
- support partnerships with Head Start and CBO's (Even Start and Adult Education);
- support professional development, including the training of volunteers;
- provide payment to a tutor coordinator.
- provide instruction for parents and others who volunteer to be reading tutors;
- train illiterate parents to read so that they may read to their children and assist them in homework; and
- fund literacy programs based on Even Start.

Priorities for funding applicants which:

develop, carry out, or expand effective local programs, such as family literacy programs, that provide appropriate support, training, and educational materials to involve and assist parents (and other adult primary caregivers) to help their children become successful readers by the end of the third grade.

Program Evaluation

The legislation will also include a program evaluation component to measure the overall success of the funds in meeting the purpose of this Act.

Information Dissemination

The _____ would head up the effort to disseminate information on reliable, replicable research on reading to Federal programs that focus, or include a focus on reading. These include programs under the ESEA, Head Start, IDEA, Even Start, and the Adult Education Act.

In doing so _____ would build upon applicable information networks currently in existence including OERI and those established by States and private sector entities.

_____ will disseminate information that is identified by an independent advisory board, established by the National Academy of Sciences and consisting of reading experts, that will provide advice on the type of information to be disseminated.

SEE OPTIONS ON DISSEMINATION VEHICLES

Technical Assistance

[GOODLING HAS NO MENTION OF TA IN THE OUTLINE]

[WE NEED TO CONTINUE TO BRAINSTORM ON EXISTING TA]

[DO WE WANT TO ADD MONEY TO THE COMPREHENSIVE TACs TO PROVIDE TA TO THESE PROGRAMS??]

OUTSTANDING ISSUES

ISSUE: Do we have enough money to provide formula grants? Competition enhances quality control over projects, but it sends the signal that States without grants do not have to meet the President's reading goal.

Option A: Competitive grant program among states.
Provide competitive grants to States based on the Technology Challenge Model. Competition would ensure a buy-in from the States that participate. We could work to reach the neediest populations by requiring the States to make subgrants to LEAs with one or more Title 1 schools (as mentioned in the Goodling proposal). The down-side to competitive grants is that we would potentially reach fewer children and we could potentially give grants to the best grant writers, rather than the most needy States or programs.

Option B: Competitive grant program for States with a separate competition for local districts in states that do not win.
This option would alleviate the problem of reaching fewer children. It could, however, create a large burden in processing applications from local districts.

Option C: Formula grants to States.
This option would ensure that all States have funds to carry-out the program. It would not, however, require States to buy-in to the program or provide incentives to States to carry-out exemplary programs.

Option D: Formula grant 70% of fund to States and award 30% of the funds competitively.
This option is based on the original America Reads legislation. It allows us to reach every State, but it also encourages States to develop exemplary programs. In considering this option, we need to evaluate our funding. (Larry Cohen is developing a chart which would show a break down of \$200 million with the 70/30 split - \$60 million taken out for research, dissemination, technical assistance and evaluation)

ISSUE: What organization should coordinate the dissemination of information?

Option A: OERI

Option B: National Institute for Family Literacy

Option C: Comprehensive Technical Assistance Centers

Option D: The Secretary of Education

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8/18/97

cc: Cohen

Staff Discussion Draft Outline Reading Proposal

Purpose

This legislation will improve the literacy skills of children and families by improving the in-service and pre-service professional development of reading instructors.

This legislation will also expand the study and evaluation of reading based on reliable, replicable research, and establish a mechanism for the distribution of such information.

Overview

Under this legislation States, through State Literacy Consortia, compete for literacy grants to use toward innovative in-service and pre-service reading programs and for related reading activities.

State Literacy Consortia

Each State desiring to compete for a literacy grant must establish a State Literacy Consortium made up of the Governor and representatives selected by the Governor, including:

- the State educational agency;
- local education agencies within the State (including an LEA which includes one or more Title I schools identified for school improvement);
- higher education institution(s) within the State;
- eligible research institution(s) (defined as an institution of higher education at which reliable, replicable research* on reading has been conducted);
- private nonprofit or for-profit eligible professional development providers; and
- family literacy/adult education providers.

In addition, the consortium may include individuals and nonprofit organizations involved in the professional development of teachers.

** Reliable replicable research is defined under the bill to mean prospective, experimental, longitudinal studies that include large samples of subjects; rely on measurements that meet established standards of reliability and validity; test competing theories, where multiple theories exist; and are approved through a peer review process.*

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The State educational agency would act as the fiscal agent for the receipt and disbursement of grant funds if a State were to receive funds.

The functions of the consortium include:

- preparation and submission of the literacy grant application to the Secretary;
- and, if the consortium receives funding, solicitation of grantees within the State; and
- oversight of the performance of subgrantees.

State Literacy Grant Application

The literacy grant application to the Secretary would be required to:

- describe how subgrants made by the consortium would achieve the goals of this Act and how subgrantees for in-service and pre-service grants would be required to collaborate;
- be integrated with State plans under ESEA and IDEA; and
- include information on the consortium including the roles of each of the participants.

Selection of Literacy Grant Applications

Applications from State Literacy Consortiums will go to the Secretary of Education, who would forward them to a Peer Review Panel for initial approval. Applications approved by the panel would be returned to the Secretary for final approval or disapproval. *legal problem*

The Peer Review panel will consist of experts in the field of reading who are appropriate to evaluate such grant applications. Members would be selected by the National Institute for Literacy (NIFL) in consultation with the National Academy of Sciences (NAS); the National Institute of Child Health and Human Development (NICHD) and the Secretary of Education.

- A priority would be given to applications from States that have modified or plan to modify, State teacher certification in the area of reading to reflect reliable, replicable research.

Pre-Service Subgrants

State literacy consortiums receiving funds under this Act would be required to use a portion of the funds for pre-service subgrants to institutions of higher education that operate a program of teacher preparation in the State. In order for a higher education institution to be eligible for funds, they would be required to:

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1. Team up with an eligible research institution, which would:

- provide reliable, replicable research to the higher education institutions;
- be available to provide direct professional development for professors and instructors who prepare students to teach reading; and
- be required to collaborate with the higher education institution in the development of training materials and short-term training sessions for work-study students involved in tutoring students in reading.

2. Submit an application to the State literacy consortium for approval which includes information on:

- how professors and instructors of the institution will participate in professional development in the area of the teaching of reading and how such professors will use such information in the instruction of their students;
- how the institution will work with LEAs, private schools, non-profit providers of professional development to teachers, and volunteer organizations engaged in teaching students to read; and
- how the institution will assess their effectiveness.

In-Service Subgrants

State literacy consortiums receiving funds under this Act would be required to use a portion of the funds for in-service subgrants to Title I schools identified for school improvement under ESEA, and LEAs that include more than one such school within their jurisdiction.

In order for such schools or LEAs to be eligible to receive funds they must submit an application to the State literacy consortium, which:

- identifies and describes one or more models of reading instruction the school intends to use for implementing and improving reading instruction in the school which is based on reliable, replicable research;
- demonstrates that a person or entity responsible for the development of such model will work with the applicant in connection with the implementation of improvement efforts; and
- provides an assurance that the subgrantee will use professional development funds (in the area of reading) from IDEA and ESEA, in connection with such efforts.

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In selecting applicant, the State Literacy Consortium must give priority to subgrantees that form a partnership with a local Head Start program; a community-based organization; an Even Start program or an adult education program), to share their selected models of reading instruction and provide such entities with materials and training programs.

Grantees may use funds for:

- provide payment to instructors implementing reading models;
- partnerships with Head Start and CBO's (Even Start and Adult Education)
- professional development, including the training of volunteers;
- providing instruction for parents and other who volunteer to be reading tutors;
- training to assist illiterate parents to read so that they may read to their children and assist them in homework; and
- family literacy programs based on Even Start.

Program Evaluation

The legislation will also include a program evaluation component to measure the overall success of the funds in meeting the purpose of this Act.

Information Dissemination

The National Institute for Literacy would head up the effort to disseminate information on reliable, replicable research on reading to Federal programs that focus, or include a focus on reading. These include ESEA, Head Start, IDEA, Even Start, and the Adult Education Act.

In doing so, NIFL would build upon applicable information networks currently in existence including OERI and those established by States and private sector entities.

Authorization

There would be \$260 million available for the overall initiative.

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Additional Provisions

- Amendments to the Even Start program.
- Language to build upon providing instruction to work-study students who tutor in reading.
- Working on definition of “reading” – draft definition is as follows:

“The term “reading” is the process of understanding the meaning of written text by using the knowledge of the relationships between letters and sounds to accurately and fluently convert the printed word into its spoken form.”

FY 1998 STATE GRANT ALLOCATIONS FOR THE AMERICA READS CHALLENGE
Based on the Original ED America Reads Challenge Act Proposal

	Formula Allocation* (70%)	Estimated Competitive Allocation* (30%)	Total Estimated State Allocation
ALABAMA	\$2,286,737	\$980,030	\$3,266,767
ALASKA	324,779	139,191	463,970
ARIZONA	2,163,755	927,324	3,091,079
ARKANSAS	1,368,709	586,590	1,955,299
CALIFORNIA	15,728,628	6,740,840	22,469,468
COLORADO	1,325,425	568,039	1,893,464
CONNECTICUT	1,285,076	550,747	1,835,823
DELAWARE	339,883	145,664	485,547
FLORIDA	6,295,544	2,698,090	8,993,634
GEORGIA	3,680,046	1,577,162	5,257,208
HAWAII	384,637	164,844	549,481
IDAHO	398,358	170,725	569,083
ILLINOIS	6,079,474	2,605,489	8,684,963
INDIANA	2,082,374	892,446	2,974,820
IOWA	910,871	390,373	1,301,244
KANSAS	1,026,304	439,844	1,466,148
KENTUCKY	2,348,117	1,006,336	3,354,453
LOUISIANA	3,471,092	1,487,611	4,958,703
MAINE	538,616	230,835	769,451
MARYLAND	1,868,009	800,575	2,668,584
MASSACHUSETTS	2,742,112	1,175,191	3,917,303
MICHIGAN	6,154,839	2,637,788	8,792,627
MINNESOTA	1,651,818	707,922	2,359,740
MISSISSIPPI	2,262,522	969,652	3,232,174
MISSOURI	2,366,101	1,014,043	3,380,144
MONTANA	458,785	196,622	655,407
NEBRASKA	568,924	243,825	812,749
NEVADA	419,626	179,840	599,466
NEW HAMPSHIRE	320,848	137,506	458,354
NEW JERSEY	3,030,808	1,298,918	4,329,726
NEW MEXICO	1,188,229	509,241	1,697,470
NEW YORK	12,768,197	5,472,085	18,240,282
NORTH CAROLINA	2,601,169	1,114,787	3,715,956
NORTH DAKOTA	336,623	144,267	480,890
OHIO	5,626,028	2,411,155	8,037,183
OKLAHOMA	1,617,672	693,288	2,310,960
OREGON	1,279,011	548,148	1,827,159
PENNSYLVANIA	6,192,986	2,654,137	8,847,123
RHODE ISLAND	463,616	198,693	662,309
SOUTH CAROLINA	1,725,721	739,595	2,465,316
SOUTH DAKOTA	360,600	154,543	515,143
TENNESSEE	2,427,594	1,040,397	3,467,991
TEXAS	11,942,463	5,118,199	17,060,662
UTAH	598,218	256,379	854,597
VERMONT	312,729	134,027	446,756
VIRGINIA	2,079,805	891,345	2,971,150
WASHINGTON	2,065,425	885,182	2,950,607
WEST VIRGINIA	1,342,697	575,441	1,918,138
WISCONSIN	2,311,290	990,553	3,301,843
WYOMING	297,402	127,458	424,860
DISTRICT OF COLUMBIA	393,748	168,749	562,497
PUERTO RICO	4,706,960	2,017,269	6,724,229
Subtotal	136,521,000	58,509,000	195,030,000
Indian Tribes/Outlying Areas			1,970,000
Local and Regional Competitive Grants			50,000,000
Supportive Activities			13,000,000
TOTAL			260,000,000

* Formula and estimated competitive allocations are based on State relative shares of FY 1997 ESEA Title I funding. Actual competitive allocations will be based on the quality of State plans and may differ from the amounts in this table. Allocations exclude an additional \$50,000,000 in ED funds that will be awarded for local and regional competitive grants.

AUG. 26, 1997 10:19AM



OFFICE OF SECRETARY
UNITED STATES DEPARTMENT OF EDUCATION

NO. 2988 P. 1

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kircard

ORGANIZATION: Domestic Policy

PHONE NUMBER: _____

FAX NUMBER: 202/456-7028

FROM: Ann O'Leary

PHONE NUMBER: 202/401-2993

FAX NUMBER: ~~382-001-0000~~

MESSAGE: _____

CONFIDENTIALITY NOTICE

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600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

America Reads Legislative Comparison Chart
August 23, 1997

	The America Reads Challenge Act	Rep. Goodling's Literacy Proposal	America Reads Counter-Proposal
Purpose/Goal	To ensure that every child can read well and independently by the end of the third grade	To improve the literacy skills of children and families through pre-service and in-service for reading instructors	To improve the literacy skills of children and families to ensure that all children read well and independently by the end of third grade
Theory	In order to improve the reading skills of young children, the time they spend learning reading needs to be extended to out-of-school hours. The extension of learning time can be accomplished through volunteer reading tutors. A successful after-school volunteer reading program links with the in-school reading instruction. In addition, children need to begin gaining literacy skills from birth. Parents can help children gain these skills through literacy training.	Reading skills of children will increase by improving the quality of in-school instruction children receive. This quality can be improved through pre-service instruction and in-service professional development for reading teachers. In addition, children will improve their reading with an improved home learning environment. The improvement of the home learning environment can occur through family literacy programs.	Reading skills of young children will increase through improving in-school instruction, out-of-school learning time, and the <u>linkage between the two</u> . In-school instruction can be improved through professional development of reading instructors and through working with after-school reading efforts. After-school efforts can be improved through the work of trained volunteer reading tutors. Additionally, home learning time can be improved through the support of family literacy efforts.

Funding	\$2.75 billion over five years: [\$260 million in the first year under the Dept. of Education funds (\$290 in 2nd year, \$335 in 3rd year, \$380 in 4th year, \$460 in 5th year), \$200 million per year under Corporation for National Service Funds	\$260 million for the overall initiative	² \$1.75 billion over five years (same breakdown of funds under Department of Education in the America Reads Challenge Act, no funds under the Corporation for National Service) ²
Dispersal of Funds	To States: 70% formula grants, 30% competitive to States to encourage exemplary programs. States award competitive subgrants to Local Education Agencies which have partnered with an outside organization. Each State shall use 20% of the funds it receives to award Parents as First Teachers subgrants. Local Grants - If State does not apply, grants can be made to local education agencies	Competitive grants to States Pre-service Subgrants from States to institutions of higher education In-Service subgrants to Title I schools identified for school improvement under ESEA, and LEAs that include more than one such school within their jurisdiction	TBD (Need to work on breakdown of funds and ask if we can provide both formula and competitive grants as in the original legislation)
Infrastructure to Support Volunteer Reading Tutors	Dept. of Ed funds can be used to hire a reading specialist to train tutors and link to the in-school reading program. In addition, funds can be used to hire a tutor coordinator to carry out the tutoring program. CNS funds would be used to hire 11,000 AmeriCorp members to recruit and organize tutors.	Funds may be used for professional development including the training of tutors. Additionally, funds can be used to provide instruction to parents and others who volunteer to be reading tutors.	Funds can be used to hire a reading specialist to train both teachers and tutors. In addition, funds could be used to hire a tutor coordinator.

Pre-Service for Reading Teachers	No provision for Pre-Service	States required to use a portion of their grants (percentage not indicated) to make subgrants in support of pre-service. Higher Ed institutions that operate a program of teacher preparation are subgrantees. Higher Ed institutions would be required to link up with a eligible research institution which provides replicable, reliable research on reading.	No provision for Pre-Service (encourage the adoption of Pre-Service for Reading Teachers in Title V of the Higher Education Act)
In-Service/Professional Development for Reading Teachers	No provision for In-Service Training	States required to use a portion of their grant (percentage not indicated) to make subgrants to support in-service professional development for reading instructors. Title I schools identified for school improvement under ESEA and LEAs with more than one such school would be subgrantees. They would be required to identify and describe a model of reading instruction, demonstrate a person responsible for development of such a model, and provide assurance that they would use professional development funds in the area of reading from IDEA and ESEA in connection with reading efforts.	In-Service requirements adopted from Goodling's proposal

Family Literacy	Parents as First Teachers Grants awarded as subgrants from States. Grants can be used to expand or develop programs that provide training for parents to help their children become successful readers.	State must give priority to subgrantees that form a partnership with an Even Start program, or an adult education program.	Allow subgrants to be made to organizations that work on family literacy (i.e. roll Parents as First Teachers Grants into the allowable programs funded under competitive subgrants by States)
Research and Dissemination of Best Practices/Technical Assistance	Competitive grants to national organizations or multi-State consortia to develop, carry out, or expand national or regional networks that provide information to interested persons on how parents can help their children read better. Also, grants given to identify and promote the most effective and promising practices for helping all children read well. Grants awarded for technical assistance, dissemination of materials, and information about best practices and other activities that further the purpose of the legislation.	National Institute for Literacy would head up the effort to disseminate information on reliable, replicable research on reading to Federal programs that focus or include a focus on reading. NIFL would build-upon already established public and private networks. Technical assistance provided by higher education institutions in the States.	TBD (Should NIFL or OERI head up dissemination effort? How much funding should be set aside for dissemination and technical assistance? Can Comprehensive Technical Assistance Centers support this effort? How much additional funding would they need?)
Evaluation	Funds allocated to evaluate programs carried out under this Act.	Evaluation component to measure the overall success of the funds in meeting the purpose of this Act.	Evaluation component will be a part of this legislation (Need to figure out how much money allocated to evaluation and whether we want funds for local evaluations or national evaluation)

DISTRIBUTION OF WHOLE SCHOOL REFORM DOLLARS
THROUGH TITLE I BASIC GRANTS FORMULA (FY 1997)

Oby

TOTAL	\$150,000,000	\$75,000,000	\$50,000,000	\$22,000,000
ALABAMA	\$2,409,592	\$1,204,796	\$803,197	\$353,407
ALASKA	374,470	187,235	124,823	54,922
ARIZONA	2,347,905	1,173,952	782,635	344,359
ARKANSAS	1,434,216	717,108	478,072	210,352
CALIFORNIA	17,158,250	8,579,125	5,719,417	2,516,543
COLORADO	1,479,708	739,854	493,236	217,024
CONNECTICUT	1,437,099	718,550	479,033	210,775
DELAWARE	373,189	186,594	124,396	54,734
DISTRICT.OF.COLUMBIA	428,653	214,327	142,884	62,869
FLORIDA	6,921,166	3,460,583	2,307,055	1,015,104
GEORGIA	4,063,698	2,031,849	1,354,566	596,009
HAWAII	426,718	213,359	142,239	62,585
IDAHO	446,035	223,018	148,678	65,419
ILLINOIS	6,683,839	3,341,920	2,227,946	980,296
INDIANA	2,409,182	1,204,591	803,061	353,347
IOWA	1,047,326	523,663	349,109	153,608
KANSAS	1,166,658	583,329	388,886	171,110
KENTUCKY	2,495,380	1,247,690	831,793	365,989
LOUISIANA	3,597,558	1,798,779	1,199,186	527,642
MAINE	625,100	312,550	208,367	91,681
MARYLAND	2,106,310	1,053,155	702,103	308,925
MASSACHUSETTS	3,010,582	1,505,291	1,003,527	441,552
MICHIGAN	6,823,601	3,411,801	2,274,534	1,000,795
MINNESOTA	1,891,595	945,798	630,532	277,434
MISSISSIPPI	2,270,234	1,135,117	756,745	332,968
MISSOURI	2,628,786	1,314,393	876,262	385,555
MONTANA	500,814	250,407	166,938	73,453
NEBRASKA	651,856	325,928	217,285	95,606
NEVADA	477,135	238,568	159,045	69,980
NEW.HAMPSHIRE	375,000	187,500	125,000	55,000
NEW.JERSEY	3,381,908	1,690,954	1,127,303	496,013
NEW.MEXICO	1,286,637	643,318	428,879	188,707
NEW.YORK	14,071,688	7,035,844	4,690,563	2,063,848
NORTH.CAROLINA	2,922,204	1,461,102	974,068	428,590
NORTH.DAKOTA	375,000	187,500	125,000	55,000
OHIO	6,175,363	3,087,682	2,058,454	905,720
OKLAHOMA	1,768,789	884,394	589,596	259,422
OREGON	1,446,274	723,137	482,091	212,120
PENNSYLVANIA	6,938,532	3,469,266	2,312,844	1,017,651
PUERTO.RICO	4,991,217	2,495,608	1,663,739	732,045
RHODE.ISLAND	521,835	260,917	173,945	76,536
SOUTH.CAROLINA	1,868,195	934,098	622,732	274,002
SOUTH.DAKOTA	375,000	187,500	125,000	55,000
TENNESSEE	2,655,646	1,327,823	885,215	389,495
TEXAS	12,991,103	6,495,551	4,330,368	1,905,362
UTAH	685,995	342,998	228,665	100,613
VERMONT	355,467	177,733	118,489	52,135
VIRGINIA	2,333,486	1,166,743	777,829	342,245
WASHINGTON	2,303,447	1,151,723	767,816	337,839
WEST.VIRGINIA	1,430,366	715,183	476,789	209,787
WISCONSIN	2,718,134	1,359,067	906,045	398,660
WYOMING	342,060	171,030	114,020	50,169

Reading Roll-out



janetv_green @ ed.gov
04/25/97 02:58:00 PM

Record Type: Record

To: Michael Cohen, William R. Kincaid
cc:
Subject: America Reads Joint Working Group

TO: The America Reads Joint Working Group

FROM: Carol H. Rasco

We expect President Clinton to announce very soon the transmittal of the legislation for the America Reads Challenge. We wanted to make sure you had the most updated information available. Packets containing the most updated language will be available to you on Monday. The legislation and additional funding consists of:

America's Reading Corps is the heart of the legislation which will fund 25,000 reading specialists and coordinators to mobilize 1 million volunteer reading tutors over five years. Almost \$1.5 billion in new education investments from the new legislation will fund after-school reading specialists to train and supervise tutors, and \$1 billion from proposed increases in appropriations for the Corporation for National Service will help recruit and organize tutors. The tutors, coordinating with the in-school reading program, will provide individualized after-school, weekend, and summer reading tutoring for approximately 3 million children a year in grades K-3 who want and need the extra help.

Parents as First Teachers Challenge Grants. \$300 million in grants over five years will foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade. This money will be available to national and regional groups, as well as local communities and organizations.

As always, if you have further questions or need additional assistance, please call us directly at 202.401.8888. Thank you.



U.S. DEPARTMENT OF EDUCATION
CORPORATION FOR NATIONAL SERVICE

CORPORATION
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★ SERVICE

April 28, 1997

Honorable Newt Gingrich
Speaker of the House of Representatives
Washington, D C 20515

Dear Mr. Speaker:

Enclosed for the consideration of the Congress is a bill, the "America Reads Challenge Act of 1997," to implement the America Reads Challenge proposed by President Clinton in his fiscal year 1998 budget. Also enclosed is a section-by-section analysis summarizing the bill. We are sending an identical letter to the President of the Senate.

Mr. Speaker, we know you share the belief that for our Nation to achieve its full potential, we must make sure that every young child can read. This must be one of our highest priorities.

Far too many of our young people are struggling through school without having mastered this most essential and basic skill. On the 1994 National Assessment of Educational Progress, 40 percent of all 4th graders scored below the "basic" reading level. This is just not good enough. By the start of 4th grade, students need to read so that they can learn science, history, literature, and mathematics. If they can read then, they can read to learn for a lifetime. Students who fail to read well by 4th grade have a greater likelihood of dropping out and a lifetime of diminished success.

Research shows us that reading is a skill developed not only in the classroom, but also in libraries, in communities, and in the home. While teachers and schools have the critical responsibility for making literacy and the basics a top priority, study after study shows that sustained, individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and high-quality school instruction.

For these reasons, we are proposing the America Reads Challenge Act of 1997. This legislation is designed to help mobilize the Nation to help ensure that all our children read well and independently by the end of 3rd grade. The President has asked the Department of Education and the Corporation for National Service jointly to lead this Challenge and provide support to communities in their efforts to recruit, train, and organize reading specialists, volunteer coordinators, and over 1,000,000 volunteers to tutor the young children who need it most. It would not replace or diminish other literacy initiatives or in-school reading programs, such as Head Start, Even Start, and Title I. Rather, it would complement and support those efforts by helping make available to all young children the supports only some children now have -- actively involved parents who read to them from infancy onward, high-quality preschool opportunities, and individualized attention from preschool through 3rd grade.

In order to help address this important challenge, the America Reads bill would provide \$1.725 billion in mandatory funds over 5 years (fiscal years 1998-2002) to the Department of Education and make available up to \$200 million in each of these years in discretionary funds appropriated to the Corporation for National Service. The bulk of these funds would support a State grant program that supports local reading programs and Parents as First Teachers programs and activities. There would also be direct local and regional grants to support effective models and exemplary partnerships.

The America Reads Challenge Act is intended to reach the children in greatest need of services, such as those children who have limited English proficiency or who are from low-income families. The legislation recognizes that local programs must be tailored to the specific needs of the communities and children they serve, using effective practices that have shown the most promise. For example, two specific groups of children at highest risk of reading problems -- those with limited English proficiency and those with disabilities -- face unique learning challenges that call for specialized approaches to improving reading skills.

Under the State grant program, the State educational agency (SEA) and the State Commission on National and Community Service would jointly apply for America Reads funds and distribute those funds on a competitive basis to broad-based local consortia that develop and implement local reading programs. These local reading programs would provide individual tutoring, primarily after school and during the summer, to children in preschool through 4th grade who want and need extra help. While the consortia would have wide flexibility in determining the nature of the tutoring programs, all programs would provide necessary training for tutors and build on and support in-school reading instruction.

Because of the critical role of parents in a child's reading success, the legislation would also require that at least 20 percent of the funds each State receives be used for effective local Parents as First Teachers programs or activities. These programs provide appropriate support, training, and educational materials to involve and assist parents to help their children become successful readers. Building these funds into the overall State grant program will help integrate the tutoring programs and Parents as First Teacher activities and promote a continuum of support for children who are behind in reading.

The legislation also includes national direct competitive grants -- with \$50 million from the Department of Education and up to \$50 million from the Corporation for National Service each fiscal year -- to stimulate effective models and exemplary partnerships at the national, regional, and local levels. At least 10 percent of these funds would be devoted to model Parents as First Teachers programs, particularly national and regional networks that provide information to enable parents to help their children read better. The remainder of these grants would support promising large-scale local reading programs, as well as regional and national reading programs that could not benefit from the State grant program. Programs funded by these direct grants could be developed immediately and would provide critical models for States and other local communities as they develop their own programs.

Collaboration at the State level between SEAs and State Commissions -- and between the Department of Education and the Corporation for National Service at the Federal level -- would combine the knowledge of service organizations, the energy and resources of service volunteers,

and the expertise of the education community in teaching and learning. These partnerships would enable thousands of AmeriCorps participants at the local level to help mobilize a citizen army of one million volunteer reading tutors, and thousands more reading specialists to ensure the tutors' effectiveness by providing training and coordination with the schools.

We believe that the America Reads Challenge Act will help support States and communities nationwide to build on what they have already done to promote literacy and catalyze new efforts to ensure that America's children can read independently and well by the end of 3rd grade. Providing consistent support for reading success from the earliest age -- including after-school, summer, and weekend programs and assistance to parents in working with their children -- will have critically important benefits. These include helping maintain reading gains, reducing the number of children who fall behind in reading, providing additional help to children who need it, and instilling in all children a love of reading and books. Linking millions of children across the Nation in one-on-one relationships with adults who care about education and reading can significantly improve not just children's reading performance, but the course of their lives.

Literacy is about reading, but it is about more. It is also about participating in the community, understanding the world around you, becoming a better citizen, and taking advantage of opportunities. Literacy can help give people the tools to make the most of their potential and prepare them for the 21st century, when a fully literate work force will be crucial to our strength as a Nation. It is in the interest of all of us to do all we can to ensure the reading success of every young child by the end of the 3rd grade.

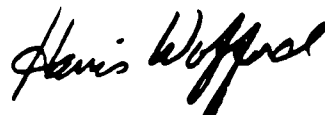
Mr. Speaker, we urge the Congress to act favorably and expeditiously on the enclosed proposal. This initiative is one of our most important endeavors.

The Office of Management and Budget advises that there is no objection to the submission of this proposal to the Congress, and that its enactment would be in accord with the program of the President.

Yours sincerely,



Richard W. Riley
Secretary
Department of Education



Harris Wofford
Chief Executive Officer
Corporation for National Service

Enclosures



**U.S. DEPARTMENT OF EDUCATION
CORPORATION FOR NATIONAL SERVICE**

**CORPORATION
FOR NATIONAL
SERVICE**

April 28, 1997

**Honorable Albert Gore, Jr.
President of the Senate
Washington, D C 20510**

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Page 3 -- Honorable Albert Gore, Jr.

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Yours sincerely,



Richard W. Riley
Secretary
Department of Education



Harris Wofford
Chief Executive Officer
Corporation for National Service

Enclosures

A BILL

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "America Reads Challenge Act of 1997".

TITLE I - AMERICA READS CHALLENGE

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Sec. 101. Table of contents.

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Sec. 103. Purpose.

Sec. 104. Definitions.

Sec. 105. Funds appropriated; funds contributed by Corporation for National and Community Service.

PART 2 - GRANTS TO STATES

Sec. 111. Funds available.

Sec. 112. Distribution of funds.

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PART 3 - LOCAL AND REGIONAL GRANTS TO SUPPORT EFFECTIVE MODELS AND EXEMPLARY PARTNERSHIPS

Sec. 121. Funds available.

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TITLE II - GENERAL PROVISIONS

Sec. 201. Waivers.
Sec. 202. Consultation with Secretary of Health and
 Human Services.
Sec. 203. Prohibition on use of funds.

PART 1 - PROGRAM AUTHORIZED

FINDINGS

SEC. 102. The Congress finds as follows:

(1) While students today generally read as well as ever, 40 percent of America's fourth graders are scoring below the basic level on the National Assessment of Educational Progress (NAEP). This reading performance is not adequate to prepare these students to meet the complexity of the jobs they will seek and the society in which they will live.

(2) Problems in reading performance of young children exist in States and communities throughout the country, including urban and rural locations. Research shows that children who cannot read well and independently by the end of third grade are hampered at the start of their education--and for the rest of their lives--and have a greater likelihood of dropping out and of increased delinquent behaviors.

(3) Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. While communities must work with teachers, libraries, and principals to strengthen in-school reading programs, all Americans can play a role in helping young children learn to read.

1 (4) As their children's first teachers, parents can
2 give their children the firm foundation they need to do well in
3 school by, for example, reading to their children 30 minutes each
4 day from infancy onward, talking with their children, reducing TV
5 watching, getting their children library cards and using them
6 regularly, and seeking the support they may need to help their
7 children learn to read.

8 (5) Research underscores the importance of one-on-one
9 tutoring in helping students improve their reading ability.
10 Effective tutoring programs typically rely on trained tutors who
11 provide reading help, on a regular basis outside of school hours,
12 to young children who are behind in reading. Effective programs
13 often use funds for reading specialists and program coordinators,
14 are linked with in-school reading programs, and support the
15 active involvement of parents.

16 (6) When appropriately trained, concerned individuals
17 from all walks of life--from libraries, schools, community-based
18 organizations, religious organizations, colleges and
19 universities, businesses and other employers, labor
20 organizations, senior citizens groups, parent associations, youth
21 and civic groups, and literacy coalitions--can serve as reading
22 tutors for young children to support their reading success.

23 (7) Early efforts to teach reading are particularly
24 important to children from language minority backgrounds. Data
25 from the National Assessment of Educational Progress indicate
26 that a large gap in reading achievement between students from

1 non-English backgrounds and the general population is present by
2 the early grades and persists through high school.

3 PURPOSE

4 SEC. 103. (a) PURPOSE. The purpose of this Act is to help
5 all children read well and independently by the end of the third
6 grade so that they can succeed in school, later in the workplace,
7 and in life. This Act assists in achieving that purpose
8 primarily by providing joint financial support from the
9 Department of Education and the Corporation for National and
10 Community Service for effective local reading programs for
11 preschool-aged children and children attending both public and
12 private schools.

13 (b) LOCAL READING PROGRAM. As used in this Act, a "local
14 reading program" is a program that--

15 (1) helps children read well and independently by the
16 end of the third grade;

17 (2) serves an area with a high number or percentage of
18 children from low-income families or with the greatest need for
19 reading assistance;

20 (3) recruits, and provides appropriate and effective
21 training for, tutors for after-school, weekend, or summer reading
22 programs, or for other proven reading programs, for children from
23 preschool through fourth grade;

24 (4) uses qualified and trained individuals, such as
25 program coordinators to organize and supervise the program and

1 reading specialists who can train participating tutors to
2 effectively supplement the in-school reading program;

3 (5) ensures that all program personnel are screened to
4 meet State and local safety standards;

5 (6) builds on and supports the in-school reading
6 programs for the children being served, and maintains regular
7 communication between program staff and school personnel;

8 (7) makes parental involvement and support a high
9 priority, and is coordinated with early-childhood and family-
10 literacy programs, such as Head Start and Even Start programs,
11 and with related programs carried out under title I of the
12 Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et
13 seq.); and

14 (8) provides information to the public about the
15 program's strategies for, and progress in, helping children read
16 well and independently by the end of the third grade.

17 DEFINITIONS

18 SEC. 104. As used in this Act, the following terms have the
19 following meanings:

20 (1) CHIEF EXECUTIVE OFFICER. The term "Chief Executive
21 Officer" means the Chief Executive Officer of the Corporation for
22 National and Community Service.

23 (2) INDIAN TRIBE. The term "Indian tribe" has the
24 meaning given that term in section 102(2) of the Federally
25 Recognized Indian Tribe List Act of 1994 (25 U.S.C. 479a(2)).

1 (3) LOCAL EDUCATIONAL AGENCY. The term "local
2 educational agency" has the meaning given that term in section
3 14101(18)(A) and (B) of the Elementary and Secondary Education
4 Act of 1965 (20 U.S.C. 8801(18)(A) and (B)).

5 (4) NATIONAL SERVICE LAWS. The term "national service
6 laws" means the National and Community Service Act of 1990
7 (42 U.S.C. 12501 et seq.) and the Domestic Volunteer Service Act
8 of 1973 (42 U.S.C. 4950 et seq.).

9 (5) READING SPECIALIST. The term "reading specialist"
10 means an individual with advanced training in reading who is
11 licensed or certified to teach reading by the State in which the
12 individual will serve a local reading program.

13 (6) SECRETARY. The term "Secretary" means the
14 Secretary of Education.

15 (7) STATE. The term "State" means each of the
16 50 States, the District of Columbia, and the Commonwealth of
17 Puerto Rico.

18 (8) STATE COMMISSION ON NATIONAL AND COMMUNITY SERVICE.
19 The term "State Commission on National and Community Service"
20 means the State Commission described in section 178 of the
21 National and Community Service Act of 1990 (42 U.S.C. 12638),
22 including any alternative administrative entity approved by the
23 Chief Executive Officer under subsection (a)(2) of that section.

24 (9) STATE EDUCATIONAL AGENCY. The term "State
25 educational agency" has the meaning given that term in

1 section 14101(28) of the Elementary and Secondary Education Act
2 of 1965 (20 U.S.C. 8801(28)).

3 FUNDS APPROPRIATED; FUNDS CONTRIBUTED BY
4 CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

5 SEC. 105. (a) FUNDS APPROPRIATED TO THE SECRETARY OF
6 EDUCATION.--(1) For the purpose of carrying out this Act jointly
7 with the Chief Executive Officer, there are appropriated to the
8 Secretary of Education, from funds not otherwise appropriated;
9 \$260,000,000 for the fiscal year 1998, \$290,000,000 for the
10 fiscal year 1999, \$335,000,000 for the fiscal year 2000,
11 \$380,000,000 for the fiscal year 2001, and \$460,000,000 for the
12 fiscal year 2002.

13 (2) Of the funds appropriated by paragraph (1) for any
14 fiscal year, the Secretary may reserve not more than five
15 percent, but not to exceed \$15,000,000, for supportive activities
16 under part 4 of this title.

17 (b) CORPORATION FOR NATIONAL AND COMMUNITY SERVICE.--
18 (1) From the amounts appropriated to carry out the national
19 service laws for each of the fiscal years 1998 through 2002, the
20 full amount that exceeds the amount of the fiscal year 1997
21 appropriation, up to \$200,000,000, will be available in each such
22 fiscal year to the Chief Executive Officer of the Corporation for
23 National and Community Service only to carry out this Act jointly
24 with the Secretary.

1 (2) Of the funds available under paragraph (1), the
2 Chief Executive Officer may reserve not more than five percent
3 for supportive activities under part 4 of this title.

4 (c) CARRY-OVER OF FUNDS. The Secretary and the Chief
5 Executive Officer may carry over, for one additional fiscal year,
6 any funds described in subsection (a) or subsection (b) that
7 remain available at the end of the fiscal year for which they
8 were appropriated.

9 PART 2 -- GRANTS TO STATES

10 FUNDS AVAILABLE

11 SEC. 111. (a) DEPARTMENT OF EDUCATION. From the sums
12 appropriated by section 105(a)(1), the Secretary shall make
13 available not less than \$197,000,000 for the fiscal year 1998,
14 \$225,500,000 for the fiscal year 1999, \$270,000,000 for the
15 fiscal year 2000, \$315,000,000 for the fiscal year 2001, and
16 \$395,000,000 for the fiscal year 2002 to carry out this part.

17 (b) CORPORATION. For any fiscal year, the Chief Executive
18 Officer shall make available, to carry out this part, at least
19 70 percent, but not more than 75 percent, of the sums available
20 under section 105(b)(1). The sums made available under this
21 subsection include amounts necessary for education awards for
22 national service participants to be deposited in the National
23 Service Trust.

DISTRIBUTION OF FUNDS

SEC. 112. (a) RESERVATION FOR INDIAN TRIBES AND THE OUTLYING AREAS. The Secretary and the Chief Executive Officer shall reserve up to one percent of the funds described in section 111(a) and 111(b), respectively, jointly to make grants to Indian tribes and to American Samoa, Guam, the Virgin Islands, and the Commonwealth of the Northern Mariana Islands, to carry out activities that the Secretary and the Chief Executive Officer jointly approve, subject to conditions they establish, consistent with the purpose of this Act, in consultation with the Secretary of the Interior.

(b) AWARDS TO STATES. After reserving funds under subsection (a), the Secretary and the Chief Executive Officer shall--

(1) allocate 70 percent of the funds available under section 111(a) and (b), respectively, among the States in accordance with the relative amounts they received under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) for the preceding fiscal year; and

(2) distribute the remaining 30 percent of those funds among some or all of the States on the basis of the quality of their applications submitted under section 113, as determined by the Secretary and the Chief Executive Officer, and the extent to which the State has mobilized a broad base of local and statewide organizations to help many more children read well and independently, and has adopted a promising approach to promote

1 reading success from early childhood through fourth grade, except
2 that, beginning with the third year, the Secretary and the Chief
3 Executive Officer may adjust distributions under this paragraph
4 on the basis of the relative performance of the States in
5 achieving the purpose of this Act.

6 (c) REALLOCATIONS AND DIRECT LOCAL GRANTS.--(1) If a State
7 does not submit an application under this part, the Secretary and
8 the Chief Executive Officer may use the State's allocations under
9 this section to make direct grants to eligible applicants in that
10 State to carry out local reading programs, consistent with
11 sections 115 and 116.

12 (2) If a State requests funds only from the Secretary
13 or the Chief Executive Officer, but not from both, the Secretary
14 or the Chief Executive Officer, as the case may be, shall
15 reallocate the funds for which the State is not applying to other
16 States in the manner the Secretary and the Chief Executive
17 Officer determine will best achieve the purpose of this Act.

18 STATE APPLICATIONS

19 SEC. 113. (a) JOINT APPLICATIONS REQUIRED.--(1) A State that
20 wishes to receive funds under this part shall submit a single
21 application to an "America Reads" contact jointly identified by
22 the Secretary and the Chief Executive Officer.

23 (2) The State educational agency and the State
24 Commission on National and Community Service jointly shall
25 prepare the application, in consultation with appropriate
26 individuals, agencies, and organizations, and shall provide a

1 reasonable period for public comment on the application before
2 submitting it for approval.

3 (b) CONTENTS. Each application shall--

4 (1) describe how the State will make competitive
5 subgrants, in accordance with section 115, to develop, carry out,
6 or expand local reading programs that--

7 (A) will reach the children in greatest need of
8 assistance, such as those children who are from low-income
9 families or who have limited English proficiency, to read well
10 and independently by the end of the third grade; and

11 (B) use effective practices that have shown the
12 most promise in helping all children, including children with
13 limited English proficiency and children with disabilities, read
14 well and independently;

15 (2) describe the State's strategy for building on
16 existing literacy initiatives in the State, including family
17 literacy initiatives such as those carried out under the Even
18 Start program, and for attracting other resources to promote the
19 purpose of this Act, including how the State will work with the
20 business sector and with other public and private agencies, such
21 as school districts, elementary schools, libraries, literacy
22 organizations, reading associations, institutions of higher
23 education, senior citizens groups, arts and cultural groups,
24 religious and other community groups, and programs funded under
25 the national service laws, to implement that strategy;

1 (3) describe the State's intended distribution of funds
2 for Parents as First Teachers programs and activities under
3 section 116 and how the State will consult with representatives
4 of programs for preschool children (including the State's Head
5 Start program and State child-care programs), family literacy
6 programs (such as Even Start programs), and programs funded under
7 the Adult Education Act (20 U.S.C. 1201 et seq.), in carrying out
8 that section;

9 (4) describe how local programs assisted under this
10 part will be evaluated and how the State will assess its progress
11 toward meeting the purpose of this Act if it does not participate
12 in the biennial assessments of fourth-grade reading proficiency
13 through the National Assessment of Educational Progress under
14 section 411 of the National Education Statistics Act of 1994
15 (20 U.S.C. 9010);

16 (5) describe the proposed uses of funds requested from
17 the Corporation under this part;

18 (6) include an assurance that the State, and other
19 recipients of funds under this part in the State, will comply
20 with this Act and other applicable laws; and

21 (7) include other information and assurances that the
22 Secretary and the Chief Executive Officer jointly may require.

23 (c) APPLICATION REVIEW.--(1) The Secretary and the Chief
24 Executive Officer jointly shall review each State application
25 submitted under this part and jointly shall approve each
26 application that meets the requirements of this section.

1 (2) If a State's application does not meet the
2 requirements of this section, the Secretary and the Chief
3 Executive Officer shall give the State a reasonable opportunity
4 to revise and resubmit it and, at the State's request, shall
5 provide technical assistance to the State on its application.

6 AWARD OF FUNDS

7 SEC. 114. Except as provided in section 112(c), for each
8 State whose application has been approved under this part, the
9 Secretary and the Chief Executive Officer shall award the State's
10 share of the funds described in sections 111(a) and (b) to the
11 State educational agency and the State Commission on National and
12 Community Service, respectively.

13 LOCAL READING PROGRAMS

14 SEC. 115. (a) SUBGRANTS TO LOCAL APPLICANTS. Except as
15 provided in sections 116 and 117, each State shall use funds
16 awarded to it under this part to make subgrants to local
17 applicants to develop, carry out, or expand local reading
18 programs, as defined in section 103(b).

19 (b) ELIGIBLE APPLICANTS. An eligible local applicant is a
20 consortium consisting of a local educational agency (or one or
21 more schools of such an agency) and at least one other public or
22 private agency or organization (such as a library, museum, or
23 other cultural institution, community-based organization,
24 business or other employer, senior citizens group, youth group,

1 parent association, civic group, literacy organization, or
2 institution of higher education) or Indian tribe.

3 (c) LOCAL APPLICATIONS. Each eligible local applicant
4 wishing to receive funds under this part shall submit an
5 application to a single "America Reads Challenge" contact jointly
6 identified by the State educational agency and the State
7 Commission on National and Community Service that--

8 (1) describes how it will use those funds to develop
9 and carry out, or to expand, a local reading program that meets
10 each of the conditions described in section 103(b);

11 (2) identifies a local educational agency or other
12 member of the consortium with a record of sound fiscal management
13 to act as the applicant's fiscal agent; and

14 (3) includes other information that the State may
15 require.

16 (d) AUTHORIZED ACTIVITIES. Funds made available under this
17 part shall be used by local applicants only for expenses
18 reasonably necessary to develop, carry out, or expand effective
19 local reading programs, such as the costs of reading specialists,
20 materials, training of tutors, and family literacy activities,
21 except that funds made available under this part by the Chief
22 Executive Officer shall be used by local applicants only for
23 activities that are also described in this part and authorized by
24 the national service laws.

1 LOCAL "PARENTS AS FIRST TEACHERS" PROGRAMS

2 SEC. 116. (a) REQUIRED FUNDING. Notwithstanding any other
3 provision of this part, each State shall use at least 20 percent
4 of the funds it receives from the Secretary under this part to
5 develop, carry out, or expand effective local programs, such as
6 family literacy programs, that provide appropriate support,
7 training, and educational materials to involve and assist parents
8 (and other adult primary caregivers) to help their children
9 become successful readers by the end of the third grade.

10 (b) CRITERIA AND REQUIREMENTS. Funds under this section--

11 (1) may be included as part of an award under
12 section 115;

13 (2) may be awarded separately to consortia described in
14 that section (except that such a consortium need not include a
15 local educational agency or a school of such an agency); and

16 (3) shall be provided only to applicants that--

17 (A) (i) have a demonstrated record of successfully
18 working with parents in improving the reading skills of their
19 young children; or

20 (ii) plan to use a program model that has
21 been demonstrated to be effective; and

22 (B) demonstrate that the proposed program--

23 (i) has the support of the community; and

24 (ii) will be coordinated with other programs
25 that provide support for parents, such as adult education
26 programs.

1 STATE ADMINISTRATION

2 SEC. 117. Notwithstanding any other provision of this part,
3 each State educational agency and State Commission on National
4 and Community Service may use not more than one percent of the
5 amount it receives under this part for any fiscal year for the
6 administration of this part.

7 PART 3 -- LOCAL AND REGIONAL GRANTS
8 TO SUPPORT EFFECTIVE MODELS AND EXEMPLARY PARTNERSHIPS

9 FUNDS AVAILABLE

10 SEC. 121. (a) DEPARTMENT OF EDUCATION. From the sums
11 appropriated by section 105(a)(1) for any fiscal year, the
12 Secretary shall make available \$50,000,000 to carry out this
13 part.

14 (b) CORPORATION. For any fiscal year, the Chief Executive
15 Officer shall make available, to carry out this part, 25 percent
16 of the sums available under section 105(b). The sums available
17 under this subsection include amounts necessary for education
18 awards for national service participants to be deposited in the
19 National Service Trust.

20 GRANTS AUTHORIZED

21 SEC. 122. (a) IN GENERAL. The Secretary and the Chief
22 Executive Officer jointly shall make competitive grants to
23 eligible applicants to develop, carry out, or expand--

1 (1) large-scale local reading programs that will serve
2 as effective models for helping large numbers of children read
3 well and independently by the end of the third grade;

4 (2) national or regional networks that provide
5 information to interested persons on how parents can help their
6 children read better and that support the efforts of parents of
7 children of any age from birth through age eight to give their
8 children a solid foundation for reading and later success in
9 school;

10 (3) reading programs conducted by national
11 organizations in more than one State; or

12 (4) other local, regional, and national activities that
13 identify and promote the most effective and promising practices
14 for helping all children read well and independently by the end
15 of the third grade.

16 (b) PARENTS AS FIRST TEACHERS PROGRAMS. The Secretary and
17 the Chief Executive Officer, in consultation with the Secretary
18 of Health and Human Services, shall ensure that, for each fiscal
19 year, at least 10 percent of the funds described in
20 section 121(a) are awarded to support networks described in
21 subsection (a)(2) or for other programs that provide appropriate
22 support, training, and educational materials to involve and
23 assist parents (and other adult primary caregivers) to help their
24 children become successful readers by the end of the third grade.

1 ELIGIBLE APPLICANTS

2 SEC. 123. Eligible applicants under this part are--

3 (1) national organizations;

4 (2) multi-State consortia comprised of two or more
5 public or private agencies, organizations, and institutions or
6 Indian tribes; and

7 (3) local applicants that are eligible for subgrants
8 under section 115 or section 116 and that have the capacity to
9 conduct programs of sufficient size to serve as national models.

10 APPLICATIONS

11 SEC. 124. (a) APPLICATIONS REQUIRED. An eligible applicant
12 that wishes to receive a grant under this part shall submit a
13 single application to an "America Reads Challenge" contact
14 jointly identified by the Secretary and the Chief Executive
15 Officer.

16 (b) CONTENTS. Each application shall--

17 (1) identify the amount of funds, if any, the applicant
18 is requesting from the Secretary;

19 (2) identify the amount of funds, if any, the applicant
20 is requesting from the Chief Executive Officer;

21 (3) describe the specific activities the applicant will
22 carry out with the funds for which it is applying;

23 (4) describe how those activities are related to
24 school-based reading programs and early childhood programs, if
25 appropriate;

1 (5) describe how the applicant will serve children in
2 greatest need of reading assistance, such as those children who
3 are from low-income families or who have limited English
4 proficiency;

5 (6) demonstrate that the applicant's proposed project--

6 (A) is likely to have a substantial local,
7 regional, or national impact;

8 (B) will be cost-effective; and

9 (C) will be coordinated with the business and
10 nonprofit sectors and with other State and local programs that
11 provide support for parents;

12 (7) describe how the applicant periodically will
13 evaluate its program and make necessary improvements;

14 (8) include an assurance that the applicant will comply
15 with this Act and other applicable laws; and

16 (9) include other information and assurances that the
17 Secretary and the Chief Executive Officer may require.

18 (c) APPLICATION REVIEW. The Secretary and the Chief
19 Executive Officer jointly shall review and act on each
20 application submitted under this part.

21 PART 4 -- SUPPORTIVE ACTIVITIES

22 AUTHORIZED ACTIVITIES

23 SEC. 131. The Secretary and the Chief Executive Officer
24 shall use funds reserved under sections 105(a)(2) and 105(b)(2),
25 respectively, directly or through grants to, or contracts with,

1 public and private agencies, organizations, and institutions or
2 Indian tribes--

3 (1) for technical assistance, dissemination of
4 materials and information about best practices, and other
5 activities that further the purpose of this Act; and

6 (2) to evaluate programs carried out under this Act.

7 TITLE II -- GENERAL PROVISIONS

8 WAIVERS

9 SEC. 201. The Secretary and the Chief Executive Officer may
10 waive any provision of this Act, and the Chief Executive Officer
11 may waive any provision of the national service laws to the
12 extent it is applicable to this Act, at the request of an
13 applicant or recipient who demonstrates to their satisfaction
14 that such a waiver would significantly promote the purpose of
15 this Act.

16 CONSULTATION WITH SECRETARY OF HEALTH AND HUMAN SERVICES

17 SEC. 202. The Secretary and the Chief Executive Officer
18 shall consult with the Secretary of Health and Human Services in
19 carrying out this Act.

20 PROHIBITION ON USE OF FUNDS

21 SEC. 203. Notwithstanding section 201 or any other law,
22 funds under this Act may not be--

23 (1) awarded to a pervasively sectarian organization; or

1 (2) used to support religious worship, instruction, or
2 proselytization.

* * * * *

AMERICA READS CHALLENGE ACT OF 1997

SECTION-BY-SECTION ANALYSIS

TITLE I - AMERICA READS CHALLENGE

Sec. 101. Section 101 provides a table of contents for the Act.

PART 1 - PROGRAM AUTHORIZED

Sec. 102. Section 102 sets forth congressional findings relating to the Act.

Sec. 103. Section 103(a) provides that the purpose of the Act is to help all children read well and independently by the end of the third grade so that they can succeed in school, later in the workplace, and in life. This subsection also provides that the Act achieves this purpose primarily by providing joint financial support from the Department of Education (the Department) and the Corporation for National Service (the Corporation) for effective local reading programs for preschool-aged children and for children attending both public and private schools.

Section 103(b) lists the essential elements of each local reading program that is eligible for assistance.

Sec. 104. Section 104 defines various terms used in the Act.

Sec. 105. Section 105(a) appropriates specific amounts to the Secretary of Education (the Secretary) for each fiscal year from 1998 through 2002 to carry out the Act jointly with the Chief Executive Officer (CEO) of the Corporation, and permits the Secretary to reserve not more than five percent (but not to exceed \$15 million) each year for supportive activities under Part 4.

Section 105(b)(1) provides that, from the amounts appropriated to carry out the national services laws for each of the fiscal years 1998 through 2002, the full amount that exceeds the fiscal year 1997 appropriation, up to \$200,000,000, will be available to the CEO only to carry out the Act jointly with the Secretary. Section 105(b)(2) permits the CEO to reserve not more than five percent of the amount available each year for supportive activities under Part 4.

PART 2 -- GRANTS TO STATES

Sec. 111. Section 111(a) specifies the amount of funds to be made available by the Secretary each year to make grants to States under Part 2.

Section 111(b) directs the CEO to use at least 70, but not more than 75, percent of the funds made available by the Corporation for the Act each year to make grants to States under Part 2.

Sec. 112. Section 112 describes how the Secretary and the CEO distribute funds to the States and to Indian tribes and the outlying areas.

Sec. 113. Section 113 requires each State that wants Part 2 funds to submit an application, requires the application to be jointly prepared by the State educational agency (SEA) and the State Commission on National and Community Service, specifies the material to be included in the application, and provides for joint review of the application by the Secretary and the CEO..

Sec. 114. Section 114 provides that the Secretary and the CEO shall award the State's share of funds available under section 105(a) and (b) to the SEA and the State Commission on National and Community Service, respectively.

Sec. 115. Section 115 requires each State to use its Part 2 funds to make subgrants to local applicants to carry out local reading programs. Section 115 also describes who may apply for those subgrants, the contents of their applications to the State, and the activities that may be carried out with those subgrants.

Sec. 116. Section 116 requires that each State use at least 20 percent of its Part 2 funds for effective local programs, such as family literacy programs, that provide appropriate support, training, and educational materials to involve and assist parents to help their children become successful readers by the end of the third grade.

Sec. 117. Section 117 permits each SEA and each State Commission on National and Community Service to use not more than one percent of the amount it receives under Part 2 for any fiscal year for program administration.

PART 3 -- LOCAL AND REGIONAL GRANTS TO SUPPORT EFFECTIVE MODELS AND EXEMPLARY PARTNERSHIPS

Sec. 121. Section 121 directs the Secretary to make available \$50,000,000 in each fiscal year to support certain local and regional programs under Part 3 and, for the same purpose, directs the CEO to make available 25 percent of the funds provided each year by the Corporation for the America Reads Challenge.

Sec. 122. Section 122 describes the kinds of model and exemplary programs the Secretary and the CEO will support under

Part 3, and requires the Secretary to ensure that at least 10 percent of the funds provided by the Secretary to carry out Part 3 will be used for Parents as First Teachers programs or related activities.

Sec. 123. Section 123 describes the types of entities that may apply for funds under Part 3.

Sec. 124. Section 124 describes the contents of applications for grants under Part 3, and provides for joint review of those applications by the Secretary and the CEO.

PART 4 -- SUPPORTIVE ACTIVITIES

Sec. 131. Section 131 authorizes the Secretary and the CEO to use funds they reserve under sections 105(a)(2) and 105(b)(2), respectively, for technical assistance, dissemination of materials and information about best practices, and other activities that further the purpose of the Act, and to evaluate programs carried out under the Act.

TITLE II -- GENERAL PROVISIONS

Sec. 201. Section 201 allows the Secretary and the CEO to waive any provision of the Act, and allows the CEO to waive any provision of the national service laws to the extent it is applicable to the Act, at the request of an applicant or recipient who demonstrates to their satisfaction that the waiver would significantly promote the purpose of the Act.

Sec. 202. Section 202 would direct the Secretary and the CEO to consult with the Secretary of Health and Human Services in carrying out the Act.

Sec. 203. Section 203 would provide that funds under the Act may not be awarded to a pervasively sectarian organization or used to support religious worship, instruction, or proselytization.

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Total Pages: 30

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EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

Wednesday, March 12, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below
FROM: Janet R. Forsgren (for) Assistant Director for Legislative Reference
OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148
SUBJECT: REVISED EDUCATION/CNCS Proposed Draft Bill on America Reads Challenge

DEADLINE: 12:00 noon Thursday, March 13, 1997

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: Attached is final bill language for the America Reads Title of the Balanced Budget Bill. In addition to its inclusion in the Balanced Budget Bill, the Department of Education plans to transmit the bill -- jointly with the Corporation for National and Community Service -- as a stand-alone measure. Therefore, PLEASE REVIEW AND COMMENT ON THE ATTACHED SPEAKER LETTER AND SECTION-BY-SECTION ANALYSIS. The bill language is included for informational purposes.

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_____ Concur

_____ No Objection

_____ No Comment

_____ See proposed edits on pages _____

_____ Other: _____

_____ FAX RETURN of _____ pages, attached to this response sheet

DRAFT

MAR 12 1997

Honorable Newt Gingrich
Speaker of the House of Representatives
Washington, D C 20515

Dear Mr. Speaker:

Enclosed for the consideration of the Congress is a bill, the "America Reads Challenge Act of 1997," to implement the America Reads Challenge proposed by President Clinton in his fiscal year 1998 budget. Also enclosed is a section-by-section analysis summarizing the bill. We are sending an identical letter to the President of the Senate.

Mr. Speaker, we know you share the belief that for our Nation to achieve its full potential, we must make sure that every young child can read. This must be one of our highest priorities.

Far too many of our young people are struggling through school without having mastered this most essential and basic skill. On the 1994 National Assessment of Educational Progress, 40 percent of all 4th graders scored below the "basic" reading level. This is just not good enough. By the start of 4th grade, students need to read so that they can learn science, history, literature, and mathematics. If they can read then, they can read to learn for a lifetime. Students who fail to read well by 4th grade have a greater likelihood of dropping out and a lifetime of diminished success.

Research shows us that reading is a skill developed not only in the classroom, but also in libraries, in communities and in the home. While teachers and schools have the critical responsibility for making literacy and the basics a top priority, study after study shows that sustained, individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and high-quality school instruction.

For these reasons, we are proposing the America Reads Challenge Act of 1997. This legislation is designed to help mobilize the Nation to help ensure that all our children read well and independently by the end of 3rd grade. It would not replace or diminish other literacy initiatives or in-school reading programs, such as Head Start, Even Start, and Title I. Rather, it would complement and support those efforts by helping make available to all young children the supports only some children now have -- actively involved parents who read to them from infancy onward, high-quality preschool opportunities, and individualized attention from preschool through 3rd grade.

In order to help address this important challenge, the America Reads bill would provide \$1.725 billion in mandatory funds over 5 years (fiscal years 1998-2002) to the Department of Education and make available up to \$200 million in each of these years in discretionary funds appropriated to the Corporation for National and Community Service. The bulk of these funds would support a State grant program that supports local reading programs and Parents as First Teachers programs and activities. There would also be direct local and regional grants to support effective models and exemplary partnerships.

Under the State grant program, the State educational agency (SEA) and the State Commission on National and Community Service would jointly apply for America Reads funds and distribute those funds on a competitive basis to broad-based local consortia that develop and implement local reading programs. These local reading programs would provide individual tutoring, primarily after school and during the summer, to children in preschool through 4th grade who want and need extra help. While the consortia would have wide flexibility in determining the nature of the tutoring programs, all programs would provide necessary training for tutors and build on and support in-school reading instruction.

Because of the critical role of parents in a child's reading success, the legislation would also require that at least 20 percent of the funds each State receives be used for effective local Parents as First Teachers programs or activities. These programs provide appropriate support, training, and educational materials to involve and assist parents to help their children become successful readers by the end of 3rd grade. Building these funds into the overall State grant program will help integrate the tutoring programs and Parents as First Teacher activities and promote a continuum of support for children who are behind in reading.

The legislation also includes national direct competitive grants -- with \$50 million from the Department of Education and up to \$50 million from the Corporation for National and Community Service each fiscal year -- to stimulate effective models and exemplary partnerships at the national, regional and local levels. At least 10 percent of these funds would be devoted to model Parents as First Teachers programs, particularly national and regional networks that provide information to enable parents to help their children read better. The remainder of these grants would support promising large-scale local reading programs, as well as regional and national reading programs that could not benefit from the State grant program. Programs funded by these direct grants could be developed immediately and would provide critical models for States and other local communities as they develop their own programs.

Collaboration at the State level between SEAs and State Commissions -- and between the Department of Education and the Corporation for National and Community Service at the Federal level -- would combine the knowledge of service organizations, the energy and resources of service volunteers, and the expertise of the education community in teaching and learning. These partnerships would enable thousands of AmeriCorps volunteers at the local level to help mobilize a citizen army of one million reading tutors, and thousands more reading specialists to ensure the tutors' effectiveness by providing training and coordination with the schools.

We believe that the America Reads Challenge Act will help support States and communities nationwide to build on what they have already done to promote literacy and catalyze new efforts to ensure that America's children can read independently and well by the end of 3rd grade. Providing consistent support for reading success from the earliest age -- including after-school, summer, and weekend programs and assistance to parents in working with their children -- will have critically important benefits. These include helping maintain reading gains, reducing the number of children who fall behind in reading, providing additional help to children who need it, and instilling in all children a love of reading and books. Linking millions of children across the Nation in one-on-one relationships with adults who care about education and reading can significantly improve not just children's reading performance, but the course of their lives.

Page 3 -- Honorable Newt Gingrich

Literacy is about reading, but it is about more. It is also about opportunity. Reading can help give people the tools to make the most of their potential and prepare them for the 21st century, when a fully literate work force will be crucial to our strength as a Nation. It is in the interest of all of us to do all we can to ensure the reading success of every young child by the age of 8.

Mr. Speaker, we urge the Congress to act favorably and expeditiously on the enclosed proposal. This initiative is one of our most important endeavors.

The Office of Management and Budget advises that there is no objection to the submission of this proposal to the Congress, and that its enactment would be in accord with the program of the President.

Yours sincerely,

Richard W. Riley
Secretary
Department of Education

Harris Wofford
Chief Executive Officer
Corporation for National
and Community Service

Enclosures

DRAFT
March 12, 1997
Noon

SECTION-BY-SECTION ANALYSIS

SUBTITLE A - AMERICA READS CHALLENGE

Sec. 6001. Section 6001(a) provides that Subtitle A may be cited as the "America Reads Challenge Act of 1997" (the Act).

Section 6001(b) provides a table of contents for the Act.

PART 1 - PROGRAM AUTHORIZED

Sec. 6002. Section 6002 sets forth congressional findings relating to the Act.

Sec. 6003. Section 6003(a) provides that the purpose of the Act is to help all children read well and independently by the end of the third grade so that they can succeed in school, later in the workplace, and in life. This subsection also provides that the Act achieves this purpose primarily by providing joint financial support from the Department of Education (the Department) and the Corporation for National and Community Service (the Corporation) for effective local reading programs for preschool-aged children and for children attending both public and private schools.

Section 6003(b) lists the essential elements of each local reading program that is eligible for assistance.

Sec. 6004. Section 6004 defines various terms used in the Act.

Sec. 6005. Section 6005(a) appropriates specific amounts to the Secretary of Education (the Secretary) for each fiscal year from 1998 through 2002 to carry out the Act jointly with the Chief Executive Officer (CEO) of the Corporation, and permits the Secretary to reserve not more than five percent (but not to exceed \$15 million) each year for supportive activities under Part 4.

Section 6004(b)(1) provides that, from the amounts appropriated to carry out the national services laws for each of the fiscal years 1998 through 2002, the full amount that exceeds the fiscal year 1997 appropriation, up to \$200,000,000, will be available to the CEO only to carry out the Act jointly with the Secretary. Section 6004(b)(2) permits the CEO to reserve not

more than five percent of the amount available each year for supportive activities under Part 4.

PART 2 -- GRANTS TO STATES

Sec. 6011. Section 6011(a) specifies the amount of funds to be made available by the Secretary each year to make grants to States under Part 2.

Section 6011(b) directs the CEO to use at least 70, but not more than 75, percent of the funds made available by the Corporation for the Act each year to make grants to States under Part 2.

Sec. 6012. Section 6012 describes how the Secretary and the CEO distribute funds to the States and to Indian tribes and the outlying areas.

Sec. 6013. Section 6013 requires each State that wants Part 2 funds to submit an application, requires the application to be jointly prepared by the State educational agency (SEA) and the State Commission on National and Community Service, specifies the material to be included in the application, and provides for joint review of the application by the Secretary and the CEO.

Sec. 6014. Section 6014 provides that the Secretary awards the State's share of funds that were appropriated to the Secretary to the SEA, and that the CEO awards the State's share of funds provided by the Corporation to the State Commission on National and Community Service.

Sec. 6015. Section 6015 requires each State to use its Part 2 funds to make subgrants to local applicants to carry out local reading programs. Section 6015 also describes who may apply for those subgrants, the contents of their applications to the State, and the activities that may be carried out with those subgrants.

Sec. 6016. Section 6016 requires that each State use at least 20 percent of its Part 2 funds for effective local programs, such as family literacy programs, that provide appropriate support, training, and educational materials to involve and assist parents to help their children become successful readers by the end of the third grade.

Sec. 6017. Section 6017 permits each SEA and each State Commission on National and Community Service to use not more than one percent of the amount it receives under Part 2 for any fiscal year for program administration.

PART 3 -- LOCAL AND REGIONAL GRANTS
TO SUPPORT EFFECTIVE MODELS AND EXEMPLARY PARTNERSHIPS

Sec. 6021. Section 6021 directs the Secretary to make available \$50,000,000 in each fiscal year to support certain local and regional programs under Part 3 and, for the same purpose, directs the CEO to make available 25 percent of the funds provided each year by the Corporation for the America Reads Challenge.

Sec. 6022. Section 6022 describes the kinds of model and exemplary program the Secretary and the CEO will support under Part 3, and requires the Secretary to ensure that at least 10 percent of the funds provided by the Secretary to carry out Part 3 will be used for Parents as First Teachers programs or related activities.

Sec. 6023. Section 6023 describes the types of entities that may apply for funds under Part 3.

Sec. 6024. Section 6024 describes the contents of applications for grants under Part 3, and provides for joint review of those applications by the Secretary and the CEO.

PART 4 -- SUPPORTIVE ACTIVITIES

Sec. 6031. Section 6031 authorizes the Secretary and the CEO to use funds they reserve under sections 6005(a)(2) and 6005(b)(2), respectively, for technical assistance, dissemination of materials and information about best practices, and other activities that further the purpose of the Act, and to evaluate programs carried out under the Act.

PART 5 -- MISCELLANEOUS

Sec. 6042. Section 6042 allows the Secretary and the CEO to waive any provision of the Act, and allows the CEO to waive any provision of the national service laws to the extent it is applicable to the Act, at the request of an applicant or recipient who demonstrates to their satisfaction that the waiver would significantly promote the purpose of the Act.

Sec. 6043. Section 6043 would direct the Secretary and the CEO to consult with the Secretary of Health and Human Services in carrying out the Act.

Sec. 6043. Section 6043 would provide that funds under the Act may not be awarded to a pervasively sectarian organization or used to support religious worship, instruction, or proselytization.

* * * * *

TITLE VI-EDUCATION AND LABOR

PROGRAMS

Subtitle A-America Reads Challenge

SHORT TITLE; TABLE OF CONTENTS

SEC. 6001. (a) SHORT TITLE. This subtitle may be cited as the "America Reads Challenge Act of 1997".

(b) TABLE OF CONTENTS. The table of contents for this subtitle is as follows:

Sec. 6001. Short title; table of contents.

PART 1-PROGRAM AUTHORIZED

Sec. 6002. Findings.
Sec. 6003. Purpose.
Sec. 6004. Definitions.
Sec. 6005. Funds appropriated; funds contributed by Corporation for National and Community Service.

PART 2-GRANTS TO STATES

Sec. 6011. Funds available.
Sec. 6012. Distribution of funds.
Sec. 6013. State applications.
Sec. 6014. Award of funds.
Sec. 6015. Local reading programs.
Sec. 6016. Local "Parents as First Teachers" programs.
Sec. 6017. State administration.

PART 3-LOCAL AND REGIONAL GRANTS TO SUPPORT EFFECTIVE MODELS AND EXEMPLARY PARTNERSHIPS

Sec. 6021. Funds available.
Sec. 6022. Grants authorized.
Sec. 6023. Eligible applicants.
Sec. 6024. Applications.

PART 4 - SUPPORTIVE ACTIVITIES

Sec. 6031. Authorized activities.

PART 5 - MISCELLANEOUS

Sec. 6041. Waivers.

Sec. 6042. Consultation with Secretary of Health and Human Services.

Sec. 6043. Prohibition on use of funds.

PART 1--PROGRAM AUTHORIZED

FINDINGS

SEC. 6002. The Congress finds as follows:

(1) While students today generally read as well as ever, 40 percent of America's fourth graders are scoring below the basic level on the National Assessment of Educational Progress (NAEP). This reading performance is not adequate to prepare these students to meet the complexity of the jobs they will seek and the society in which they will live.

(2) Problems in reading performance of young children exist in States and communities throughout the country, including urban and rural locations. Research shows that children who cannot read well and independently by the end of third grade are hampered at the start of their education--and for the rest of their lives--and have a greater likelihood of dropping out and of increased delinquent behaviors.

(3) Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. While communities must work with teachers, libraries, and principals to

strengthen in-school reading programs, all Americans can play a role in helping young children learn to read.

(4) As their children's first teachers, parents can give their children the firm foundation they need to do well in school by, for example, reading to their children 30 minutes each day from infancy onward, talking with their children, reducing TV watching, getting their children library cards and using them regularly, and seeking the support they may need to help their children learn to read.

(5) Research underscores the importance of one-on-one tutoring in helping students improve their reading ability. Effective tutoring programs typically rely on trained tutors who provide reading help, on a regular basis outside of school hours, to young children who are behind in reading. Effective programs often use funds for reading specialists and program coordinators, are linked with in-school reading programs, and support the active involvement of parents.

(6) When appropriately trained, concerned individuals from all walks of life--from libraries, schools, community-based organizations, religious organizations, colleges and universities, businesses and other employers, labor organizations, senior citizens groups, parent associations, youth and civic groups, and literacy coalitions--can serve as reading tutors for young children to support their reading success.

PURPOSE

SEC. 6003. (a) PURPOSE. The purpose of this subtitle is to help all children read well and independently by the end of the third grade so that they can succeed in school, later in the workplace, and in life. This subtitle assists in achieving that purpose primarily by providing joint financial support from the Department of Education and the Corporation for National and Community Service for effective local reading programs for preschool-aged children and children attending both public and private schools.

(b) LOCAL READING PROGRAM. As used in this subtitle, a "local reading program" is a program that-

(1) helps children read well and independently by the end of the third grade;

(2) serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;

(3) recruits, and provides appropriate and effective training for, tutors for after-school, weekend, or summer reading programs, or for other proven reading programs, for children from preschool through fourth grade;

(4) uses qualified and trained individuals, such as reading specialists and program coordinators, to provide necessary training to the tutors who will participate in the

6A-5

1 program and to supervise and coordinate the program;

2 (5) ensures that all program personnel are screened to
3 meet State and local safety standards;

4 (6) builds on and supports in-school reading programs
5 for the children being served;

6 (7) makes parental involvement and support a high
7 priority, and is coordinated with early-childhood and
8 family-literacy programs, such as Head Start and Even Start
9 programs, and with related programs carried out under
10 title I of the Elementary and Secondary Education Act
11 of 1965 (20 U.S.C. 6301 et seq.); and

12 (8) provides information to the public about the
13 program's strategies for, and progress in, helping children
14 read well and independently by the end of the third grade.

DEFINITIONS

15
16 SEC. 6004. As used in this subtitle, the following terms have
17 the following meanings:

18 (1) CHIEF EXECUTIVE OFFICER. The term "Chief Executive
19 Officer" means the Chief Executive Officer of the Corporation for
20 National and Community Service.

21 (2) INDIAN TRIBE. The term "Indian tribe" has the meaning
22 given that term in section 102(2) of the Federally Recognized
23 Indian Tribe List Act of 1994 (25 U.S.C. 479a(2)).

24 (3) LOCAL EDUCATIONAL AGENCY. The term "local educational

1 agency" has the meaning given that term in section 14101(18) (A)
2 and (B) of the Elementary and Secondary Education Act of 1965
3 (20 U.S.C. 8801(18) (A) and (B)).

4 (4) NATIONAL SERVICE LAWS. The term "national service laws"
5 means the National and Community Service Act of 1990 (42 U.S.C.
6 12501 et seq.) and the Domestic Volunteer Service Act of 1973
7 (42 U.S.C. 4950 et seq.).

8 (5) READING SPECIALIST. The term "reading specialist" means
9 an individual with advanced training in reading who is licensed
10 or certified to teach reading by the State in which the
11 individual will serve a local reading program.

12 (6) SECRETARY. The term "Secretary" means the Secretary of
13 Education.

14 (7) STATE. The term "State" means each of the 50 States,
15 the District of Columbia, and the Commonwealth of Puerto Rico.

16 (8) STATE COMMISSION ON NATIONAL AND COMMUNITY SERVICE. The
17 term "State Commission on National and Community Service" means
18 the State Commission described in section 178 of the National and
19 Community Service Act of 1990 (42 U.S.C. 12638), including any
20 alternative administrative entity approved by the Chief Executive
21 Officer under subsection (a) (2) of that section.

22 (9) STATE EDUCATIONAL AGENCY. The term "State educational
23 agency" has the meaning given that term in section 14101(28) of
24 the Elementary and Secondary Education Act of 1965 (20 U.S.C.
25 8801(28)).

FUNDS APPROPRIATED; FUNDS CONTRIBUTED BY
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

SEC. 6005. (a) FUNDS APPROPRIATED TO THE SECRETARY OF

EDUCATION.-(1) For the purpose of carrying out this subtitle jointly with the Chief Executive Officer, there are appropriated to the Secretary of Education, from funds not otherwise appropriated, \$260,000,000 for the fiscal year 1998, \$290,000,000 for the fiscal year 1999, \$335,000,000 for the fiscal year 2000, \$380,000,000 for the fiscal year 2001, and \$460,000,000 for the fiscal year 2002.

(2) Of the funds appropriated by paragraph (1) for any fiscal year, the Secretary may reserve not more than five percent, but not to exceed \$15,000,000, for supportive activities under part 4 of this subtitle.

(b) CORPORATION FOR NATIONAL AND COMMUNITY SERVICE.-(1) From the amounts appropriated to carry out the national service laws for each of the fiscal years 1998 through 2002, the full amount that exceeds the amount of the fiscal year 1997 appropriation, up to \$200,000,000, will be available in each such fiscal year to the Chief Executive Officer of the Corporation for National and Community Service only to carry out this subtitle jointly with the Secretary.

(2) Of the funds made available under paragraph (1), the Chief Executive Officer may reserve not more than five percent

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1 for supportive activities under part 4 of this subtitle.

2 (c) CARRY-OVER OF FUNDS. The Secretary and the Chief
3 Executive Officer may carry over, for one additional fiscal year,
4 any funds described in subsection (a) or subsection (b) that
5 remain available at the end of the fiscal year for which they
6 were appropriated.

7 PART 2--GRANTS TO STATES

8 FUNDS AVAILABLE

9 SEC. 6011. (a) DEPARTMENT OF EDUCATION. From the sums
10 appropriated by section 6005(a)(1), the Secretary shall make
11 available not less than \$197,000,000 for the fiscal year 1998,
12 \$225,500,000 for the fiscal year 1999, \$270,000,000 for the
13 fiscal year 2000, \$315,000,000 for the fiscal year 2001, and
14 \$395,000,000 for the fiscal year 2002 to carry out this part.

15 (b) CORPORATION. For any fiscal year, the Chief Executive
16 Officer shall make available, to carry out this part, at least
17 70 percent, but not more than 75 percent, of the sums available
18 under section 6005(b)(1). The sums made available under this
19 subsection include amounts necessary for education awards for
20 national service participants to be deposited in the National
21 Service Trust.

22 DISTRIBUTION OF FUNDS

23 SEC. 6012. (a) RESERVATION FOR INDIAN TRIBES AND THE OUTLYING
24 AREAS.—The Secretary and the Chief Executive Officer shall

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1 reserve up to one percent of the funds described in section
2 6011(a) and 6011(b), respectively, jointly to make grants to
3 Indian tribes and to American Samoa, Guam, the Virgin Islands,
4 and the Commonwealth of the Northern Mariana Islands, to carry
5 out activities that the Secretary and the Chief Executive Officer
6 jointly approve, subject to conditions they establish, consistent
7 with the purpose of this subtitle, in consultation with the
8 Secretary of the Interior.

9 (b) AWARDS TO STATES.—After reserving funds under
10 subsection (a), the Secretary and the Chief Executive Officer
11 shall—

12 (1) allocate 70 percent of the funds available under
13 section 6011(a) and (b), respectively, among the States in
14 accordance with the relative amounts they received under
15 part A of title I of the Elementary and Secondary Education
16 Act of 1965 (20 U.S.C. 6311 et seq.) for the preceding
17 fiscal year; and

18 (2) distribute the remaining 30 percent of those funds
19 among some or all of the States on the basis of the quality
20 of their applications submitted under section 6013, as
21 determined by the Secretary and the Chief Executive Officer,
22 and the extent to which the State has mobilized a broad base
23 of local and statewide organizations to help many more
24 children read well and independently, and has adopted a
25 promising approach to promote reading success from early

1 childhood through fourth grade, except that, beginning with
2 the third year, the Secretary and the Chief Executive
3 Officer may adjust distributions under this paragraph on the
4 basis of the relative performance of the States in achieving
5 the purpose of this subtitle.

6 (c) REALLOCATIONS AND DIRECT LOCAL GRANTS.-

7 (1) If a State does not submit an application under
8 this part, the Secretary and the Chief Executive Officer may
9 use the State's allocations under this section to make
10 direct grants to eligible applicants in that State to carry
11 out local reading programs, consistent with sections 6015
12 and 6016.

13 (2) If a State requests funds only from the Secretary
14 or the Chief Executive Officer, but not from both, the
15 Secretary or the Chief Executive Officer, as the case may
16 be, shall reallocate the funds for which the State is not
17 applying to other States in the manner the Secretary and the
18 Chief Executive Officer determine will best achieve the
19 purpose of this subtitle.

20 **STATE APPLICATIONS**

21 **SEC. 6013. (a) JOINT APPLICATIONS REQUIRED.-**

22 (1) A State that wishes to receive funds under this
23 part shall submit a single application to an "America Reads"
24 contact jointly identified by the Secretary and the Chief

6A-11

1 Executive Officer.

2 (2) The State educational agency and the State
3 Commission on National and Community Service jointly shall
4 prepare the application, in consultation with appropriate
5 individuals, agencies, and organizations, and shall provide
6 a reasonable period for public comment on the application
7 before submitting it for approval.

8 (b) CONTENTS. Each application shall--

9 (1) describe how the State will make competitive
10 subgrants, in accordance with section 6015, to develop,
11 carry out, or expand local reading programs that--

12 (A) will reach the children in greatest need of
13 assistance to read well and independently by the end of
14 the third grade; and

15 (B) use effective practices that have shown the
16 most promise in helping children in need of assistance,
17 including children with limited English proficiency and
18 children with disabilities;

19 (2) describe the State's strategy for building on
20 existing literacy initiatives in the State, including family
21 literacy initiatives such as those carried out under the
22 Even Start program, and for attracting other resources to
23 promote the purpose of this subtitle, including how the
24 State will work with the business sector and with other
25 public and private agencies, such as school districts,

1 elementary schools, libraries, literacy organizations,
2 reading associations, institutions of higher education,
3 senior citizens groups, arts and cultural groups, religious
4 and other community groups, and programs funded under the
5 national service laws, to implement that strategy;

6 (3) describe the State's intended distribution of funds
7 for Parents as First Teachers programs and activities under
8 section 6016 and how the State will consult with
9 representatives of programs for preschool children
10 (including the State's Head Start program and State child-
11 care programs), family literacy programs (such as Even Start
12 programs), and programs funded under the Adult Education Act
13 (20 U.S.C. 1201 et seq.), in carrying out that section;

14 (4) describe how local programs assisted under this
15 part will be evaluated and how the State will assess its
16 progress toward meeting the purpose of this subtitle if it
17 does not participate in the biennial assessments of fourth-
18 grade reading proficiency through the National Assessment of
19 Educational Progress under section 411 of the National
20 Education Statistics Act of 1994 (20 U.S.C. 9010);

21 (5) describe the proposed uses of funds requested from
22 the Corporation under this part;

23 (6) include an assurance that the State, and other
24 recipients of funds under this part in the State, will
25 comply with this subtitle and other applicable laws; and

(7) include other information and assurances that the Secretary and the Chief Executive Officer jointly may require.

(c) APPLICATION REVIEW.—(1) The Secretary and the Chief Executive Officer jointly shall review each State application submitted under this part and jointly shall approve each application that meets the requirements of this section.

(2) If a State's application does not meet the requirements of this section, the Secretary and the Chief Executive Officer shall give the State a reasonable opportunity to revise and resubmit it and, at the State's request, shall provide technical assistance to the State on its application.

AWARD OF FUNDS

SEC. 6014. Except as provided in section 6012(c), for each State whose application has been approved under this part, the Secretary and the Chief Executive Officer shall award the State's share of the funds described in sections 6011(a) and (b) to the State educational agency and the State Commission on National and Community Service, respectively.

LOCAL READING PROGRAMS

SEC. 6015. (a) SUBGRANTS TO LOCAL APPLICANTS. Except as provided in sections 6016 and 6017, each State shall use funds awarded to it under this part to make subgrants to local applicants to develop, carry out, or expand local reading

programs, as defined in section 6003(b).

(b) ELIGIBLE APPLICANTS. An eligible local applicant is a consortium consisting of a local educational agency (or one or more schools of such an agency) and at least one other public or private agency or organization (such as a library, museum, or other cultural institution, community-based organization, business or other employer, senior citizens group, youth group, parent association, civic group, literacy organization, or institution of higher education) or Indian tribe.

(c) LOCAL APPLICATIONS. Each eligible local applicant wishing to receive funds under this part shall submit an application to a single "America Reads Challenge" contact jointly identified by the State educational agency and the State Commission on National and Community Service that--

(1) describes how it will use those funds to develop and carry out, or to expand, a local reading program that meets each of the conditions described in section 6003(b);

(2) identifies a local educational agency or other member of the consortium with a record of sound fiscal management to act as the applicant's fiscal agent; and

(3) includes other information that the State may require.

(d) AUTHORIZED ACTIVITIES. Funds made available under this part shall be used by local applicants only for expenses reasonably necessary to develop, carry out, or expand effective

1 local reading programs, such as the costs of reading specialists,
2 materials, training of tutors, and family literacy activities,
3 except that funds made available under this part by the Chief
4 Executive Officer shall be used by local applicants only for
5 activities that are also described in this part and authorized by
6 the national service laws.

7 **LOCAL "PARENTS AS FIRST TEACHERS" PROGRAMS**

8 SEC. 6016. (a) REQUIRED FUNDING. Notwithstanding any other
9 provision of this part, each State shall use at least 20 percent
10 of the funds it receives from the Secretary under this part to
11 develop, carry out, or expand effective local programs, such as
12 family literacy programs, that provide appropriate support,
13 training, and educational materials to involve and assist parents
14 (and other adult primary caregivers) to help their children
15 become successful readers by the end of the third grade.

16 (b) CRITERIA AND REQUIREMENTS. Funds under this section--

17 (1) may be included as part of an award under
18 section 6015;

19 (2) may be awarded separately to consortia described in
20 that section (except that such a consortium need not include
21 a local educational agency or a school of such an agency);
22 and

23 (3) shall be provided only to applicants that--

24 (A) (i) have a demonstrated record of successfully

working with parents in improving the reading skills of their young children; or

(ii) plan to use a program model that has been demonstrated to be effective; and

(B) demonstrate that the proposed program—

(i) has the support of the community; and

(ii) will be coordinated with other programs that provide support for parents, such as adult education programs.

STATE ADMINISTRATION

SEC. 6017. Notwithstanding any other provision of this part, each State educational agency and State Commission on National and Community Service may use not more than one percent of the amount it receives under this part for any fiscal year for the administration of this part.

PART 3—LOCAL AND REGIONAL GRANTS

TO SUPPORT EFFECTIVE MODELS AND EXEMPLARY PARTNERSHIPS

FUNDS AVAILABLE

SEC. 6021. (a) DEPARTMENT OF EDUCATION. From the sums appropriated by section 6005(a)(1) for any fiscal year, the Secretary shall make available \$50,000,000 to carry out this part.

(b) CORPORATION. For any fiscal year, the Chief Executive Officer shall make available, to carry out this part, 25 percent

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1 of the sums available under section 6005(b). The sums available
2 under this subsection include amounts necessary for education
3 awards for national service participants to be deposited in the
4 National Service Trust.

5 GRANTS AUTHORIZED

6 SEC. 6022. (a) IN GENERAL. The Secretary and the Chief
7 Executive Officer jointly shall make competitive grants to
8 eligible applicants to develop, carry out, or expand—

9 (1) large-scale local reading programs that will serve
10 as effective models for helping large numbers of children
11 read well and independently by the end of the third grade;

12 (2) national or regional networks that provide
13 information to interested persons on how parents can help
14 their children read better and that support the efforts of
15 parents of children of any age from birth through age eight
16 to give their children a solid foundation for reading and
17 later success in school;

18 (3) reading programs conducted by national
19 organizations in more than one State;

20 (4) other local, regional, and national activities that
21 identify and promote the most effective and promising
22 practices for helping all children read well and
23 independently by the end of the third grade.

24 (b) PARENTS AS FIRST TEACHERS PROGRAMS. The Secretary and

1 the Chief Executive Officer, in consultation with the Secretary
2 of Health and Human Services, shall ensure that, for each fiscal
3 year, at least 10 percent of the funds described in
4 section 6021(a) are awarded to support networks described in
5 subsection (a)(2) or for other programs that provide appropriate
6 support, training, and educational materials to involve and
7 assist parents (and other adult primary caregivers) to help their
8 children become successful readers by the end of the third grade.

9 ELIGIBLE APPLICANTS

10 SEC. 6023. Eligible applicants under this part are—

11 (1) national organizations;

12 (2) multi-State consortia comprised of two or more
13 public or private agencies, organizations, and institutions
14 or Indian tribes; and

15 (3) local applicants that are eligible for subgrants
16 under section 6015 or section 6016 and that have the
17 capacity to conduct programs of sufficient size to serve as
18 national models.

19 APPLICATIONS

20 SEC. 6024. (a) APPLICATIONS REQUIRED. An eligible applicant
21 that wishes to receive a grant under this part shall submit a
22 single application to an "America Reads Challenge" contact
23 jointly identified by the Secretary and the Chief Executive
24 Officer.

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(b) CONTENTS. Each application shall—

(1) identify the amount of funds, if any, the applicant is requesting from the Secretary;

(2) identify the amount of funds, if any, the applicant is requesting from the Chief Executive Officer;

(3) describe the specific activities the applicant will carry out with the funds for which it is applying;

(4) describe how those activities are related to school-based reading programs and early childhood programs, if appropriate;

(5) describe how the applicant will serve children in greatest need of reading assistance;

(6) demonstrate that the applicant's proposed project—

(A) is likely to have a substantial local, regional, or national impact;

(B) will be cost-effective; and

(C) will be coordinated with the business and nonprofit sectors and with other State and local programs that provide support for parents;

(7) describe how the applicant periodically will evaluate its program and make necessary improvements;

(8) include an assurance that the applicant will comply with this subtitle and other applicable laws; and

(9) include other information and assurances that the Secretary and the Chief Executive Officer may require.

1 (c) APPLICATION REVIEW. The Secretary and the Chief
2 Executive Officer jointly shall review and act on each
3 application submitted under this part.

4 PART 4--SUPPORTIVE ACTIVITIES

5 AUTHORIZED ACTIVITIES

6 SEC. 6031. The Secretary and the Chief Executive Officer shall
7 use funds reserved under sections 6005(a)(2) and 6005(b)(2),
8 respectively, directly or through grants to, or contracts with,
9 public and private agencies, organizations, and institutions or
10 Indian tribes--

- 11 (1) for technical assistance, dissemination of
12 materials and information about best practices, and other
13 activities that further the purpose of this subtitle; and
14 (2) to evaluate programs carried out under this
15 subtitle.

16 PART 5--MISCELLANEOUS

17 WAIVERS

18 SEC. 6041. The Secretary and the Chief Executive Officer may
19 waive any provision of this subtitle, and the Chief Executive
20 Officer may waive any provision of the national service laws to
21 the extent it is applicable to this subtitle, at the request of
22 an applicant or recipient who demonstrates to their satisfaction
23 that such a waiver would significantly promote the purpose of
24 this subtitle.

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1 CONSULTATION WITH SECRETARY OF HEALTH AND HUMAN SERVICES

2 SEC. 6042. The Secretary and the Chief Executive Officer shall
3 consult with the Secretary of Health and Human Services in
4 carrying out this subtitle.

5 PROHIBITION ON USE OF FUNDS

6 SEC. 6043. Notwithstanding section 6041 or any other law, funds
7 under this subtitle may not be-

8 (1) awarded to a pervasively sectarian organization; or

9 (2) used to support religious worship, instruction, or
10 proselytization.

EXAMPLES OF TUTORING PROGRAMS

AmeriCorps SLICE Corps, Simpson County, Kentucky

Mike Houston, Project Director (502) 586-2804

In this program, 25 AmeriCorps members provided intensive tutoring in reading to 128 second graders. The tutors are considered coaches; they support the targeted students' teachers by assisting their growth as readers. Over eight months, the students improved their reading comprehension by an average of 2.7 reading levels. One-third of the students improved by more than three reading levels. Midyear results for 1996-1997 show even higher gains on an informal reading inventory designed by Dr. Jerry John from Northern Illinois University to measure reading comprehension.

AmeriCorps SLICE members tutor students four times a week for 30 minutes during the entire school year. Coaches visit each student's home every other week to find out more about the students from their parents and to include parents as full partners. Parents are considered full partners in their children's success. Consistency and training are the keys to the program's success, and coaches develop close personal relationships with students.

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

Hilliard Elementary School, Houston, Texas

Rufus Allen, Principal (713) 635-3085

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

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

Belmont Community School, Worchester, Massachusetts

John Monfredo, Principal (508) 799-3588

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

For example, 150 students attend before-and after-school programs focused on language arts that run three days a week with the help of college student volunteer tutors. Special workshops introduce the parents to children's literature and to the school library, where they are welcome to check out books to read with their children at home. A school staff member also works with the parents on how to read aloud with their children and Mr. Monfredo stresses the importance of reading to children and making books a regular part of daily household life. The school offers parents literacy training and GED classes during the day and participates in the Books and Beyond kick-off rally and an end-of-the-year celebration that emphasize the parent partnership. Every Friday, volunteers from all walks of life--parents, business people, police officers, fire fighters--come to the school to read to the students. The school holds a family literacy night, a Read-A-Thon, where students, sometimes in their pajamas, gather with their families in the school courtyard to read.

Ten years ago, kindergarten test scores in the school ranked 40th out of the 42 elementary schools in the district. Within a couple of years, the school ranked in the mid-20s of the ranking scale. Despite a 50 percent student turnover rate, reading scores at the school have continued to improved since the reading initiative was launched. The after school programs shows an 80 percent attendance rate. Each year, the school brings the reading skills of more and more students up to grade level. Last year, the school earned a gold medal in the Books and Beyond Program: 320 of its 520 students read over 120 books over the course of the year. Most important, reading has become fun.

Reading One-One, RISD Academy, Richardson, Texas

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

Through a partnership with the University of Texas at Dallas, RISD Academy offers a one-on-one tutoring program to its at-risk students in grades 2-6, many of whom are limited English proficient. The tutors --college students and community volunteers --are carefully trained in the tutoring curriculum and closely supervised by on-site tutor coordinators. They engage students in a variety of activities during their forty-minute sessions. The program stresses consistency: each student works with no more than two tutors three to four times a week during the school year. Since 1991, more than 5,000 children in more than 50 schools in Dallas, Richardson and Brownsville, TX and Salt Lake City and Magna, UT have been tutored. A statistical analysis shows that 70 forty minute sessions produce an average net gain (attributable to program intervention alone) of approximately 0.5 grade equivalents.

Students make very large positive gains through the program; from the beginning to the end of tutoring, over the course of a semester, tutored students increase their reading by the equivalent of

one full level as measured by the Woodcock Reading Comprehension Test. In addition, survey results of teachers and parents showed that 88% of the teachers and 95% of the parents thought reading skills had indeed increased. 95% of parents thought their child's interest in reading had increased and 97% thought their child's interest in attending school had increased. As one 4th grade teacher remarked "I'm very impressed with the program. I am so impressed with one student's turn around, I withdrew his referral to Special Education testing... My students love going and more want to go!"

Reach out and Read Program, Boston Medical Center, Boston, Massachusetts

Perri Klass, Co-Director (617) 534-5701

Physicians at Boston Medical Center saw both the need and the opportunity to work on literacy with their patients, namely young children from impoverished families. In 1989 they launched the Reach Out and Read Program to meet those needs by integrating literacy development into regular pediatric care for children ages 6 months to 6 years. As of January 1997, the Reach Out and Read Program is in 71 sites in 31 states. The program is directed by a pediatrician and has three components. In the clinic waiting room, community volunteers read to the children, engaging their interest while modeling book-related interactions for the parents. In the examining room, the doctor looks at a book with the child, assessing the child's developmental progress and sharing it with the parent present. At the end of the visit, the child receives a new book to take home. This gift conveys the importance of reading to both the child and the parent. Through exposure to the ROR program pediatric residents at teaching hospitals learn how to implement it and incorporate it into their routine examination procedure. A parent commented on the program's effect on her daughter: "I know that by keeping her nose in books, she's going to be a reader. If she's a reader, she could be a writer. She could be a doctor. She could be anything!" In a 1991 pilot study, parents reported that their who received a book were four times more likely to report that reading was one of their favorite activities.

Cabrini-Green Tutoring Program, Cabrini-green Housing Development, Chicago, Illinois

Jill Christie, Executive Director (312) 467-4980

The largest one-to-one scholastic tutoring organization working with young kids in the Cabrini-Green area, it serves 480 kids a week and has 450 volunteer tutors. The program operates three nights each week from 5:30-7pm. Kids are tutored for grades K-6, then graduate and can become Junior Assistants who help volunteers and program staff, peer-tutor younger kids, and help run the library, art, and resource areas. All tutors are volunteers and most are professionals who work in nearby downtown Chicago. Parents also volunteer in the program. All tutors go through a training and orientation session, take a tour of the program, speak with program coordinators and veteran tutors before beginning work, and attend three additional workshops each year. Through its three-year relationship with Reading is Fundamental, the program distributes books for the kids, tailored to their individual tastes, to take home and to keep. Books are also distributed in conjunction with annual holiday celebrations. The program is 31 years old, and its participants often bridge generations of the same families.

All funding is private and the program relies heavily upon donations. Last year, for example, Scottie Pippen, star of the Chicago Bulls ran several fund-raisers for the program which raised \$50,000 that is paying for 2 new computers and a library up-grade. He also participated in an incentive program consisting of a four-month reading contest. Eighty-five students participated by reading (more than 300) books and writing reports on the books they finished. Thirty-three winners joined Pippen for a pizza party before a Bulls game. During the party Pippen signed a copy of their favorite book. The program has only two paid staff members, with the rest of the costs arising from school supplies, buses for field trips, nightly snacks, and other needed materials. It is housed in space donated by Montgomery Ward stores.

Jackson, Tennessee Tutoring Program

Jim England (901) 427-9666, email jengland@usit.net

In Jackson, Tennessee, 10 churches have already joined forces with 11 public housing projects to ensure the reading success of the city's children. Currently, approximately 400 church members tutor 350 children, mostly elementary students, throughout the city. While the churches design their own programs in accord with their talents and physical facilities, all of the students have progress charts that follow them from church to church as they move. Volunteers check in with teachers by calling the local district's "Lesson Line" to listen to daily recordings of the assignments they give their students. Tutors also call teachers, parents, and other tutors to coordinate strategies. Among those pitching in are local supermarkets and businesses who have shown their support by donating food for the program. According to one of the organizers, the program is entirely volunteer and the cost is negligible. Many students and families report that this tutoring program has made a major difference in their lives. Because of the project's initial success, 12 other churches are joining the project in the coming year.

Pilot Tutoring Programs, Cambridge, Massachusetts

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

In this pilot tutoring program, senior citizen volunteers, many of them former teachers, tutor at-risk first graders three times a week in forty-five minute sessions --with significant results. Paid, early childhood educators provided tutors with training, prior to and during their service. Through daily tutor logs, training sessions, and tutor observation, the educator trainers worked closely with the tutors. Graduate students assess the students prior to tutoring to determine their needs. Tutors then work with the diverse group of African Americans, Whites, Haitians, and Asian students based on their skills, needs, and talents. One of the student's classroom teachers remarked: "[The student's] frustration level changed, he learned to focus, how to handle a book, felt he was a reader, learned he is an okay kid, learned beginning skills and to like books." The program showed significant results on the reading of both words and text. Sixty three percent of the tutored students showed major gains in reading text compared with only 30 percent of the control group; 63 percent of the tutored students gained in a major way in reading words compared with 10 percent of the control groups. The program was equally effective for children who spoke English as their first language and bilingual children learning to read English. In September 1996 the program expanded to include 80 first-grade students in the Boston school system.

Early Identification Program, Reading Community City School District, Reading, Ohio
Bob Stark, Coordinator of Special Services, Cincinnati, Ohio (513) 483-6793

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

Growing Together, Washington, D.C.
Teresa Knudson, Executive Director (202) 882-5359

A total of 100 students each year receive tutoring two or three days a week, either after school, on Saturdays, or during the summer. After completing a training program, community volunteers work one-on-one with students under the expertise of an experienced teacher/tutor. Through the program, parents also may get counseling on how to best help their children. While tutors emphasize reading skills, they often tutor students with reading materials from other subject areas. The program boasts widespread community support and involvement. One local elementary school principal praised the program as follows: ". . . our children benefited tremendously from your program. Academic progress is quite evident. Our teachers, parents and counselors commend your effort and dedication. Growing Together is definitely a valuable asset to the community." Ninety percent of the students grow one or more grade levels in reading as indicated by their mastery of the program's reading series.

PARENT TRAINING AND INVOLVEMENT EXAMPLES

Parents as Teachers Program, St. Louis, Missouri
Mildred M. Winter, Executive Director, Parents as Teachers National Center, Incorporated
314/432-4330

Missouri's Parents as Teachers (PAT) program, launched in 1981, has been replicated in 46 other states and Washington, DC. The program's goal is to enhance parents' ability to nurture and teach their children from birth through age 5. PAT provides home visits, group meetings for parents, regular monitoring of children's health and development, and referral to social services and other agencies when necessary. Designed to serve all families, the program offers intensified

services for those with high needs. Independent evaluations have shown positive gains for parents and children: PAT children display significantly enhanced language, problem solving, and social development by age 3, and score higher on standardized reading and math tests in early elementary grades; PAT parents are more confident in their parenting knowledge and skills, read more to their children, and are more involved in their children's schooling. PAT also results in savings to school districts due to early resolution of developmental delays such that fewer children are placed in special education or remedial classes or are retained in grade. Parents as Teachers promotes family literacy, and is a member of the Missouri Partnership for Parenting Assistance. The Partnership includes a school-age component and a 1-800 information line under PARENTLINK and family literacy centers under LIFT (Literacy Investment for Tomorrow).

Megaskills Teaching Program, Holyoke, Massachusetts.

Pauline Carriere, Director, (413)534-2011

Parents meet one evening each week for eight weeks (one session in the Fall, one session in the Spring) to receive instruction in the Megaskills teaching program developed by Dorothy Rich of the Home and School Institute, Inc. Childcare is provided and sessions are conducted in English and Spanish by four Megaskills-certified instructors. Sessions usually serve 20-30 parents (enrollment peaks in the Fall). One half hour of each one hour session is devoted to small group discussions led by the instructors. The goal is to improve the parent's own literacy skills and to provide them with the means and the confidence to supplement their children's learning at home. Parents are given books and activities to take home and use with their children. For many parents this will be their first experience working alongside their children. The program is widely praised by parents, as reflected by their comments on evaluation forms they complete after each session: "I believe the workshops have helped me understand myself and the needs of my child." "This program has really helped me understand the different aspects of a child's education." "I enjoyed learning new methods to help my children work at home, and a support group helped me know where to get information."

HIPPY USA, (Home Instruction Program for Preschool Youngsters)

New York, New York

Alice Smothers, Program Director (212) 678-3500

HIPPY is a home-based program for parents of children four and five years old that provides parents with a two-year curriculum, lesson plans, and materials to help them teach school readiness skills to their children. HIPPY is designed to increase the parents' self esteem and to improve their children's cognitive abilities. According to research evidence from a five-year study of the program, teachers rated children who had been in HIPPY as better adapted to the classroom and more likely to do well in school than children who had not been in the program. HIPPY is one of the legislated early childhood components of the Parental Information and Resource Centers funded under the Goals 2000: Educate America Act. Currently, there are centers in 28 states.

The program began in Israel in 1969 and was introduced into the United States in 1984 by the National Council of Jewish Women. Today, there are 43 HIPPY sites operating in 16 states. Arkansas is deeply committed to the HIPPY program where 31 sites serve about 6,000 families.

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This commitment was made possible by the 1991 Arkansas Better Chance Program Act that increased the availability of funds for early childhood education programs such as HIPPO. The core HIPPO Program consists of home visits every other week in which a paraprofessional works with a parent on sequenced activity units to perform with their children on a daily basis. Alternate weeks, home visits are supplemented by group meetings. Parents meet together for discussions of lesson topics and parenting issues.

Parents First, NashvilleREAD, Nashville, Tennessee

Jackie Thompson-Suggs (615) 255-4982

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