

FY 1998 STATE GRANT ALLOCATIONS UNDER THE AMERICA READS CHALLENGE ACT

	FY 1997 Title I Allocation	Percent Share of Title I	FY 1998 ED America Reads Allocation	FY 1998 CNCS America Reads Allocation	FY 1998 ED + CNCS America Reads Allocation
ALABAMA	\$119,238,665	1.68%	\$2,286,737	\$1,625,093	\$3,911,830
ALASKA	16,935,131	0.24%	324,779	230,807	555,586
ARIZONA	112,825,923	1.58%	2,163,755	1,537,694	3,701,449
ARKANSAS	71,369,397	1.00%	1,368,709	972,687	2,341,396
CALIFORNIA	820,146,879	11.52%	15,728,628	11,177,705	26,906,333
COLORADO	69,112,413	0.97%	1,325,425	941,927	2,267,352
CONNECTICUT	67,008,482	0.94%	1,285,076	913,252	2,198,329
DELAWARE	17,722,728	0.25%	339,883	241,541	581,425
FLORIDA	328,272,168	4.61%	6,295,544	4,473,991	10,769,535
GEORGIA	191,890,736	2.70%	3,680,046	2,615,261	6,295,307
HAWAII	20,056,330	0.28%	384,637	273,346	657,982
IDAHO	20,771,821	0.29%	398,358	283,097	681,455
ILLINOIS	317,005,489	4.45%	6,079,474	4,320,438	10,399,912
INDIANA	108,582,421	1.53%	2,082,374	1,479,860	3,562,234
IOWA	47,496,055	0.67%	910,871	647,319	1,558,190
KANSAS	53,515,138	0.75%	1,026,304	729,353	1,755,656
KENTUCKY	122,439,197	1.72%	2,348,117	1,668,712	4,016,829
LOUISIANA	180,995,133	2.54%	3,471,092	2,466,766	5,937,857
MAINE	28,085,368	0.39%	538,616	382,773	921,389
MARYLAND	97,404,662	1.37%	1,868,009	1,327,519	3,195,528
MASSACHUSETTS	142,983,505	2.01%	2,742,112	1,948,709	4,690,820
MICHIGAN	320,935,310	4.51%	6,154,839	4,373,997	10,528,836
MINNESOTA	86,131,704	1.21%	1,651,818	1,173,881	2,825,699
MISSISSIPPI	117,975,974	1.66%	2,262,522	1,607,883	3,870,405
MISSOURI	123,376,948	1.73%	2,366,101	1,681,493	4,047,594
MONTANA	23,922,696	0.34%	458,785	326,040	784,825
NEBRASKA	29,665,739	0.42%	568,924	404,312	973,236
NEVADA	21,880,788	0.31%	419,626	298,211	717,837
NEW HAMPSHIRE	16,730,162	0.24%	320,848	228,014	548,862
NEW JERSEY	158,037,159	2.22%	3,030,808	2,153,874	5,184,682
NEW MEXICO	61,958,500	0.87%	1,188,229	844,427	2,032,655
NEW YORK	665,779,453	9.35%	12,768,197	9,073,846	21,842,043
NORTH CAROLINA	135,634,235	1.91%	2,601,169	1,848,546	4,449,715
NORTH DAKOTA	17,552,748	0.25%	336,623	239,225	575,848
OHIO	293,361,220	4.12%	5,626,028	3,998,193	9,624,221
OKLAHOMA	84,351,177	1.18%	1,617,672	1,149,614	2,767,286
OREGON	66,692,219	0.94%	1,279,011	908,942	2,187,953
PENNSYLVANIA	322,924,429	4.54%	6,192,986	4,401,107	10,594,093
RHODE ISLAND	24,174,620	0.34%	463,616	329,474	793,090
SOUTH CAROLINA	89,985,283	1.26%	1,725,721	1,226,401	2,952,122
SOUTH DAKOTA	18,802,975	0.26%	360,600	256,264	616,864
TENNESSEE	126,583,414	1.78%	2,427,594	1,725,193	4,152,787
TEXAS	622,722,740	8.75%	11,942,463	8,487,030	20,429,493
UTAH	31,193,242	0.44%	598,218	425,130	1,023,348
VERMONT	16,306,818	0.23%	312,729	222,244	534,973
VIRGINIA	108,448,457	1.52%	2,079,805	1,478,034	3,557,839
WASHINGTON	107,698,652	1.51%	2,065,425	1,467,815	3,533,240
WEST VIRGINIA	70,013,005	0.98%	1,342,697	954,201	2,296,897
WISCONSIN	120,518,930	1.69%	2,311,290	1,642,541	3,953,831
WYOMING	15,507,610	0.22%	297,402	211,352	508,754
DISTRICT OF COLUMBIA	20,531,443	0.29%	393,748	279,821	673,569
PUERTO RICO	245,437,718	3.45%	4,706,960	3,345,048	8,052,008
Subtotal	7,118,693,009	100.00%	136,521,000	97,020,000	233,541,000
Competitive share of State Grants (30%)			58,509,000	41,580,000	100,089,000
Indian Tribes/Outlying Areas			1,970,000	1,400,000	3,370,000
Local and Regional (Direct) Grants			50,000,000	50,000,000	100,000,000
Supportive Activities			13,000,000	10,000,000	23,000,000
TOTAL			260,000,000	200,000,000	460,000,000

NOTES: Allocations do not include \$100,089,000 that will be distributed competitively based on the quality of State applications. Total State grant funding (with the \$100,089,000) is \$333,630,000 (\$195,030,000 in ED funds and \$138,600,000 in CNCS funds). These amounts exclude an additional \$50,000,000 in ED funds and \$50,000,000 in CNCS funds that will be awarded for local and regional competitive grants.

THE AMERICA READS CHALLENGE

Satellite Town Meeting Information

President Clinton's America Reads Challenge Act

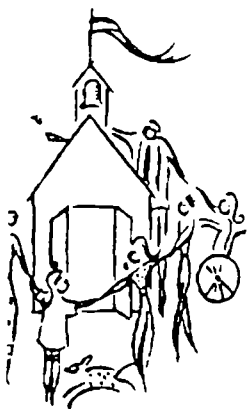
The America Reads Challenge: The Legislation

The America Reads Challenge: The Initiative

Evidence that Tutoring Works

Questions & Answers

National Institute of Child Health and Human Development Research



SATELLITE TOWN MEETING

"Reading Together: Families, Schools & Communities"

Tuesday, May 20, 1997 8:00 p.m. - 9:00 p.m. (Eastern time)

The May *Satellite Town Meeting* will present innovative ideas for summer reading activities for children, exploring how families, schools and communities can work together. The focus will be on opportunities for students to improve reading during the summer months.

U.S. Secretary of Education Richard Riley will welcome a panel of parents, educators, business and community leaders from around the country who have organized quality community-wide summer reading programs for all children. The broadcast will also feature the Read*Write*Now summer reading program sponsored by the Partnership for Family Involvement in Education.

"Ready to Learn:

Preparing Young Children for School Success"

Tuesday, June 17, 1997 8:00 p.m. - 9:00 p.m. (Eastern time)

The June *Satellite Town Meeting* will complement the May discussion with a focus on young children. Parents are their children's first and most important teachers and need the skills, knowledge and support to help their children prepare for school and for life.

U.S. Secretary of Education Richard Riley will lead a discussion with parents, educators, business and community leaders from around the country who will provide ideas and strategies for working together to assure that every young child has the opportunity to succeed. The discussion will include the latest research on brain development and early learning.

**CALL 1-800-USA-LEARN FOR
FREE SATELLITE COORDINATES!**

The Satellite Town Meeting is produced in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from The Bayer Foundation, the Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax. Broadcast and cable partners include Discovery

Communications, the Public Broadcasting System, and Channel One.

Use of the Satellite Town Meeting is free and unrestricted.

A live,
interactive
television
program
about
community
efforts to
improve
teaching and
learning.



SATELLITE TOWN MEETING

Here's your chance to join an exciting conversation with people who are doing what it takes to improve American education...

Across the country, partnerships of concerned citizens--parents, teachers, college administrators, child-care providers, businesspeople, community leaders, and others--have come together to improve their local schools and help children learn more. One way these many hundreds of communities are sharing ideas and keeping up-to-date with the latest information is through a unique service from the U.S. Department of Education: the *Satellite Town Meeting*.

On the third Tuesday of each month during the school year, U.S. Secretary of Education Richard Riley hosts the *Satellite Town Meeting*, a free, live, interactive teleconference about community efforts to improve teaching and learning. This is your opportunity to ask a question of the Secretary and his guests--experts, like you, on what works in schools and communities.

Here are two upcoming programs that may be of special interest to you: (see back for a short description)

- ▶ ***"Reading Together: Families, Schools & Communities"***
Tuesday, May 20, 1997 8:00 p.m. - 9:00 p.m. (Eastern time)
- ▶ ***"Ready to Learn: Preparing Young Children for School Success"***
Tuesday, June 17, 1997 8:00 p.m. - 9:00 p.m. (Eastern time)

Join the discussion! The *Satellite Town Meeting* is available at **no cost**. We just ask that you register your participation.

For the satellite coordinates, ideas on organizing a group in your community, a registration form, a sample press release and other materials, call 1-800-USA-LEARN (1-800-872-5327). Our information specialists can share if another group in your community has already registered and help answer your questions on how to create your own local meeting in coordination with the Satellite Town Meeting.

A live,
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PRESIDENT CLINTON'S AMERICA READS CHALLENGE ACT OF 1997

April 26, 1997

AY, AS HE PREPARES TO LEAVE FOR PHILADELPHIA, PRESIDENT CLINTON WILL ANNOUNCE THAT HE IS SENDING LEGISLATION TO CONGRESS THAT EMBODIES THE SPIRIT OF THE PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE -- THE AMERICA READS CHALLENGE ACT. The America Reads Challenge Act will help mobilize AmeriCorps members, skilled reading specialists, and an army of trained volunteer reading tutors to ensure that every student can read independently and well by the end of 3rd grade. The Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. The America Reads Challenge Act is a five-year, \$2.75 billion commitment to local communities and organizations, as well as national and regional efforts. It includes:

America's Reading Corps. The Act would fund 25,000 reading specialists and tutor coordinators, including 11,000 AmeriCorps members, to mobilize one million volunteer reading tutors.

- Coordinating with the in-school reading program, tutors will provide individualized after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who need the extra help.
- AmeriCorps members and others will work to recruit these tutors, and reading specialists will provide their training and supervision.

Parents as First Teachers Challenge Grants. The legislation also recognizes that, as their children's first teachers, parents can give their children the firm foundation they need to do well in school. These Challenge Grants would provide more than \$300 million over five years to foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade.

- **Head Start and Title I/Even Start.** These grants will build on other commitments to early learning in the President's balanced budget plan. This includes an expansion of the Head Start program reaching one million 3- and 4-year olds and additional investments in Title I/Even Start to strengthen reading instruction during the regular school day as well as family literacy efforts.

THE PRESIDENT'S LEGISLATION ADDRESSES CHILDREN'S READING NEEDS. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. While American students today generally read as well as ever, 40% of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. According to studies, however, well-designed tutoring programs result in student gains in reading.

PRESIDENT CLINTON IS ISSUING THE AMERICA READS CHALLENGE TO ALL AMERICANS -- AND THEY ARE RESPONDING. The America Reads Challenge asks every American to help in this effort, building on the work being done by classroom teachers, librarians, tutors, and reading specialists.

Encouraging Involvement. The America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.

Federal Work Study Expansion. President Clinton has asked college presidents to allocate half of all their new work-study slots to college students who become America Reads tutors. The goal is to give 100,000 federal work study students the opportunity to help children learn to read better. So far, 166 colleges have pledged thousands of students to tutor in elementary schools.

Service Summit Commitments. As part of the President's Service Summit in Philadelphia, major non-profits and corporations have committed to recruit tens of thousands of new tutors specifically for the America Reads effort, with tens of thousands of additional commitments to literacy activities.

AMERICA READS CHALLENGE: THE LEGISLATION

BACKGROUND

While American students today generally read as well as ever, 40 percent of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. As teachers, schools, librarians, and principals work to strengthen in-school reading programs, all caring Americans can also play a role in helping young children learn to read.

When asked what was needed most to provide extra help to children who needed it, teachers, principals, librarians, parent groups, businesses, education and literacy groups, and community organizations said locally based coalitions could mobilize high-quality volunteer tutors to extend the learning time of children who need help in reading. In particular, they said they need trained reading specialists and tutor coordinators to help their schools and communities match tutors with children, and to provide training to tutors. Also, many parents want ideas and tips on how to help their children develop language and reading skills beginning at birth.

The America Reads Challenge legislation sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. Working with teachers and parents, this unprecedented initiative calls on all Americans in all fields -- schools, libraries, religious organizations, universities, the media, community and national groups, and cultural organizations, as well as college students, business leaders, and senior citizens -- to ensure that every American child can read well and independently by the end of third grade. The America Reads Challenge would mobilize tutors, reading coordinators, and experts in communities and states to assist existing literacy efforts, or to aid in the development of new reading partnerships to help our nation's children to read. It links parents, teachers, AmeriCorps members, trained reading professionals, and volunteer tutors to school, library, and community literacy efforts.

PROVISIONS OF THE LEGISLATION

1. America's Reading Corps: The America Reads Challenge would build on groundwork being laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The Reading Corps grant is the heart of the legislation and would fund 25,000 reading specialists and tutor coordinators -- including 11,000 AmeriCorps members -- over five years. Over a five year period, tutor coordinators would help recruit one million volunteer reading tutors to be trained by the reading specialists.

The nearly \$1.5 billion in new education investments from the proposed legislation would supplement classroom reading instruction by enabling local reading partnerships to hire qualified professionals, such as a reading specialist or teacher, to train tutors and connect the school's reading program with the tutoring. By the fifth year of the program, it is expected that the tutors, coordinating with the classroom reading program, would be providing individual after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who want and need the extra help. This effort would help link the reading program, teacher, school, child, and family.

The America Reads Challenge would also take advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout the United States. An additional \$1 billion from proposed increases in appropriations for the Corporation for National Service would help local reading programs recruit and organize volunteer tutors.

A local reading partnership would include at least two agencies or organizations -- one of which must be a public school or a school district. The other could be a library, literacy group, museum, business, or youth-serving group, among others. The legislation requires that:

- Each local reading program use qualified and trained individuals;
- Each local reading program serve an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
- Each local reading program build on and support in-school reading programs;
- Each local reading program make parental involvement and support a high priority, and be coordinated with early childhood and family literacy programs, such as Even Start and Head Start; and
- States demonstrate that all programs funded with the grant would reach children in the greatest need of assistance; use effective practices that show the most promise in helping all children -- including children with limited English proficiency and children with disabilities; and a clear strategy for coalition building.

Seventy percent of the State-grant money would be allocated to the states according to the Title I formula, and 30 percent will be awarded competitively based on the quality of state plans. States would distribute the funds to local applicants.

2. Parents as First Teachers Challenge Grants: The second part of the legislation recognizes that 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, or getting their children library cards and accompanying them to the library regularly.

The Parents as First Teachers Challenge Grants would provide \$300 million over five years to foster effective programs to help parents help their children become successful readers by the end of third grade. The bulk of this money will be awarded to local communities and organizations, with some available for national and regional groups.

Applicants for the Parents as First Teachers Grants must have a demonstrated record of working with parents in improving the reading skills of their young children, or must be planning to use a model that has been demonstrated to be effective. Grantees must strive to collaborate and form partnerships with other programs that provide support for parents, such as adult education and Even Start, and must include two or more groups.

3. Effective Models and Exemplary Partnerships: The Secretary of the U.S. Department of Education and the Chief Executive Officer of the Corporation for National Service would award \$500 million over five years to support effective models and partnerships which local communities and States can adapt. The purpose of these grants is to ensure that local communities have up-to-date information about what is working to help our children read -- including activities that assist parents working with their children beginning at birth. National organizations, as well as local and regional partnerships would be eligible for this funding.

4. Research and Evaluation: The legislation would allocate funds to evaluate programs, disseminate information about best practices, and provide technical assistance to local programs.

THE AMERICA READS CHALLENGE: THE INITIATIVE

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

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

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

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

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

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

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

The America Reads Challenge will build on, expand and initiate thousands of local efforts to

improve reading. It will also build upon nationwide efforts such as:

- **Read!Write!Now!:** With 50 reading and literacy groups, the Department of Education designed this summer program in 1994 to help fight the “summer reading drop off.” The program encourages children to read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new vocabulary word a day. Local libraries, Title I schools and youth groups such as the Girl Scouts and Boys and Girls Club of America will help sponsor sites for this summer program -- expected to reach 1.5 million children.
- **Corporation for National Service:** National service grant programs that engage volunteer tutors in literacy efforts are working in hundreds of communities nationwide. This focus will continue to increase as all branches of national service -- AmeriCorps, Learn and Serve America and the Senior Corps -- make childhood literacy a higher priority in their grant process.
- **Federal Work Study (FWS):** Colleges and universities throughout the nation will receive a 35 percent increase in Federal Work-Study funding beginning in July of 1997. President Clinton has challenged all colleges and universities to join The Honor Roll, by pledging 50 percent of their FWS increase for tutoring pre-school through elementary school children in reading. In exchange, Secretary Riley will waive the requirement for these colleges to match 25 percent of the funds for FWS students who serve as reading tutors. The goal is to enlist at least 100,000 college students to help with reading.
- **America Reads Challenge Legislation:** The Administration is proposing legislation that will launch the first nationwide effort to supplement classroom instruction in reading with high-quality volunteer tutoring, primarily after school and during summers. If enacted, the proposal would fund the start up or expansion of community partnerships among schools, libraries, community organizations, businesses, youth-serving groups and local literacy projects, among others, working to help children with reading. In addition, the legislation would create Parents as First Teachers grants to support programs that underscore the importance of parents staying involved in their children’s lives as they make the transition into their school years.

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

Parents are their child’s first and most important teachers beginning at birth. Every parent and caregiver can participate in simple daily activities with their babies and toddlers to teach them

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

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

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

- **Head Start Expansion:** One million 3- and 4-year olds will be reached through the expansion of Head Start programs, already a part of President Clinton's balanced budget.
- **Even Start Expansion:** Additional investments are included in President Clinton's balanced budget plan to expand and strengthen family literacy efforts.

In addition, **Parents As First Teachers Grants** would support efforts that help parents who want to be active partners with their children as they transition into school, and throughout their education experience.

Bring Best Practices Into the School and Classroom

Teacher Preparation: Teachers often report they would like to be better prepared to teach reading in the classroom, and that they would like additional support and training from reading experts and professional development programs throughout their careers. Working with exemplary teachers and successful local reading programs, the Department of Education will identify examples to improve teacher development in reading instruction for experienced and beginning teachers.

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

Strengthening of Title I: Additional investments are included in President Clinton's balanced budget plan to expand efforts to strengthen reading instruction during the regular school day.

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

Promote Greater Public Awareness and Local Partnership Building

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

America Reads will use all available resources to raise awareness about what each of us can do to help our children learn to read well and independently by the end of third grade, beginning at birth.

Support Research and Evaluation

America Reads will continue to support research and evaluation in a range of critical areas related to reading and early childhood development. Dissemination of up-to-date research findings to a wide audience remains a priority. Research findings by the National Institute on Child Health and Human Development, for example, have been incorporated into materials used to improve reading for children with reading problems. Research on after-school tutoring and successful in-school instruction in reading for the U.S. Department of Education are being used in the America Reads Challenge. In addition, the National Academy of Sciences/National Research Council report on prevention of reading difficulties in children will be completed by mid-November 1997.

EVIDENCE THAT TUTORING WORKS

INTRODUCTION

Research has consistently shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills. Students with below-average reading skills who are tutored by volunteers post significant gains in reading skills when compared with similar students who do not receive tutoring from a high-quality tutoring program. Peer or cross-age tutors also post gains in reading skills. Students who are tutored (henceforth "tutees") and tutors, in the case of peer or cross-age tutors, often demonstrate higher self-esteem and positive dispositions toward school. Among the features of tutoring programs associated with the most positive gains are extensive training for tutors, formal time commitments by tutors, structured tutoring sessions, careful monitoring of tutoring services, and close relationships between classroom instruction and curriculum and the tutoring services provided. Students with severe learning disabilities require special tutoring services, which can be provided by professionals, combined with nonprofessionals under careful supervision.

WHAT THE RESEARCH SHOWS ABOUT TUTORING

- **Tutoring programs that incorporate research-based elements produce improvements in reading achievement.**

A meta-analysis—conducted by Cohen, Kulik and Kulik—of 65 published studies that used rigorous evaluation methods to evaluate high-quality tutoring programs found positive, though modest, achievement effects across all of the studies. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings*. *American Educational Research Journal*, 19, 237-248.]

A British tutoring program involving 2,372 elementary and junior high students who were tutored by trained parents and peers for an average of 8.6 weeks improved their reading comprehension 4.4 times the normal rate and word recognition 3.3 times the normal rate. Four months after the end of tutoring, the average tutee was still improving at twice the normal rate in both comprehension and word recognition. [Topping, K., & Whitley, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading*. *Educational Research*, 32(1), 14-32.]

Two tutoring programs in Dade County, Florida, that trained cross-age and adult volunteer tutors to work with elementary school students found that tutees outperformed a randomly-assigned control group of students who were not tutored. [Madden, N.A., & Slavin, R.E. (1989). *Effective pullout programs for students at risk*. In *Effective Programs for Students At Risk*, R.E. Slavin, N. L. Karweit, and N.A. Madden, eds. Boston: Allyn and Bacon.]

An after-school tutoring program in which low-achieving second and third graders were tutored one hour, twice each week, by university students, retirees, and suburban mothers also generated strong improvements in the tutees' reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain in reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J. (1990, November). *Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program. Elementary School Journal, 91, 133-150.*]

Other studies have shown that carefully crafted peer, cross-age, and adult tutoring services can improve reading achievement among disadvantaged, mildly disabled, and limited-English-proficient students. [Bender, D.S., Giovanis, G., & Mazzoni, M. (1994). *After-school tutoring program. Paper presented at the Annual Conference of the National Middle School Association*; Warger, C. L. (1991). *Peer tutoring: When working together is better than working alone. Reston, VA: Council for Exceptional Children.*]

- **Tutoring can also lead to improvements in self-confidence about reading, increased motivation for reading, and behavior, both among tutees and peer or cross-age tutors.**

The Partners for Valued Youth employed at-risk, limited-English-proficient middle school students to tutor low-achieving elementary school students for four hours every week. After participating in the program, tutors had lower dropout and absentee rates, and higher self-concept scores than a randomly selected control group. Tutees also experienced improved reading scores, lower absentee rates, and fewer disciplinary referrals. [Robledo, M. del R. (1990). *Partners for valued youth: Dropout prevention strategies for at-risk language minority students. Washington, DC: US Department of Education.*]

Surveys of targeted groups of students who are tutored in reading, have shown positive results for students' self confidence as readers, their motivation to read, and their views of their control over their reading abilities. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings. American Educational Research Journal, 19, 237-248*; Lepper, M.R., & Chabay, R.W. (1988). *Socializing the intelligent tutor: Bringing empathy to computer tutors. New York: Springer-Verlag*; Topping, K., & Whitely, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading. Educational Research, 32(1), 14-32*; Merrill, D.C., et al. (1995). *Tutoring: Guided learning by doing. Cognition and Instruction, 13(3), 315-372.*]

WHAT RESEARCH SAYS ABOUT QUALITY IMPLEMENTATION

Researchers who have examined multiple tutoring programs generally agree on the factors that generate the most consistent positive achievement for tutees. These include:

- **Close coordination with the classroom or reading teacher.**

When tutoring is coordinated with good classroom reading practices, students perform better than when tutoring is unrelated to classroom instruction. [Venezky, R. L., & Jain, R. (1996). *Tutoring for reading improvement: A background paper*; Reisner, Petry, & Armitage, 1990; Jenkins & Jenkins, 1987).

- **Intensive and on-going training for tutors.**

Tutees whose tutors participated in on-going, intensive training throughout their participation in a Dade County tutoring program outperformed tutees whose tutors did not complete the on-going training sessions. [Wasik, B. A., & Slavin, R. E. (1993). *Preventing early reading failure with one-to-one tutoring: A review of five programs*. *Reading Research Quarterly*, pp. 179-200.]

A review of college-based tutoring programs that recruit college students to tutor younger children concluded that tutor training was a key to project success. [Reisner, E.R., Petry, C. A., & Armitage, M. (1990). *A review of programs involving college students as tutors or mentors in grades K-12*. Washington, DC: US Department of Education.]

The importance of tutor training is reinforced by several other studies, which provide specific advice on the types of training that yield the best results. Jenkins & Jenkins (1985) point to the importance of training in interpersonal skills so tutors do not become impatient with tutees. Warger (1991) says training should include strategies for reinforcing correct responses and properly correcting incorrect responses. [Jenkins, J. R., & Jenkins, L. M. *Making peer tutoring work*. (1987, March). *Educational Leadership*, pp. 64-68; Warger, C. L. (1991). *Peer tutoring: When working together is better than working alone*. Reston, VA: Council for Exceptional Children.

- **Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted.**

In their meta-analysis, Cohen, Kulik, and Kulik found that structured tutorial programs demonstrated higher achievement gains than unstructured programs. Wasik and Slavin (1993) reached similar conclusions when they examined five successful tutoring programs. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings*. *American Educational Research Journal*, 19, 237-248; Wasik, B. A., & Slavin, R. E. (1993, Spring). *Preventing early reading failure with one-to-one tutoring: A review of five programs*. *Reading Research Quarterly*, pp. 179-200.]

In a study of the use of tutorial scripts in teaching mathematics, McArthur found that the most successful tutors often have well-rehearsed scripts for responding to student errors. The results are general enough to apply to reading also. [McArthur, D., Stasz, C., & Zmuidzinas, M. (1990). *Tutoring techniques in algebra. Cognition and Instruction*, 7, 197-244.]

- **Careful monitoring and reinforcement of progress.**

A recent study of tutoring for 30 first grade children at risk in reading—conducted by Juel—reported that successful tutor-tutee relationships were characterized by (a) strong reinforcement of progress, (b) a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and © explicit demonstration of appropriate reading and writing processes. [Juel, C. (1996). *What makes literacy tutoring effective? Reading Research Quarterly*, 31(3), 268-289.]

- **Frequent and regular weekly tutoring sessions with each session between 10 minutes and 60 minutes daily. More sessions a week results in greater gains.**

Rigorous evaluations of tutoring programs reported positive results for programs whose tutoring sessions ran from 10 to 60 minutes in length, although longer sessions did not necessarily result in better outcomes. [Brailsford, A. (1991). *Paired Reading: Positive reading practice. Kelowna, British Columbia: Filmwest Associates 1991; Warger, 1991; Robledo, 1990; Jenkins & Jenkins, 1985]*

Tutoring programs in which tutors met with tutees at least three times a week were more likely to generate positive achievement for tutees than programs in which tutors and tutees met twice a week. [Reisner, Petry, & Armitage, 1990]

- **Specially designed interventions for the 17-20 percent of children with severe reading difficulties.**

Kameenui, Adams, and Lyon (1996) identified the most important strategies for improving early reading instruction and learning -- create appreciation of the written work, develop awareness of printed language and the writing system, teach the alphabet, develop student's phonological awareness, develop phonemic awareness, teach the relation of sounds and letters, teach children how to sound out words, teach children to spell words, and help children develop fluent, reflective reading. [*Learning to Read/Reading to Learn* (1996). U. S. Department of Education, DC]

Trained volunteers under careful supervision from reading or resource teachers have proven to be effective instructors for learning disabled and other students with disabilities [Azcoitia, 1989; Madden & Slavin, 1989]

THE AMERICA READS CHALLENGE LEGISLATION QUESTIONS & ANSWERS

General Information/Background

1. Why do we need a reading initiative?

America does well on international comparisons when it comes to literacy. But too many young people are struggling through school without having mastered the most essential and basic skill of reading. In 1994, 40% of 4th grade students failed to attain the basic level of reading on the National Assessment of Educational Progress. [Source: NAEP 1994 Reading Report Card for the Nation and the States] A focus on reading can reduce the number of children in special education (many of whom have reading difficulties) and provide critical additional help for the 2.8 million limited English proficient students. Reading forms the strong foundation needed for school learning, self-sufficiency, responsible citizenship, and productive employment. Students who fail to read well by 4th grade often have a greater likelihood of dropping out and a lifetime of diminished success.

The fundamental purpose of the America Reads Challenge is to enable parents and educators to complement and expand existing successful literacy efforts to help many more children increase their skills and achievement levels, and to provide children who need additional help in reading with extended learning time.

2. What is the goal of the America Reads Challenge?

The goal of the America Reads Challenge initiative is to mobilize all Americans to ensure that all children can read well and independently by the end of third grade. The America Reads Challenge legislative proposal specifically would build on groundwork laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring. The proposal seeks to encourage family and community involvement in the education of America's children by linking AmeriCorps members, trained and qualified reading professionals, and volunteer tutors to community and school-based literacy efforts.

3. How will the America Reads Challenge legislative program be structured?

America's Reading Corps is the heart of the initiative. The Reading Corps grant would fund 25,000 reading specialists and tutor coordinators -- including 11,000 AmeriCorps members -- over five years. The tutor coordinators would help recruit one million volunteer reading tutors, to be trained by the reading specialists. The Reading Corps funding would enable local reading partnerships to hire qualified professionals to train tutors and connect the school's reading program with the tutoring.

Parents as First Teachers Challenge Grants is another key component of the initiative. These challenge grants would provide \$300 million over five years to foster effective programs

providing assistance to parents to help their children become successful readers by the end of 3rd grade. The bulk of this money will be awarded to local communities and organizations, with some available for national and regional groups. Both Reading Corps and Parents as First Teacher Grants would be jointly administered by the U.S. Department of Education and the Corporation for National Service, in consultation with the Secretary of Health and Human Services.

The broad America Reads Challenge initiative also calls for the expansion of Head Start to reach one million 3- and 4-year-olds; the strengthening and expansion of Title I and Even Start Programs to enhance teaching and learning during the school day, as well as family literacy, as well as family literacy efforts; and finally, challenging the private sector and community groups to work with schools and libraries.

4. What is the role of the Corporation for National Service in The America Reads Challenge legislation?

The Corporation for National Service would help local reading programs recruit and organize tutors. The tutors, coordinating with the in-school reading program, would 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. We expect these tutors to help link the reading program, teacher, school, child, and family.

The America Reads Challenge legislation would build on the strong track record of national service in tutoring and literacy. More than half the 25,000 AmeriCorps members now serving work with children and youth by tutoring, mentoring, and running after-school and summer programs. Learn and Serve programs mobilize hundreds of thousands of K-12 and college students in service projects; many tutor younger children. The Senior Corps, RSVP volunteers, and Foster Grandparents work extensively in school settings. The America Reads Challenge calls for 11,000 additional AmeriCorps members each year to recruit and train volunteers, and thousands more Senior Corps volunteers and Learn and Serve students to manage tutoring programs or provide tutoring. The President's budget for the Corporation for National Service proposes \$200 million a year over five years for the America Reads Challenge.

5. Aren't there lots of Federal literacy programs already?

No. Most of the literacy programs previously available to the public have been repealed or are no longer funded. Of the remainder, only five or so are targeted literacy programs. The rest have much broader purposes.

Other Department of Education programs that have a literacy component (such as Title I of the Elementary and Secondary Education Act of 1965, which helps educationally disadvantaged children to master challenging curriculum and learn to high standards, or Adult Education, Special Education, or Bilingual Education) generally have a much broader purpose or target special populations such as adults or disabled or limited English proficient children.

For example, the Foreign Language Assistance program supports assistance for students in foreign languages. It does not focus on English literacy. Also, the Individuals with

Disabilities Education Act supports special education for children with disabilities; it targets a special population and is not really a “literacy” program. Additionally, most federal literacy programs focus on adult education, not on helping young children to read proficiently.

Last fall, officials at the U.S. Department of Education met with individuals from parent groups, businesses, literacy groups, and community organizations and asked them what they thought was needed to help America’s children learn to read successfully. The general and overwhelming response focused on two things: 1) the need for trained reading specialists; and 2) the need for organized tutor coordinators to help match tutors with children. The America Reads Challenge builds on this feedback and will provide the resources necessary to implement and carry out successful reading programs.

6. How do people get involved in the America Reads Challenge?

Right now, everyone can get involved in the America Reads Challenge.

- 1) Instill a love of reading in your child. Parents are their child’s first teachers and learning begins at home. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading and learning.
- 2) Call a local school or literacy program and volunteer as a reading tutor. Many community and civic groups already sponsor tutoring programs and always welcome volunteers.
- 3) Call 1-800-USA-LEARN and ask to get involved in READ*WRITE*NOW, a summer reading component of the America Reads Challenge.
- 4) Call the college or university nearest you, or your alma mater, to see if it has joined the America Reads Challenge. The best office to begin with may be the Financial Aid Offices.

Teaching Issues

7. Why does the America Reads Challenge focus only on children; what about adult literacy?

The America Reads Challenge legislation targets children pre-K through third grade. However, the U.S. Department of Education’s budget also includes funds for adult literacy programs to help adult Americans improve their literacy skills so they can succeed in their roles as workers, citizens, and parents. In addition, States may decide to use America Reads funding in conjunction with current federal or non-federal programs such as: Parents as First Teachers, Family Literacy Programs, and/or Even Start.

8. Does this mean programs such as Title I and Head Start are ineffective?

No. These programs are effective but can’t do the whole job by themselves. The purpose of the Reading Corps is to further supplement classroom instruction by extending the learning time of students, after school and during summers, with high-quality tutoring so that these programs so they can be more effective.

9. Doesn't this suggest teachers aren't doing their jobs well?

No. These new reading tutors are intended to complement classroom instruction. In schools, it is often difficult for a child to receive the one-on-one instruction that proves to be so vital to an enhanced education. We expect that the volunteers, college work-study students, AmeriCorps members, and other reading tutors would work closely with teachers, schools, parents, and community organizations to ensure that America's children are learning to read well. For example, we expect that the classroom reading teachers would most often refer students who need additional assistance to the reading program.

10. How can reading tutors succeed in cases when teachers have not been able to?

One-on-one instruction is a key component to enhancing reading skills. Study after study finds 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.

An after-school tutoring program in which low-achieving second and third graders were tutored one hour, twice each week, by university students, retirees, and suburban mothers generated strong improvements in the children's reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain in reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J., (1990, November). Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program. Elementary School Journal, 91, 133-150]

11. What reading instruction methods will be used?

The U.S. Department of Education does not specify any particular reading instruction method. This decision is a local decision which individual programs should make based on the needs of the children in their communities.

Tutoring

12. What evidence is there that tutoring works?

Research has found that tutoring results in improvements in reading comprehension, word recognition, student attitudes toward reading, and students' self-confidence as readers. A recent study, for example, of tutoring for 30 first grade children at risk in reading (conducted by Juel) reported that successful tutor-tutee relationships were characterized by: (1) strong reinforcement of progress, (2) a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and (3) explicit

demonstration of appropriate reading and writing processes. Additionally, positive results from tutoring have been obtained using volunteers, peers, and cross-age tutors -- as well as with professionals.

13. Will volunteer tutors be screened? How will they be trained?

All staff of tutoring programs, whether paid or volunteer, would be subject to screening requirements as set by the local district, city, or State. The amount of training tutors receive would be determined by the local program and each State would develop its own standards and monitor its local programs to ensure that they are meeting grant requirements in the legislation.

Usually, volunteer tutors with a limited amount of training can effectively help most children. Children with more severe reading difficulties may require tutors with more training or reading specialists. That is why the America Reads Challenge legislation includes funding for reading specialists and other qualified professionals who are trained and knowledgeable about teaching reading to children of all abilities.

14. Who will these one million tutors be? How will they be recruited?

Volunteer tutors would come from all walks of life. They can be parents, teachers, students, or senior citizens, among others. Local reading programs would recruit their tutors from a wide range of community members or partners, including: churches, youth-serving groups, community organizations, libraries, museums, colleges and universities, national service programs, businesses, parent associations, or existing literacy organizations. AmeriCorps members would be particularly helpful aiding recruitment efforts.

15. How will you ensure that volunteer tutors carry out a consistent time commitment?

Local reading programs receiving America Reads funds must provide appropriate and effective training, and must demonstrate effectiveness in helping children read. A key ingredient of effective tutoring is duration and consistency. The America Reads Challenge builds on existing literacy initiatives that stress these elements. Ensuring consistent time commitment from volunteers is one of the greatest challenges all local community partnerships face. This is why teachers, parents, youth-serving groups, and many others expressed a need for program coordinators, as well as reading specialists, to help local reading programs reach more children.

AmeriCorps members would work full-time in local reading programs with schools and other partners to recruit, place and coordinate volunteers, and to ensure that volunteers fulfill their commitment. Volunteers in local reading programs would be recruited and screened partly on the basis of their ability to make a regular tutoring commitment. Programs use different methods for ensuring that volunteers are committed, and that children receive the reliably receive the assistance they need. For example: many volunteer tutors will serve in programs that require a minimum time commitment: federal work-study students work an average of 10 hours per week and Foster Grandparents serve 20 hours per week. Other programs choose to partner two volunteer tutors with each child to ensure he or she is always matched with a tutor.

Children with Disabilities

16. What type of training/orientation might be appropriate to help tutors recognize and identify a child who is experiencing difficulty in reading or who may have a learning problem?

Training/orientation would be provided to all tutors. We expect that at all times the tutor would coordinate with the child's primary reading teacher. This would include: (1) an "overview" that addresses certain observable behaviors, characteristics, expectations, capabilities and limitations associated with specific types of disabilities/learning problems; (2) information about specific behavioral characteristics that warrant early intervention services (i.e., What if a child cannot follow simple directions; transposes letters or words; or loses their place reading orally?); and, (3) strategies, methods, and techniques that are appropriate to "correct" the problem, which results in greater self-confidence.

17. What are some of the warning signs that a child has a unique reading/learning problem?

The one-on-one tutoring situation will quickly reveal a child's reading difficulties. A tutor may find that the child does not know the letters of the alphabet or does not have a basic sense of what print looks like and how it works. The child may not understand that printed words are made up of ordered strings of letters or know to read from left to right. The child may not realize that written words are spoken words written down. These deficits can be caused from specific learning problems, or may be due to lack of sufficient exposure to print, conversation, word play, and informal reading that provides the readiness for learning to read.

18. Will additional funds be available for the creation of special materials that may be needed for children with disabilities?

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. §794, prohibits a recipient of federal funds from discriminating against a qualified person with a disability solely by reason of the person's disability. Thus, the America Reads Challenge has an affirmative duty to ensure that recipients of these federal funds ensure that children with disabilities are not treated differently from non-disabled children, or are not excluded from participation in the program because of their need for specialized materials. Strategies for the identification of funding sources for adapted materials, specialized instructional techniques, and other required services must be incorporated into the overall design of the America Reads Challenge Program to guarantee equal access of children with disabilities to participate in this unique opportunity.

Funding

19. What is the Clinton Administration's commitment to the America Reads Challenge and how will it be funded?

The Clinton Administration is determined to continue making the investments necessary to improve our schools based on standards of excellence, to modernize our schools for the 21st century, and to make a college education more affordable for all students. The President is proposing a significant investment of new mandatory program funding in two key areas: the America Reads Challenge legislation and the School Construction initiative. The legislation will call for the America Reads Challenge to use \$2.75 billion over five years, and for the School Construction initiative to use a one-time appropriation of \$5 billion to stimulate state and local efforts to upgrade and modernize school facilities.

In addition to the legislation, the America Reads Challenge initiative will look at strategies for creating more after-school, weekend and summer reading; strengthening parent involvement in our children's early years; and bringing best practices into the classroom. This includes expansion of Head Start and Even Start in the President's balanced budget plan.

Legislation

20. Do I have to wait until the legislation is passed to get involved in the America Reads Challenge?

No. Literacy programs across the country are seeking additional tutors now. For example, tens of thousands of adults will become involved as learning partners in the summer component of the America Reads Challenge called READ*WRITE*NOW, an effort sponsored by the U.S. Department of Education and 50 national reading and literacy organizations. This summer program is designed to help fight the "summer reading drop off" by encouraging children to: read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new word every day.

Local libraries, Title I schools, and youth groups, like the Boys and Girls Clubs of America, will help sponsor sites for this summer component of the America Reads Challenge. In addition, national service programs that engage volunteer tutors are working in hundreds of communities nationwide. This focus will increase as all branches of national service -- AmeriCorps, Learn and Serve America and the Senior Corps -- make childhood literacy a higher priority in their grant process. Call 1-800 USA-LEARN for more information.

Federal Work-Study

21. What is the Federal Work-Study (FWS) program and how does it relate to the America Reads Challenge?

The Federal Work-Study program promotes student access to college while providing practical work experience. The program assists undergraduate and graduate students who are in financial need by financing postsecondary education costs through part-time employment, usually in on-campus jobs. Grants are provided to approximately 3,300 institutions to pay up to 75% of the salaries to Federal work-study students working part-time. The remaining 25% of student salaries is provided by the college or other employer.

President Clinton hopes that at least half of the increase in federal work-study funds will be used for community service, and especially for tutoring America's children in reading. The goal is to enlist 100,000 work-study students who will help comprise the Reading Corps. They will work with teachers, families, and community organizations to provide reading assistance.

In addition, the President has provided an incentive for colleges to commit to the America Reads Challenge by waiving the requirement for colleges to match 25% of the funds for federal work-study students who serve as reading tutors.

In the 1996/1997 school year, 3,298 schools participated in the FWS; 713,000 students received FWS awards and the average student award was approximately \$1,065.

22. How may schools use their FWS funds?

FWS funds are intended: (1) to promote part-time employment of undergraduate, graduate, and professional students with financial need in order to assist them with tuition to pursue their courses of study; and (2) to encourage students receiving federal student assistance to participate in community service activities that benefit the nation and promote social responsibility. FWS funds can be used for employment on and off campus, including community service activities.

23. Are schools currently required to use 5% of their FWS funds for community service activities?

Yes. Schools are currently required to use at least 5% of their FWS allocation for community service. However, many schools exceed this minimum requirement.

24. The Annual Survey of Freshman by the UCLA Higher Education Research Institute was recently released. The Survey notes that more students are volunteering while in college now than ever before. Why not tap into this resource for additional tutors, rather than using Federal funds for this purpose?

The America Reads Challenge -FWS initiative serves a dual purpose; given the proven

effectiveness of individualized tutoring on reading competence, dedicating federal funds to promote this partnership works toward the President's stated goal of enabling all children to read by the end of the third grade. This initiative fills a second need; it provides students with meaningful and useful part-time employment that also serves an important national need. Given the extent of the problem, there is a need for both volunteers and for FWS students.

25. Will this initiative, in effect, serve to discourage volunteerism?

We do not anticipate that the additional FWS funding will discourage student volunteer efforts at all. Allowing work-study students to pursue community service, and especially tutoring may give them their only opportunity to participate in such activities. Students frequently tell us that, while they would like to serve their community, they cannot because of limits on their time. Community service jobs solve that problem for them.

Financially needy work-study students will now be able to share the same community service experiences their more affluent peers can afford. It is a win-win situation. The community gains from the services provided to it and the student is able to participate in activities that might otherwise be denied him or her.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT
(NICHD) RESEARCH SUPPORTS THE AMERICA READS CHALLENGE

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The America Reads Challenge recognizes the supreme importance of an early and successful start to learning to read. Providing children with the right literacy and reading experiences in the early years is likely to set the stage for successful reading and citizenship in later years. To determine the literacy, language, and reading experiences that are important for young readers, we rely on the substantial research that has been conducted in beginning reading by researchers all over the world, and particularly by researchers at Federally sponsored agencies in the United States. An agency that has contributed significantly to this knowledge is the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH).

The NICHD supported research is truly distinctive because of its methodological rigor in an area that had been considered challenging for scientific investigation and where scientific knowledge has sometimes been obscured by philosophical and ideological positions. The NICHD program of research in reading is conducted by over 100 researchers in education, psychology, linguistics and medicine at 18 research sites in the United States, and has produced over 2,000 refereed journal articles and books since 1965, when the language and reading research program was initiated.

Because of concern about the growing incidence of reading problems and learning disabilities in the general population, in 1985 the Health Research Extension Act gave NICHD a new charge -- to improve the quality of reading research by conducting rigorous, long-term, prospective, longitudinal, and multidisciplinary studies. This kind of research requires careful planning, involves many disciplines (e.g. education, psychology, linguistics, medicine), recognizes the importance of testing competing theories, includes large samples of subjects/participants, relies on a range of carefully developed measures, implements long-term treatments typically that last at least one year or longer with extended follow-up (typically one-to-three years post-treatment). In some studies, children's growth in reading is observed from five years of age until 23 years of age. This research is enormously difficult to conduct but of significant importance if we are to understand the nature of reading development and difficulties in children and adults. For many years, reading research has been hampered because

support for long-term studies was not available and because many earlier studies did not describe the children or the assessment/teaching methods used with sufficient precision.

So, how does the NICHD research support the America Reads Challenge? In many clear and substantive ways. The NICHD research supports the following propositions about “learning to read” (early years from preschool to grade 3), and “reading to learn” (grades 4-12) for all children:

- Although the eyes make visual contact with the printed word, the critical work involves the sounds (phonemes) of language. Many NICHD studies show that a reader’s ability to remember, imitate, recall, manipulate (pull sounds apart and put them back together again), recode (switch between sound, visual, and semantic codes), and articulate sounds is essential to early reading.
- The ability to process sounds that are heard (called phonological processing) consistently differentiates good readers and poor readers. This ability is not dependent on intelligence, SES, or parent education. Good phonological processing is necessary in order to decode and read new words quickly and accurately.
- In turn, the most reliable indicator of difficulties in comprehending what is read is the ability to read words quickly and accurately (called word recognition).
- Reading is indeed learned and therefore, must be taught, supported and sustained. Reading does not come naturally as does speech, and relies heavily on how we hear and manipulate sounds even before we see printed words.
- Reading the English language requires understanding the alphabetic writing system -- understanding that the alphabetic print must be converted into sounds and meaningful messages.
- Effective classroom instruction in the early grades by well prepared teachers is the most powerful method for preventing reading and learning problems. When teaching youngsters who have a difficult time learning to read, the research indicates that explicit, systematic instruction is most effective in teaching reading. This instruction should:
 - (a) teach phonemic awareness (e.g. tell me the sounds in the word “sat”) at an early age (kindergarten);
 - (b) teach the common sound-spelling relationships in words;
 - (c) teach children how to say the sounds in the words;
 - (d) use text that is composed of words that use sound-spelling correspondences

that children have learned;

(e) use interesting stories to develop vocabulary and language comprehension; and

(f) the most effective classroom method for early reading instruction involves a combination of explicit instruction in word recognition skills and reading comprehension strategies with opportunities to apply and practice these skills in literature.

IN CONDUCTING STUDIES WITH THE 17 TO 20 PERCENT OF CHILDREN WHO HAVE SERIOUS READING DIFFICULTIES, THE NICHD RESEARCH PROGRAM HAS LEARNED THE FOLLOWING:

- Substantial converging evidence supports the theory that significant reading problems are the result of a “phonological core deficit” in which readers have difficulty acquiring, retaining, manipulating, and recoding the phonemes or sounds of the English language.
- Without early identification and early intervention (before entry into the third grade), reading difficulties severe enough to hinder learning and the enjoyment of reading will persist into adulthood unless intensive and specialized remediation programs are provided.
- The most effective instructional reading methods appear to involve a combination of explicit instruction in phonemic awareness, explicit instruction in phonemic awareness, explicit instruction in sound-symbol relationships (phonics), and direct and integrated instruction in the reading of text and reading comprehension strategies. A balanced and complete teaching approach appears necessary for both children and adults with reading difficulties.
- Moreover, many children and adults who are not identified as “disabled” report that they do not read on a regular basis either to learn new information or for enjoyment. These individuals report that reading is difficult for them because they cannot read words quickly, which, in turn, limits their exposure to reading materials which they might otherwise learn from and enjoy.

THE NICHD PROGRAM OF RESEARCH IS REFLECTED IN PRESIDENT CLINTON’S AMERICA READS CHALLENGE IN MANY WAYS:

1. Learning to read in the early years is of supreme importance and America Reads gives appropriate and powerful focus to this unequivocal finding.
2. Supporting language and reading activities in the early years -- asking children to read at least 30 minutes a day, five days a week; encouraging children to learn a new vocabulary word a

day, five days a week; asking children to get a library card and use it -- is very important and will require the substantial human resources (parents and volunteers) that the America Reads Challenge provides.

3. Nurturing a child's interests and skills -- in using language and learning to read -- as early as possible is essential and America Reads recognizes the unique role that parents play in the early years.

4. Initiating and maintaining reading and literacy experiences are critical and America Reads promotes the necessary community partnerships between schools, businesses, and professional organizations to support these experiences.

5. Improving reading skills requires active engagement in appropriate and sustained reading and literacy activities. America Reads acknowledges the importance of sustained engagement in reading activities by the Individualized After-School and Summer Tutoring Initiative.

In summary, America Reads appears to complement and reinforce the research that has emerged from the NICHD program of research in strategic ways:

- Provides important insights into the nature of the reading process;
- Focuses attention on the urgency of an early and successful start to learning to read;
- Provides mechanisms to extend opportunities to read; and
- Instills in children and adults the importance and potential of reading.

THE AMERICA READS CHALLENGE

Federal Work Study Packet



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

Dear Friend:

Thank you for your interest in President Clinton's new initiative, the **America Reads Challenge**. The goal of this unprecedented grassroots initiative is to ensure that every American child can read well and independently by the end of third grade. President Clinton and Secretary Riley have taken a major step in fulfilling the **America Reads Challenge** and promoting a national service agenda by calling upon colleges to invest a significant portion of the new increases in federal work-study funding toward tutoring children.

I have enclosed information about the **America Reads Challenge** and sincerely hope that you will become involved.

If you have additional questions or concerns, please do not hesitate to contact my office or President Corrigan's office. We look forward to hearing from you.

Sincerely,

Carol H. Rasco
Senior Advisor to the Secretary
Director, America Reads Challenge

Attachments



San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Office of the President
415.338-1381

Dear Colleague:

Thank you for your welcome response to President Clinton's America Reads initiative. I am delighted that you want to join one of the most exciting—and farthest-reaching--educational ventures the nation has seen. We aim to turn the talent and energy of at least 100,000 college and university students in every state to the critical needs of young children engaged in learning our society's gateway skill: reading.

President Clinton and Congress are united in support of this ambitious program. The 35 percent increase in federal college work study funds for this year and additional funding requested by the President for FY 1998, coupled with a waiver of the 25 percent employer match for the funds used for American Reads tutoring, will make a genuine national effort possible. The President is asking that colleges commit at least 50 percent of new college work study funds on their campuses to students engaged in tutoring reading in elementary grades.

Colleges and universities are responding strongly to the challenge. The chancellor and all 23 campus presidents of the California State University have committed at least 50 percent of their new college work study funds to America Reads, which will add up to 200,000 hours of tutoring per year. San Francisco State University will be committing **one hundred percent** of its new college work study funding to the program. Chicago State University is developing a group of community and retiree faculty volunteers to work with 500-plus students who will be tutoring in Chicago public schools over the next several years. The University of Mississippi is reviewing its service learning opportunities to link academic departments, faculty and students with the local community. Faculty from the School of Education already provide training support for reading coaches working with children through the campus AmeriCorps program; this model will help Ole Miss's efforts, and may suggest an approach for your campus.

As these examples suggest, there will be many models for successful America Reads programs. There are no mandates or prescribed ways for colleges and universities to develop programs. Rather, higher education institutions are developing America Reads plans that fit their communities, their existing academic and service programs, and their

students. Some institutions will center their America Reads response in their education department; others are using existing student service programs and ties with schools and community organizations; still others are creating entirely new models. We are in the process of gathering successful models that colleges and universities have used in the past or are being developed right now. (I am attaching SFSU's plan as an example.) We will be posting these examples at a website that is now being developed. Meanwhile, you may want to go online to tap into the resources of the America Reads listserv on the World Wide Web: americareads@etr-associates.org.

Other materials are being developed by the U. S. Department of Education and the Corporation for National Service to answer questions and give guidance to your efforts in using college work study funding, connecting this funding with service programs, and setting up your program, training students as tutors, and creating links to schools and community organizations. As these are published, we will make sure you know about them.

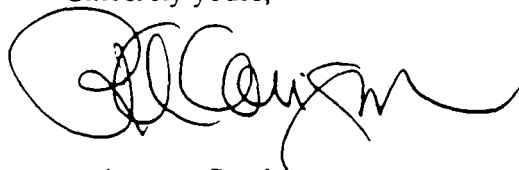
Dr. Marsha Adler will be coordinating America Reads information, outreach, and technical assistance for higher education; she can be reached at the following:

Marsha Adler, Director, America Reads Higher Education
Office of the President
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Phone—415-338-6879; FAX—415-338-6885
E-mail—mnadler@diana.sfsu.edu

I also have attached a response form for America Reads so that you can indicate your specific commitment to the challenge. **PLEASE FILL OUT THE FORM AND FAX OR MAIL IT TO MARSHA ADLER AS SOON AS POSSIBLE!**

Again, thank you for your interest, and—I hope—your commitment to a partnership that may be the most powerful in which we in higher education have ever engaged! If I can be of further help, please contact me.

Sincerely yours,

A handwritten signature in black ink, appearing to read "R. Corrigan", with a large, stylized loop at the beginning.

Robert A. Corrigan
President

**AMERICA READS CHALLENGE
COLLEGE AND UNIVERSITY RESPONSE FORM**

College/University _____

Name _____ Title _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ E-mail _____

Signature _____

WE NEED THE FOLLOWING INFORMATION FOR YOUR COLLEGE/UNIVERSITY:

* What is the projected increase in work study students by September 1998 who will tutor pre-K and elementary age children who need extra help to read well? (Institutions meeting the goal of 50% of the increase in federal work study funds will be listed on the America Reads Honor Roll)

_____ Total over 5 years? _____

* What is the projected increase in other undergraduate and/or graduate students involved as reading tutors (e.g. non paid, community service volunteers) by September 1998?

_____ Total over 5 years? _____

* Please describe any new efforts you plan on your campus/system to make available to faculty, staff and/or graduate students to help train tutors or organize local reading improvement efforts to meet the America Reads Challenge? _____

* What other ways do you plan to help mobilize your communities to help meet the America Reads Challenge? (e.g. faculty and staff volunteer tutors, public outreach through campus radio, TV, written communication) _____

If you have questions, please feel free to contact:

Marsha Adler, San Francisco State University; 415-338-6879; email: mnadler@diana.sfsu.edu

Carol Rasco, U.S. Department of Education, 202-401-8888; email: carol_rasco@ed.gov

Susan Stroud, Corporation for National Service; 202-606-5000x169; email: sstroud@cns.gov

Please return this form to Marsha Adler, Office of the President, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132; Phone 415-338-6879;

Fax: 415-338-6885.

THANK YOU!

Federal Work-Study and the America Reads Challenge

As part of his "America Reads" Challenge, President Clinton has proposed 100,000 Federal Work-Study (FWS) students to serve as tutors to help all children read well by the end of third grade. To help institutions with this initiative, the President has allowed institutions to waive the employer matching requirement for FWS students tutoring pre-school and elementary school children.

President Clinton's "America Reads" Challenge: The President's America Reads Challenge will mobilize an army of reading tutors to address the fact that 40% of children are not reading well enough by the end of third grade. Research shows that if children cannot read well at that point, their chances for later success are significantly diminished. Study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and quality school instruction.

100,000 FWS Students to Tutor Children to Read: The President has taken a major step in fulfilling the America Reads Challenge and promoting his national service agenda by calling upon colleges to invest a significant portion of their new FWS increase toward tutoring children to read.

- **Reach 1 million FWS Participants:** In FY 1996, FWS funding was \$617 million and went to 713,000 students. In FY 1997, FWS received a 35% increase and will reach some 945,000 students - a major step toward the President's State of the Union promise of 1 million students earning their way through college under the FWS program by FY 2000. The 1997 appropriation is the largest annual dollar increase in the history of the FWS Program.
- **Opportunities in Community Service:** This increase opens up significant opportunities for participating institutions to employ more of their students in community service jobs. The President encourages (but does not require) institutions to use at least half of their FWS increase for community service.
- **America Reads Commitment:** Institutions may participate in the America Reads Challenge by committing a significant number of their new FWS positions for 1997/98 as reading tutors. Institutions meeting the goal of 50% of their increase in FWS funds will be listed on the America Reads Honor Roll. More than 160 colleges and universities have already joined this initiative.
- **Waiver in Matching Requirement for Reading Tutors:** Generally, the federal government provides up to 75% of FWS funding, while employers contribute at least a 25 percent match. Effective for the 1997-98 award year, final regulations have waived the employer salary matching requirement for students serving as reading tutors to preschool and elementary children. With 100% federal funding of FWS reading tutors, all postsecondary institutions have the opportunity to participate in the America Reads Challenge.

**America Reads
San Francisco State University
Program Overview
February 1997**

In response to the America Reads initiative, San Francisco State University is creating a model reading tutorial program which will offer community service and service learning opportunities to our students, staff and faculty, and will also draw in members of the greater San Francisco Bay Area community in a shared effort to work with third graders who are not reading at grade level.

The program is being led by the College of Education, working closely with the Office of Student Financial Aid, the Liberal Studies Program, the Community Involvement Center, and other existing university student volunteer and mentoring programs.

The structure of the program will be central to its effectiveness in recruiting and training tutors, fostering a successful relationship between tutor and child, linking smoothly with the schools, and actually increasing levels of reading skill and comprehension. We have developed a structure that fits our university and community.

Committee Membership

Two ongoing committees will build a shared university-community enterprise and will create the step-by-step tutorial program itself.

An advisory committee will include representatives from the university, public schools, teachers' union, business community, community agencies, private organizations and parents who are interested in children's and family literacy. Any tutorial program will be more effective if those working in the project understand what the different groups involved see as desired outcomes.

A working group of faculty and others will develop a document which addresses curriculum, cultural and linguistic issues, delivery systems, and a working timeline.

Program Structure: Students and Schools

Criteria for children to be tutored: The children must be in the bottom quartile in reading as determined by the California Test of Basic Skills (CTBS).

School Site Supervisors/Collaborators: The SFSU College of Education has a well-established collaboration between our teacher preparation programs and our local public

San Francisco State University - America Reads

February 1997

Page two

schools. We have sites where the line between public school teacher and university professor has been erased. It is at these sites that we will place the initial students.

There will be a school site supervisor from the school site faculty at each school. This person will act as a liaison between tutors and classroom teachers and will be the contact person for the University. The site supervisors will participate in an orientation/training program covering expectations and procedures. Site supervisors will then carry out joint training with SFSU trainers at an overview training session for tutors. It is important to realize that tutoring children is not just a matter of sitting with them and reading, speaking or listening, but involves a broader responsibility for the welfare of that child. Therefore, for the tutorial process to succeed, the school site must have a "buy in" to the program.

Tutor Recruitment

Initial recruiting of tutors will concentrate on students who are currently enrolled in the Liberal Studies degree program with an emphasis in a Multiple Subjects Credential (students intending to become elementary school teachers) who are also qualified for work study. Through the Financial Aid Office, these students will be identified and offered the opportunity to use their work study award to serve as America Reads tutors.

A second effort will provide America Reads information and extend an invitation to apply for the program to all remaining work study qualified students. Additional students will be drawn from other programs on campus which include significant numbers of students who might be interested in volunteering for America Reads, such as our Community Involvement Center or Learning Assistance Center tutorial program.

Tutor Placement and Schedules:

The tutors will be placed in schools where the College of Education has established strong relationship. This will allow us to place students directly in classrooms rather than create "pull-out" programs which are considered potentially damaging to children. The tutors will work in cohorts of five per school for three days a week, three hours per day. Each tutor will work with two children for one hour each on a one-on-one basis. For any schools in which the tutors are not able to work directly in the classroom, after-school tutoring will take place for one hour three times per week. A "special friend" program will be encouraged through which tutors eat lunch with their tutees. This will add at least half an hour extra per day.

Training Structure:

The tutor training program will be developed during the spring 1996 semester. The tutors will receive intensive training in the summer of 1997. The initial plan calls for a summer group of at least 30 tutors with a possible second cohort of 30 if there is sufficient interest. Once the tutors have been trained they will be expected to meet three times in the first semester of tutoring for hour-long sessions that reinforce their training and deal with any questions and needs.

Training Components:

- Provide an understanding of the nature of the reading process
- Provide methods to carry out shared reading experiences
- Provide training in phonemic awareness
- Provide training in how to help a child in oral reading and what to look for as the child reads aloud
- Provide exposure to quality children's multicultural literature and appropriate literature for second language learners. It has been suggested that content area reading for the third grade be emphasized to ease the expected transition in third grade to learning through reading in content areas.

Colleges Committed to America Reads Challenge

(as of April 24, 1997)

America Reads Steering Committee of College Presidents

San Francisco State University, President Robert Corrigan (*Steering Committee Chair*)
Bank Street College of Education, President Augusta Souza Kappner
California State University System, Chancellor Barry Munitz
Chicago State University, President Delores Cross
Community College of Denver, President Byron McClenney
Georgetown University, President Leo J. O'Donovan, S.J.
Gettysburg College, President Gordon A. Haaland
Miami Dade Community College, District President Eduardo Padron
Morehouse College, President Walter E. Massey
New York University, President L. Jay Oliva
Ohio State University, President E. Gordon Gee
Pennsylvania State University, President Graham Spanier
Portland State University, President Judith A. Ramaley
Southern Illinois University System, President Ted Sanders
University of Maryland, College Park, President William E. Kirwan
University of Mississippi, President Robert C. Khayat
University of Montana, President George M. Dennison
University of North Carolina at Chapel Hill, President Michael Hooker
University of Pennsylvania, President Judith Rodin
University of Texas at El Paso, President Diana S. Natalicio
Vermont State Colleges System, Chancellor Charles Bunting

Additional College Campuses

Allegheny College (PA)
American University (DC)
Anne Arundel Community College (MD)
Arkansas Tech University (AR)
Baker College (MI)
Bates College (ME)
Black Hawk College (IL)
Bowie State University (MD)
California Institute of Technology
California State Polytechnic University, Pomona
California State University, Bakersfield
California State University, Dominguez Hills
California State University, Fresno
California State University, Hayward
California State University, Los Angeles
California State University, Monterey Bay

California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Calvin College (MI)
Cape Fear Community College (NC)
Carteret Community College (NC)
Castleton State College (Vermont State Colleges System)
Catawba Valley Community College (NC)
Catholic University of America (DC)
C.W. Post Campus of LIU (NY)
Central Michigan University (MI)
Centre College (KY)
City Colleges of Chicago (IL)
City University of New York (NY)
Cleveland State University (OH)
Colby College (ME)
College of Alameda (CA)
Community College of Philadelphia (PA)
Community College of Spokane (WA)
Community College of Vermont (Vermont State Colleges System)
Connecticut College (CT)
Cornell College (IA)
Dalton College (GA)
DeKalb College (GA)
Dickinson College (PA)
Duquesne University (PA)
East Carolina University (NC)
Eastern College (PA)
Eastern Michigan University (MI)
El Paso Community College (TX)
Elon College (NC)
Emporia State University (KS)
Ferris State University (MI)
Flathead Valley Community College (MT)
Florida State University (FL)
Fordham University (NY)
Franklin & Marshall College (PA)
Frostburg State University (MD)
Gallaudet University (DC)
George Washington University (DC)
Georgia State University (GA)
Glendale Community College (CA)
Grand Valley State University (MI)

Guilford College (NC)
Howard University (DC)
Humboldt State University (CSU)
Illinois State University (IL)
Indiana University Purdue University Indianapolis (IN)
Johnson State College (Vermont State Colleges System)
Kalamazoo College (MI)
Lafayette College (PA)
Le Tourneau University (TX)
Lee College (TN)
Lee College (TX)
Lyndon State College (Vermont State Colleges System)
Marist College (NY)
Martin Methodist College (TN)
Marymount College (NY)
Marymount Manhattan College (NY)
Metropolitan Community Colleges (MO)
Metropolitan State College of Denver (CO)
Metropolitan State University (MN)
Michigan State University (MI)
Mississippi Gulf Coast Community College (MS)
Montana State University, Bozeman (MT)
Montana State University College of Technology—Great Falls (MT)
Montana Tech of the University of Montana (MT)
Mott Community College (MI)
North Carolina State University
Northeastern University (MA)
Northampton Community College (PA)
Ouachita Baptist University (AR)
Oral Roberts University (OK)
Pace University (NY)
Piedmont Virginia Community College (VA)
Pikes Peak Community College (CO)
Portland Community College (OR)
Pueblo Community College (CO)
Queens College (NC)
Rend Lake College (IL)
Saginaw Valley State University (MI)
Saint Anselm College (NH)
Salt Lake Community College (UT)
San Diego Mesa College (CA)
San Diego State University (CSU)
Simpson College (CA)
Slippery Rock University (PA)
Sonoma State University (CSU)

Southern Illinois University at Carbondale
 Southern Illinois University at Edwardsville
 Springfield College (IL)
 St. John's University (NY)
 State University of West Georgia (GA)
 SUNY at Old Westbury (NY)
 Susquehanna University (PA)
 Sussex County Community College (NJ)
 Syracuse University (NY)
 Texas Women's University (TX)
 Trinidad State Junior College (CO)
 Trinity College (DC)
 Truman College (IL)
 University of Arizona (AZ)
 Union University (TN)
 United States International University (CA)
 University of Detroit-Mercy (MI)
 University of Evansville (IN)
 University of Illinois at Urbana-Champaign (IL)
 University of Michigan (MI)
University of Nebraska at Kearney (NE)
 University of Nebraska at Lincoln (NE)
 University of Nebraska at Omaha (NE)
 University of North Carolina - Asheville
 University of North Carolina - Greensboro
 University of North Carolina - Wilmington
 University of Northern Colorado (CO)
 University of Puget Sound (WA)
 University of Redlands (CA)
 University of San Diego (CA)
 University of Tennessee at Chattanooga (TN)
 University of Wisconsin-Platteville (WI)
 Vermont Technical College (Vermont State Colleges System)
 Wake Forest University (NC)
 Washburn University (KS)
 Washington State University (WA)
 Washtenaw Community College (MI)
 Wayne County Community College (MI)
 Western Michigan University (MI)
 Wheaton College (MA)
 Wheelock College (MA)
 Wilson College (PA)

Total colleges and universities committed to the America Reads Challenge: 166



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

*Student
how do we
do this?*

TO: Bill KINCAID

PHONE: 456.2857 FAX: 456.7028

of pages including cover 2 DATE: 5/15/97

FROM: Carol H. Rasco Janet V. Green Laura Wood
Diane Jones Debbie Fine

AMERICA READS CHALLENGE (202) 401-8888

Office of the Secretary, U.S. Department of Education, 600 Independence Ave. S.W.
Room 6100, Washington, D.C. 20202-0110 FAX: 202-401-0596

MESSAGE:

*I hope you can attend -
Please note RSVP deadline -*

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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.

NO. 0886 P. 1

OFFICE OF SECRETARY

MAY 15 1997 9:52AM



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

May 1997

Dear Colleague:

It is my great pleasure to invite you to join me at the Library of Congress on Tuesday, May 20th, for the *Satellite Town Meeting*, "Reading Together: Families, Schools & Communities." I look forward to this interesting and important discussion on how families and communities can help every child read this summer. We are delighted to partner with the Center for the Book and broadcast this program live from the newly re-opened Jefferson Building of the Library of Congress in Washington, D.C.

Learning to read is an empowering experience. When we read with our children, we contribute in a powerful way to their learning and help prepare them for success in school and in life. The summer months present us with a special opportunity to encourage students to improve their skills and deepen their love of reading. Across the country, schools and communities are preparing innovative summer reading programs that involve libraries, businesses, service organizations and churches -- and parents, grandparents, college students, and many others are being enlisted for these grassroots efforts. The *Town Meeting* guests will explore a few of these successful efforts. As part of the studio audience, we look forward to your questions and ideas about summer reading.

The *Satellite Town Meeting* is a live, interactive teleconference held the third Tuesday of every month, in partnership with the National Alliance of Business, the U.S. Chamber of Commerce's Center for Workforce Preparation, and the U.S. Department of Education. The program is regularly broadcast via satellite to thousands of communities nationwide via local cable access stations, the Public Broadcasting System, Channel One, and The Discovery Channel.

I hope you will join us for a reception and the *Satellite Town Meeting* on Tuesday, May 20th at the Library of Congress at 10 First Street, S.E. behind the U.S. Capitol. A reception will begin at 6:30 p.m. in the mezzanine level of the Great Hall; the program is from 8:00 p.m. - 9:00 p.m.. Please RSVP before May 16th to 202-401-0936. I look forward to seeing you there.

Sincerely yours,



Richard W. Riley

5010
456 1414

**Office of
Susan Stroud
Counselor to the CEO**
Facsimile Transmittal Sheet

CORPORATION
FOR NATIONAL
 SERVICE

TO: Diana Fortuna / Bill Kincaid

LOCATION: _____

FAX #: 456-7431 / 456-7431 PHONE #: _____

FROM: Susan Stroud

FAX #: (202) 565-2781

TELEPHONE #: (202) 606-5000, EXT. 169

COMMENTS:

NUMBER OF PAGES (INCLUDING COVER SHEET) 4

IF THERE IS ANY PROBLEM WITH THIS TRANSMISSION, PLEASE CALL (202) 606-5000, EXT. 169

Melinda 606-5000
Hudson x193

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

119

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

MEMORANDUM

TO: Diana Fortuna
William Kincaid

FROM: Susan Stroud
Melinda Hudson

RE: America Reads Summit commitments

DATE: 24 April 1997

The following commitments make specific reference to America Reads. Melinda has spoken with all of them about their commitments, with the exception of Glaxo Wellcome (did not return call).

American Booksellers Association	50,000 new tutors	
B'nai B'rith Youth Association	5,000 new tutors	
National Partnership for Jewish Social Justice	100,000 new tutors in eight cities	
Houston Reads	20,000 new tutors	
OASIS and May Department Stores	25,000 new tutors	
NEA Retired	1,000 retired teachers as tutors	teach 50,000 youth
Seventh Day Adventists	3,000 trained tutors	reach 10,000 first year
Glaxo Wellcome	1,000 new tutors	300,000 hours of tutoring
Total: approximately 205,000 new tutors for America Reads		

Commitments that include additional pledges for another 150,000 Americans who want to be involved in literacy tutoring. These have not been vetted for frequency of tutoring and training.

National Center for Family Literacy		50,000 additional families tutored
Reading Recovery Council of America	30,000 new tutors	300,000 children tutored
Time Warner "Time to Read"		300,000 new tutoring hours
City Cares of America	75,000 new volunteers in school programs	
Hewlett Packard		190,000 volunteer hours in schools
US West	5,000 employee tutors	300,000 students
Reading is Fundamental	71,000 new tutors	1,000,000 additional children

To date, 166 college and university presidents have committed both work study and non-work study students as tutors for America Reads. The total number of students committed to date over the next five years is 68,386.

AMERICA READS SUMMIT COMMITMENTS

American Booksellers Association

Through their 3500 member bookstore companies across the country & the American Booksellers Association will recruit and train 50,000 reading tutors for the America Reads Challenge from both employees and customers. This recruitment drive will be formally launched at BOOKEXP0 AMERICA in Chicago in early June and will take place in the fall of 1997.

B'nai B'rith Youth Organization

B'nai B'rith will train their youth members to be tutors for the America Reads program, providing 5,000 new tutors for 10,000 hours of service a week, totaling 500,000 hours of service a year.

Federal Agencies

All federal agencies will expand their commitment to school partnerships from approximately 1500 to 2,000 schools by the year 2000. Federal employees will work closely with schools in a variety of ways—volunteering as mentors and tutors, purchasing needed equipment for schools, and holding career days.

Glaxo Wellcome

Glaxo Wellcome will expand its employee volunteerism to support 300,000 hours of employee volunteer time, worth \$4 million, focused specifically on tutoring kindergarten through third grade students to improve their reading skills and enhance their interest in science. In support of America Reads, Glaxo Wellcome will establish collaborative agreements between school systems, colleges and universities in the Research Triangle area of North Carolina (Raleigh-Durham) which will engage 1,000 college students serve as tutors. GW will also donate \$10 million to schools and organizations that emphasize school-to-work initiatives

Houston Reads

The Houston Reads Commission, a coalition of civic leaders, citizens groups, and national and community service programs, to achieve the goal of every child learning to read by the end of the third grade, commits to recruit 20,000 new volunteers for children and family literacy. This effort will quadruple the number of literacy volunteers currently serving the children of Houston, Texas.

National Education Association-Retired

The National Education Association-Retired will expand its programs by the year 2001 to help teach over 50,000 youth to read independently by the end of the third grade; to involve over 100,000 youth in intergenerational and mentoring programs in at least 30 states; to establish 40 sustainable partnerships in over 40 states with civic, philanthropic organizations, businesses and public schools; and to train over 1,000 retired members to work in America's public schools.

The National Partnership for Jewish Social Justice

Amos, the National Partnership for Jewish Social Justice, will coordinate and mobilize 100,000 volunteer tutors and aides for America Reads in four target cities by 1998, beginning with Boston, Massachusetts, Baltimore, Maryland, and Louisville, Kentucky. In each of these cities, the local Jewish federation, AmeriCorps*VISTA, and local community agencies will mobilize volunteers from synagogues, schools, colleges and universities, and other local service organizations for training and deployment as tutors.

OASIS and The May Department Stores Company

Oasis and The May Department Stores will reach 100,000 children and youths through intergenerational community service programs in 25 cities. Sponsored by The May Department Stores Company, OASIS is a national educational program designed to enrich the lives of older adults, with a focus on recruiting, training and supporting volunteers in meaningful community service. Their intergenerational tutoring program will provide one-on-one weekly tutoring to 25,000 students in the first through third grade; will launch a new mentoring-via-computer project to 2,500 youth; present a new interactive series on diversity and self-esteem to 50,000 students; engage 20,000 youth in their interactive Reader's Theater; and involve 2,500 youths in community service by training middle and high school students to teach computer skills to older adults.

Seventh-Day Adventist Church

The Seventh-Day Adventist Church will initiate 100 pilot tutoring projects that will place 3,000 trained tutors for the America Reads program throughout their network of community-based centers in ten cities in the first year.

Steering Committee of College Presidents

Through the leadership of the President of San Francisco State University, 21 university presidents have committed 50% or more of their increase in work-study funds to community service initiatives and other university resources to support the America Reads Challenge. Members of the steering committee have also committed to each recruit five other university presidents.

Scholastic Books

Scholastic Books will donate one million books to the America Reads project which will mobilize volunteers to ensure that every child can read by the third grade and continues to read and learn thereafter.

Office of
Domestic Policy Initiatives
Facsimile Transmittal Sheet

CORPORATION
FOR NATIONAL
★ SERVICE

TO: Diana Fortuna / William Kincaid

LOCATION: _____

FAX #: 488 - 7028 / 456-7028 PHONE #: _____

FROM: Susan Stroud, Director

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COMMENTS:

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

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 26, 1997

RADIO ADDRESS OF THE PRESIDENT
TO THE NATION

The Oval Office

10:06 A.M. EDT

THE PRESIDENT: Good morning. Tomorrow I will be in Philadelphia at the Summit For America's Future. Together with Presidents Bush, Carter, and Ford, and General Colin Powell, I will issue a call to citizen service to all Americans. For three days we'll explore how we can all play a role in helping America's young people build a better future, and just as important, how all our young people can help to build a better America.

This is the right time to enlist in America. We're on the verge of a new century filled with promise and challenge. But to make the most of it, we must ensure that all our people, and especially all our children, have the opportunity to reach their highest potential. And we must understand that we can do that only if we all join hands, reaching across the lines that divide us, to build one America together. That's an enormous job, but it's a job we'll have to do if we really want to prepare our country for the 21st century.

Citizen service is neighbor helping neighbor. It's part-time volunteers and full-time community service workers. It's communities coming together to solve common problems. And it is an essential part of what it means to be an American. We all have to promote it.

That's why I was so proud to launch our AmeriCorps program four years ago. Since then, 50,000 young people have taken a year or two to work full-time, mobilizing hundreds of thousands of other volunteers, helping the old and the young, the environment, helping communities afflicted with disaster, as I saw in North Dakota just a couple of days ago. And in the process, they also earn some money for college tuition, as they give back to their country.

But one of the most important ways our AmeriCorps volunteers have found to give back is to help our children learn to read. Their success has been remarkable. To give just one example, 25 young AmeriCorps members went to work in Simpson County, Kentucky, where 2nd-graders' reading scores were disturbingly low. With the help of AmeriCorps volunteers, 2nd-graders all across that county

jumped three full reading levels in just one year. The AmeriCorps volunteers made all the difference in those students' lives, and the service changed the lives of the AmeriCorps volunteers.

We know that intensive tutoring like this works. Now we have to do for all America's children what the AmeriCorps volunteers did for the children of Simpson County. That's what our America Reads challenge is all about. It's spearheaded by our Secretary of Education, Dick Riley, and Carol Rasco, my former Domestic Policy Advisor here in the White House. The America Reads challenge marshals the resources of entire communities -- schools and libraries, religious institutions, universities, college students and senior citizens -- all working together with teachers and parents to teach our children to read.

We need America Reads, and we need it now. Studies show that students who fail to read well by the 4th grade are more likely to drop out of school, and less likely to succeed in life. But 40 percent of our 4th-graders still can't read at a basic level. We can, and we must, do better than this.

With me today are AmeriCorps members, tutors and parents from four different organizations who are helping to make a real difference in our children's lives. First, the Home Instruction Program for Pre-School Youngsters, or HIPPY, an early-learning program involving parents and children. Second, Hands On Atlanta, from Georgia. Then, Reading One On One from Texas, and Oregon's SMART. All help to recruit volunteers and teach our children to read. Together these groups reach thousands of children every year. America Reads will help them and others to reach millions more.

This Monday I will send my America Reads legislation to the Congress so, that we can mobilize the citizen army of one million America Reads tutors I called for in my State of the Union address, to make sure that every 8-year-old child in America can pick up a book and say, "I can read this all by myself." This legislation is part of my balanced budget. It will fund 25,000 reading specialists and tutor coordinators, including 11,000 AmeriCorps members and many others. They will recruit and train our America Reads citizen army, bringing reading help to the three million children who need it the most.

It will also help parents to instill a lifelong learning of reading in children. Parents are our children's first teachers and we have to do everything we can to make their jobs easier. Community groups like HIPPY, which Hillary and I worked hard to bring to Arkansas, are doing exactly that. The plan I'm sending to Congress will expand their ability to reach more families. My balanced budget also increases Head Start funding to reach one million 3- and 4-year-olds, and expands Title I to aid teaching and learning in classrooms, and the Even Start Family Literacy Program.

But it will take more than money to make sure that all our children can read. It will take a commitment from our entire

community. That's why I'm pleased to announce that as part of the Service Summit, many of our major corporations and non-profit organizations will help us to recruit tens of thousands of additional tutors for America Reads. One hundred sixty-six colleges all across America already have answered the challenge I issued in December, and pledged thousands of their students to be reading tutors. I thank them for their support.

Last summer in Wyandotte, Michigan, when I announced the America Reads program, I sat with two young children and read "The Little Engine That Could," a book that has taught countless children that they can do anything they think they can. I want every child in America to know that he or she can read. And America Reads will make sure that all those children can.

I hope some of you who are listening will consider being part of America Reads. After all, we need a million citizen servants, and we're not there yet. If you're interested, call 1-800-USA-Learn, the Department of Education's hotline, or just contact your local elementary school or library.

All of us can help. All you really need to do is roll up your sleeves, sit with a child and open a book together. And remember, you'll be doing more than just reading. You'll be writing an exciting new chapter in America's progress.

Thanks for listening.

END

10:11 A.M. EDT

PRESIDENT CLINTON'S AMERICA READS CHALLENGE ACT OF 1997

April 26, 1997

TODAY, AS HE PREPARES TO LEAVE FOR PHILADELPHIA, PRESIDENT CLINTON WILL ANNOUNCE THAT HE IS SENDING LEGISLATION TO CONGRESS THAT EMBODIES THE SPIRIT OF THE PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE -- THE AMERICA READS CHALLENGE ACT. The America Reads Challenge Act will help mobilize AmeriCorps members, skilled reading specialists, and an army of trained volunteer reading tutors to ensure that every student can read independently and well by the end of 3rd grade. The Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. The America Reads Challenge Act is a five-year, \$2.75 billion commitment to local communities and organizations, as well as national and regional efforts. It includes:

- ✓ **America's Reading Corps.** The Act would fund 25,000 reading specialists and tutor coordinators, including 11,000 AmeriCorps members, to mobilize one million volunteer reading tutors.
 - Coordinating with the in-school reading program, tutors will provide individualized after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who need the extra help.
 - AmeriCorps members and others will work to recruit these tutors, and reading specialists will provide their training and supervision.
- ✓ **Parents as First Teachers Challenge Grants.** The legislation also recognizes that, as their children's first teachers, parents can give their children the firm foundation they need to do well in school. These Challenge Grants would provide more than \$300 million over five years to foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade.
 - **Head Start and Title I/Even Start.** These grants will build on other commitments to early learning in the President's balanced budget plan. This includes an expansion of the Head Start program reaching one million 3- and 4-year olds and additional investments in Title I/Even Start to strengthen reading instruction during the regular school day as well as family literacy efforts.

THE PRESIDENT'S LEGISLATION ADDRESSES CHILDREN'S READING NEEDS. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. While American students today generally read as well as ever, 40% of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. According to studies, however, well-designed tutoring programs result in student gains in reading.

PRESIDENT CLINTON IS ISSUING THE AMERICA READS CHALLENGE TO ALL AMERICANS -- AND THEY ARE RESPONDING. The America Reads Challenge asks every American to help in this effort, building on the work being done by classroom teachers, librarians, tutors, and reading specialists.

- **Encouraging Involvement.** The America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.
- **Federal Work Study Expansion.** President Clinton has asked college presidents to allocate half of all their new work-study slots to college students who become America Reads tutors. The goal is to give 100,000 federal work study students the opportunity to help children learn to read better. So far, 166 colleges have pledged thousands of students to tutor in elementary schools.
- **Service Summit Commitments.** As part of the President's Service Summit in Philadelphia, major non-profits and corporations have committed to recruit tens of thousands of new tutors specifically for the America Reads effort, with tens of thousands of additional commitments to literacy activities.

Evidence That Tutoring Works

Research has found that well-designed tutoring programs result in student gains in reading

- A major British study of tutoring -- conducted by Topping and Whitley -- examined the progress of more than 2,300 elementary and junior high students who were tutored for an average of 8.6 weeks by a mixture of parent volunteers, peers, and older students. Learners improved at 4.4 times the normal rate for the tutoring period in comprehension and 3.3 times the normal rate in work recognition. For months after the end of tutoring, the average student was still improving at twice the normal rate in both comprehension and work recognition. [Topping, K., & Whitley, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reaching*. *Educational Research*, 32(1), 14-32.]
- An analysis -- conducted by Cohen, Kulik and Kulik -- of approximately 60 published studies found positive effects of specific tutoring programs on targeted students. The analysis relied on measurable results, and did not take into account anecdotal reports [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings*. *American Educational Research Journal*, 19, 237-248.]
- An after school tutoring program in which low-achieving second and third graders were tutored one hour, twice each week, by university students, retirees, and suburban mothers also generated strong improvements in the tutees' reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J. (1990, November). *Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program*. *Elementary School Journal*, 91, 133-150.]

Characteristics of successful tutoring programs have also been identified through research

- According to a synthesis of research on tutoring involving college students and younger children, successful programs are structured to provide sufficient time for consistent, regular contact; systematic screening of prospective tutors; thorough training and monitoring; and close communication and cooperation between the sponsoring agency and participating schools. [Policy Studies Associates (1990). *A review of programs involving college students as tutors or mentors in grades K-12*. Prepared for the U.S. Department of Education, Planning and Evaluation Service]
- A recent study of tutoring for 30 first grade children at risk in reading -- conducted by Juel -- reported that successful tutor-tutee relationships were characterized by strong reinforcement of progress; a high number of reading and writing experiences in which the student moved from being fully supported to working independently; and explicit demonstration of appropriate reading and writing processes. [Juel, C. (1996). *What makes literacy tutoring effective?* *Reading Research Quarterly*, 31(3), 268-289.]

Four Tutoring Organizations Highlighted by President Clinton in the America Reads Radio Address

READING ONE-TO-ONE, Richardson, Texas
George Farkas, University of Texas 972-883-2937

Reading One-to-One offers a one-on-one tutoring program to at-risk students in elementary schools, many of whom are limited-English proficient. The tutors – college students and community volunteers -- are trained in the tutoring curriculum and supervised by on-site tutor coordinators, including AmeriCorps members. The program stresses consistency: each student works with no more than two tutors three to four times a week during the school year.

Reading One-to-One began at The University of Texas at Dallas in 1991 as a local tutoring effort. Since that time, 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 using the Reading One-to-One program model. 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. Additionally, survey results of teachers and parents showed that 88% of the teachers and 95% of the parents thought reading skills had indeed increased.

Attending Radio Address: *Juan Delgado*, 22, is an AmeriCorps member working in a Reading One-to-One program at Longoria Elementary School in Brownsville, Texas. *George Farkas*, Director of the Center for Education and Social Policy at the University of Texas at Dallas, is the founder of Reading One-to-One.

HIPPYCorps INITIATIVE AT STANLEY ISAACS NEIGHBORHOOD CENTER, NY, NY
HIPPY USA (Home Instruction Program for Preschool Youngsters)
Alice Smothers, HIPPY USA, 212-678-3500

Stanley Isaacs Neighborhood Center is one of ten HIPPY sites that participate in the HIPPYCorps Initiative in New York, where 65 AmeriCorps members provide services to approximately 700 families. HIPPY is a home-based program for parents of children 4- and 5-years old that provides parents with a two-year curriculum, lesson plans, and materials to help them teach school readiness skills to their children. According to 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.

There are 103 local HIPPY programs operating in 26 states and the District of Columbia, serving over 13,000 families. The core HIPPY Program consists of home visits every other week in which a paraprofessional role plays the coming week's curriculum with the parent, who then engages in the activities with their children on a daily basis. Parents tell stories to their children, teach them to recognize shapes and colors, follow directions, solve logical problems other school readiness skills. Alternate weeks, home visits are supplemented by group meetings. Parents meet together for discussions of lesson topics and parenting issues.

Attending Radio Address: *Margaret Mary Daly* enrolled in the HIPPY program in May 1996 with her 4-year old daughter, Kelly, so that they could spend quality time together -- just as Kelly was beginning to read. *Judy Almodovar* became an AmeriCorps member and a paraprofessional with HIPPY 18 months ago, after initially signing up as a parent. She and her son Michael also participate in the program. *Maria De La Rosa* is the HIPPY Coordinator for the Stanley Isaacs Neighborhood Center.

HANDS ON ATLANTA, Atlanta, Georgia
Michelle Nunn, Executive Director 404-872-2252

Hands On Atlanta's Americorps members serve as recruiters, coordinators and project supervisors currently assisting 15 K-12 public schools in the Atlanta area. AmeriCorps members recruit and train high school volunteers as tutors for younger students in afterschool programs. They also mobilize community volunteers -- 5,000 of them by the end of this school year -- to serve schools in a variety of ways, including after-school programs that incorporate academic enrichment.

In 1996, 720 Hands on Atlanta volunteers participated each week in Saturday tutorial programs contributing over 30,000 hours of enrichment to Atlanta school children. In addition, AmeriCorps members organized a total 90,000 hours of daily tutorial assistance provided to over 2,790 children. In the first three years of Americorps involvement, the schools have seen an 11 percent increase in performance on national standardized tests in math and reading, and an average 25 percent decrease in incidents of discipline.

Attending Radio Address: *Kimberly Albriton*, 22, serves as an AmeriCorps member on the Crim High School Team. *Alexandra Bowen*, 23, serves as an AmeriCorps member at College Park Elementary School. Among other activities, Alex serves as a reading coach for her third grade class. *Don Duran* is the principal of Benteen Elementary School, which has benefited from the Hands on Atlanta effort.

OREGON CHILDREN'S FOUNDATION
START MAKING A READER TODAY (SMART) AMERICORPS*VISTA PROGRAM
Janice Hurst, Program Director 503-721-7175

The goal of SMART is to ensure that all Oregon children leave elementary school reading at or above their grade level. AmeriCorps*VISTA members have recruited 3,900 local volunteers to work with children through one-to-one tutoring assistance in 78 schools across the state. More than 309,000 hours of service have been donated, and money has been raised to purchase over 150,000 books which have been given to the children in the program. Private sector support comes from over 350 companies including Nike, Intel Corporation, Smith Barney and Wal-Mart. SMART has been recognized as an outstanding literacy partnership program by the U.S. Dept. of Health and Human Services and by the National Alliance of Business.

SMART programs are mainly in schools where the student population is from low-income households. During the Summer months, this SMART serves more than 1,500 children statewide. AmeriCorps*VISTA members drive "Story Vans" to parks and recreation centers to read aloud to children. To reach the most underserved populations in the state, the project coordinates with the Oregon free lunch summer program for children, engaging in literacy tutoring for children at sites where the lunches are being served.

Attending Radio Address: *Susan Dognaux*, 27, is in her first year as an AmeriCorps*VISTA member. *Wanda Buslach* is a VISTA leader, coordinating volunteers at two schools in central Oregon. *Janice Hurst* was one of the original VISTA volunteers on this project, and now serves as the Project Director and VISTA Supervisor.

SUMMIT COMMITMENTS TO SUPPORT READING AND LITERACY EFFORTS

Responding to President Clinton's call to help every American child read independently and well by the end of third grade, organizations and corporations from across the country have stepped forward to commit tens of thousands of caring volunteers in conjunction with the Philadelphia Summit. While the hard work of identifying, training, and connecting these volunteers to schools lies ahead, these commitments demonstrate the strong nationwide interest in promoting reading and working with local schools to support our young people.

OVER 200,000 COMMITMENTS SPECIFICALLY CONNECTED TO AMERICA READS.

Several organizations, representing commitments to recruit over 200,000 reading tutors, have expressly linked their commitments with the President's America Reads Challenge:

<u>Organization</u>	<u>New Reading Tutors Committed</u>
American Booksellers	50,000
B'nai B'rith Youth Organization	5,000
Glaxo Wellcome	1,000
Houston Reads	20,000
National Partnership for Jewish Social Justice	100,000
NEA Retired	1,000
OASIS and May Department Stores	25,000
Seventh-Day Adventists	3,000

These commitments are cumulative over three years, except for Houston Reads, which commits to reach a level of 20,000 participating tutors by the year 2000. In addition, Scholastic Books will donate one million books to the America Reads effort.

ADDITIONAL COMMITMENTS FOR MANY THOUSAND AMERICANS TO BE INVOLVED IN LITERACY EFFORTS. Several additional organizations, including some with a long history in promoting literacy, have made reading-related summit commitments as well. These organizations include the National Center for Family Literacy, the Reading Recovery Council of America, Time Warner "Time to Read," City Cares of America, Hewlett Packard, USWest, and Reading is Fundamental.

STUDENT VOLUNTEER AND WORK STUDY COMMITMENTS TO AMERICA READS.

Through the leadership of the President of San Francisco State University, 21 university presidents have each not only committed work-study funds to reading tutors as a part of the America Reads effort, but have also committed to recruit five other university presidents, as well. Overall, 166 college and university presidents have committed thousands of work study and non-work study students as tutors for America Reads.

FEDERAL AGENCY ADOPT-A-SCHOOL COMMITMENT. Federal agencies are making over 40 commitments to the Presidents' Summit for America's Future. One of these is that federal agencies will increase their commitment to adopt or establish partnerships with schools in their communities. The number of agency-school partnerships will increase from approximately 1,500 to 2,000 by the year 2000. Working through partnerships established by their agencies with schools across the country, Federal employees work closely with schools in a variety of ways --volunteering as mentors and tutors, purchasing needed equipment for schools, and holding career days.

AMERICA READS CHALLENGE: THE LEGISLATION

BACKGROUND

While American students today generally read as well as ever, 40 percent of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. As teachers, schools, librarians and principals work to strengthen in-school reading programs, all caring Americans can also play a role in helping young children learn to read.

When asked what was needed most to provide extra help to children who needed it, teachers, principals, librarians, parent groups, businesses, education and literacy groups, and community organizations said locally based coalitions could mobilize high-quality volunteer tutors to extend the learning time of children who need help in reading. In particular, they said they need trained reading specialists and tutor coordinators to help their schools and communities match tutors with children, and to provide training to tutors. Also, many parents want ideas and tips on how to help their children develop language and reading skills beginning at birth.

The America Reads Challenge legislation sets forth the first comprehensive, nationwide effort to create after-school, summer and weekend tutoring in reading. Working with teachers and parents, this unprecedented initiative calls on all Americans in all fields -- schools, libraries, religious institutions, universities, the media, community and national groups, cultural organizations, as well as college students, business leaders and senior citizens -- to ensure that every American child can read well and independently by the end of third grade. It would mobilize tutors, reading coordinators and experts in communities and states to assist existing literacy efforts, or to aid in the development of new reading partnerships to help our nation's children to read. It links parents, teachers, AmeriCorps members, trained reading professionals, and volunteer tutors to school, library and community literacy efforts.

PROVISIONS OF THE LEGISLATION

1. America's Reading Corps

The America Reads Challenge would build on groundwork being laid by classroom teachers, librarians and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The Reading Corps grant is the heart of the legislation and would fund 25,000 reading specialists and tutor coordinators -- including 11,000 AmeriCorps members -- over five years. The tutor coordinators would help recruit one million volunteer reading tutors over five years, that the reading specialists would train.

The nearly \$1.5 billion in new education investments from the proposed legislation would supplement classroom reading instruction by enabling local reading partnerships to hire qualified professionals, such as a reading specialist or teacher, to train tutors and connect the school's reading program with the tutoring. By the fifth year of the program, the tutors, coordinating with the classroom reading program,

would provide individual after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who want and need the extra help. This effort would help link the reading program, teacher, school, child and family.

The Reading Challenge would also take advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout America. An additional \$1 billion from proposed increases in appropriations for the Corporation for National Service would help local reading programs recruit and organize volunteer tutors.

A local reading partnership would include at least two agencies or organizations -- one of which must be a public school or a school district. The other could be a library, literacy group, museum, business or youth-serving group, among others. The legislation requires that:

- Each local reading program would use qualified and trained professionals;
- Each local reading program would serve areas with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
- Program efforts would build on and support in-school reading programs;
- Programs would demonstrate that parental involvement and support is a high priority, as is coordinating with early childhood and family literacy programs, such as Even Start and Head Start; and
- States would demonstrate that all programs funded with the grant would reach children in the greatest need of assistance; use effective practices that show the most promise in helping children in need of assistance -- including children with limited English proficiency and children with disabilities; and will have a clear strategy for coalition building.

Seventy percent of the grant money would be allocated to the states according to the Title I formula, and 30 percent will be awarded competitively based on the quality of state plans. States would distribute the funds to local applicants.

2. Parents as First Teachers Challenge Grants

The second part of the legislation recognizes that 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, or getting their children library cards and accompanying them to the library regularly.

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

Applicants for the Parents as First Teachers Grants must have a demonstrated record of working with parents in improving the reading skills of their young children, or applicants must be planning to use a model that has been demonstrated to be effective. Grantees must strive to collaborate and form partnerships with other programs that provide support for parents, such as adult education and Even Start, and must include two or more groups.

Research and Evaluation: The legislation would allocate funds to evaluate programs, disseminate information about best practices, and provide technical assistance to local programs.

THE AMERICA READS CHALLENGE: THE INITIATIVE

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

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

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

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

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

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

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

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

- **Read!Write!Now!:** With 50 reading and literacy groups, the Department of Education designed this summer program in 1994 to help fight the "summer reading drop off." The program encourages children to read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new vocabulary word a day. Local libraries, Title I schools and youth groups such as the Girl Scouts and Boys and Girls Club of America will help sponsor sites for this summer program -- expected to reach 1.5 million children.
- **Corporation for National Service:** National service grant programs that engage volunteer tutors in literacy efforts are working in hundreds of communities nationwide. This focus will continue to increase as all branches of national service -- AmeriCorps, Learn and Serve America and the Senior Corps -- make childhood literacy a higher priority in their grant process.
- **Federal Work Study (FWS):** Colleges and universities throughout the nation will receive a 35 percent increase in Federal Work-Study funding beginning in July of 1997. President Clinton has challenged all colleges and universities to join The Honor Roll, by pledging 50 percent of their FWS increase for tutoring pre-school through elementary school children in reading. In exchange, Secretary Riley will waive the requirement for these colleges to match 25 percent of the funds for FWS students who serve as reading tutors. The goal is to enlist at least 100,000 college students to help with reading.
- **America Reads Challenge Legislation:** The Administration is proposing legislation that will launch the first nationwide effort to supplement classroom instruction in reading with high-quality volunteer tutoring, primarily after school and during summers. If enacted, the proposal would fund the start up or expansion of community partnerships among schools, libraries, community organizations, businesses, youth-serving groups and local literacy projects, among others, working to help children with reading. In addition, the legislation would create Parents as First Teachers grants to support programs that underscore the importance of parents staying involved in their children's lives as they make the transition into their school years.

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

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

than programs currently available. The America Reads Challenge seeks to reinforce the importance of skill-building activities for children beginning at birth, and of programs that encourage and support parent involvement in these activities.

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

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

- **Head Start Expansion:** One million 3- and 4-year olds will be reached through the expansion of Head Start programs, already a part of President Clinton's balanced budget.
- **Even Start Expansion:** Additional investments are included in President Clinton's balanced budget plan to expand and strengthen family literacy efforts.

In addition, **Parents As First Teachers Grants** would support efforts that help parents who want to be active partners with their children as they transition into school, and throughout their education experience.

Bring Best Practices Into the School and Classroom

Teacher Preparation: Teachers often report they would like to be better prepared to teach reading in the classroom, and that they would like additional support and training from reading experts and professional development programs throughout their careers. Working with exemplary teachers and successful local reading programs, the Department of Education will identify examples to improve teacher development in reading instruction for experienced and beginning teachers.

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

Strengthening of Title I: Additional investments are included in President Clinton's balanced budget plan to expand efforts to strengthen reading instruction during the regular school day.

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

Promote Greater Public Awareness and Local Partnership Building

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

America Reads will use all available resources to raise awareness about what each of us can do to help our children learn to read well and independently by the end of third grade, beginning at birth.

Support Research and Evaluation

America Reads will continue to support research and evaluation in a range of critical areas related to reading and early childhood development. Dissemination of up-to-date research findings to a wide audience remains a priority. Research findings by the National Institute on Child Health and Human Development, for example, have been incorporated into materials use to improve reading for children with reading problems. Research on after-school tutoring and successful in-school instruction in reading for the U.S. Department of Education are being used in the America Reads Challenge. In addition, the National Academy of Sciences/National Research Council report on prevention of reading difficulties in children will be completed by mid-November 1997.

EVIDENCE THAT TUTORING WORKS

INTRODUCTION

Research has consistently shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills. Students with below-average reading skills who are tutored by volunteers post significant gains in reading skills when compared with similar students who do not receive tutoring from a high-quality tutoring program. Peer or cross-age tutors also post gains in reading skills. Students who are tutored (henceforth "tutees") and tutors, in the case of peer or cross-age tutors, often demonstrate higher self-esteem and positive dispositions toward school. Among the features of tutoring programs associated with the most positive gains are extensive training for tutors, formal time commitments by tutors, structured tutoring sessions, careful monitoring of tutoring services, and close relationships between classroom instruction and curriculum and the tutoring services provided. Students with severe learning disabilities require special tutoring services, which can be provided by professionals, combined with nonprofessionals under careful supervision.

WHAT THE RESEARCH SHOWS ABOUT TUTORING

- **Tutoring programs that incorporate research-based elements produce improvements in reading achievement.**

A meta-analysis—conducted by Cohen, Kulik and Kulik—of 65 published studies that used rigorous evaluation methods to evaluate high-quality tutoring programs found positive, though modest, achievement effects across all of the studies. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings*. *American Educational Research Journal*, 19, 237-248.]

A British tutoring program involving 2,372 elementary and junior high students who were tutored by trained parents and peers for an average of 8.6 weeks improved their reading comprehension 4.4 times the normal rate and word recognition 3.3 times the normal rate. Four months after the end of tutoring, the average tutee was still improving at twice the normal rate in both comprehension and word recognition. [Topping, K., & Whitley, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading*. *Educational Research*, 32(1), 14-32.]

Two tutoring programs in Dade County, Florida, that trained cross-age and adult volunteer tutors to work with elementary school students found that tutees outperformed a randomly-assigned control group of students who were not tutored. [Madden, N.A., & Slavin, R.E. (1989). *Effective pullout programs for students at risk*. In *Effective Programs for Students At Risk*, R.E. Slavin, N. L. Karweit, and N.A. Madden, eds. Boston: Allyn and Bacon.]

An after-school tutoring program in which low-achieving second and third graders were

tutored one hour, twice each week, by university students, retirees, and suburban mothers also generated strong improvements in the tutees' reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain in reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J. (1990, November). *Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program. Elementary School Journal, 91, 133-150.*]

Other studies have shown that carefully crafted peer, cross-age, and adult tutoring services can improve reading achievement among disadvantaged, mildly disabled, and limited-English-proficient students. [Bender, D.S., Giovanis, G., & Mazzoni, M. (1994). *After-school tutoring program. Paper presented at the Annual Conference of the National Middle School Association*; Warger, C. L. (1991). *Peer tutoring: When working together is better than working alone. Reston, VA: Council for Exceptional Children.*]

- **Tutoring can also lead to improvements in self-confidence about reading, increased motivation for reading, and behavior, both among tutees and peer or cross-age tutors.**

The Partners for Valued Youth employed at-risk, limited-English-proficient middle school students to tutor low-achieving elementary school students for four hours every week. After participating in the program, tutors had lower dropout and absentee rates, and higher self-concept scores than a randomly selected control group. Tutees also experienced improved reading scores, lower absentee rates, and fewer disciplinary referrals. [Robledo, M. del R. (1990). *Partners for valued youth: Dropout prevention strategies for at-risk language minority students. Washington, DC: US Department of Education.*]

Surveys of targeted groups of students who are tutored in reading, have shown positive results for students' self confidence as readers, their motivation to read, and their views of their control over their reading abilities. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings. American Educational Research Journal, 19, 237-248*; Lepper, M.R., & Chabay, R.W. (1988). *Socializing the intelligent tutor: Bringing empathy to computer tutors. New York: Springer-Verlag*; Topping, K., & Whitely, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading. Educational Research, 32(1), 14-32*; Merrill, D.C., et al. (1995). *Tutoring: Guided learning by doing. Cognition and Instruction, 13(3), 315-372.*]

WHAT RESEARCH SAYS ABOUT QUALITY IMPLEMENTATION

Researchers who have examined multiple tutoring programs generally agree on the factors that generate the most consistent positive achievement for tutees. These include:

- **Close coordination with the classroom or reading teacher.**

When tutoring is coordinated with good classroom reading practices, students perform better than when tutoring is unrelated to classroom instruction. [Venezky, R. L., & Jain, R. (1996). *Tutoring for reading improvement: A background paper*; Reisner, Petry, & Armitage, 1990; Jenkins & Jenkins, 1987).

- **Intensive and on-going training for tutors.**

Tutees whose tutors participated in on-going, intensive training throughout their participation in a Dade County tutoring program outperformed tutees whose tutors did not complete the on-going training sessions. [Wasik, B. A., & Slavin, R. E. (1993). *Preventing early reading failure with one-to-one tutoring: A review of five programs. Reading Research Quarterly*, pp. 179-200.]

A review of college-based tutoring programs that recruit college students to tutor younger children concluded that tutor training was a key to project success. [Reisner, E.R., Petry, C. A., & Armitage, M. (1990). *A review of programs involving college students as tutors or mentors in grades K-12. Washington, DC: US Department of Education.*]

The importance of tutor training is reinforced by several other studies, which provide specific advice on the types of training that yield the best results. Jenkins & Jenkins (1985) point to the importance of training in interpersonal skills so tutors do not become impatient with tutees. Warger (1991) says training should include strategies for reinforcing correct responses and properly correcting incorrect responses. [Jenkins, J. R., & Jenkins, L. M. *Making peer tutoring work. (1987, March). Educational Leadership*, pp. 64-68; Warger, C. L. (1991). *Peer tutoring: When working together is better than working alone. Reston, VA: Council for Exceptional Children.*

- **Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted.**

In their meta-analysis, Cohen, Kulik, and Kulik found that structured tutorial programs demonstrated higher achievement gains than unstructured programs. Wasik and Slavin (1993) reached similar conclusions when they examined five successful tutoring programs. [Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). *Educational outcomes of tutoring: A meta-analysis of findings. American Educational Research Journal*, 19, 237-248; Wasik, B. A., & Slavin, R. E. (1993, Spring). *Preventing early reading failure with one-to-one tutoring: A review of five programs. Reading Research Quarterly*, pp. 179-200.]

In a study of the use of tutorial scripts in teaching mathematics, McArthur found that the most successful tutors often have well-rehearsed scripts for responding to student errors. The results are general enough to apply to reading also. [McArthur, D., Stasz, C., & Zmuidzinas, M. (1990). *Tutoring techniques in algebra. Cognition and Instruction*, 7, 197-244.]

- **Careful monitoring and reinforcement of progress.**

A recent study of tutoring for 30 first grade children at risk in reading—conducted by Juel—reported that successful tutor-tutee relationships were characterized by (a) strong

reinforcement of progress, (b) a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and © explicit demonstration of appropriate reading and writing processes. [Juel, C. (1996). *What makes literacy tutoring effective?* *Reading Research Quarterly*, 31(3), 268-289.]

- **Frequent and regular weekly tutoring sessions with each session between 10 minutes and 60 minutes daily. More sessions a week results in greater gains.**

Rigorous evaluations of tutoring programs reported positive results for programs whose tutoring sessions ran from 10 to 60 minutes in length, although longer sessions did not necessarily result in better outcomes. [Brailsford, A. (1991). *Paired Reading: Positive reading practice*. Kelowna, British Columbia: Filmwest Associates 1991; Warger, 1991; Robledo, 1990; Jenkins & Jenkins, 1985]

Tutoring programs in which tutors met with tutees at least three times a week were more likely to generate positive achievement for tutees than programs in which tutors and tutees met twice a week. [Reisner, Petry, & Armitage, 1990]

- **Specially designed interventions for the 17-20 percent of children with severe reading difficulties.**

Kameenui, Adams, and Lyon (1996) identified the most important strategies for improving early reading instruction and learning -- create appreciation of the written work, develop awareness of printed language and the writing system, teach the alphabet, develop student's phonological awareness, develop phonemic awareness, teach the relation of sounds and letters, teach children how to sound out words, teach children to spell words, and help children develop fluent, reflective reading. [*Learning to Read/Reading to Learn* (1996). U. S. Department of Education, DC]

Trained volunteers under careful supervision from reading or resource teachers have proven to be effective instructors for learning disabled and other students with disabilities [Azcoitia, 1989; Madden & Slavin, 1989]

THE AMERICA READS CHALLENGE LEGISLATION - QUESTIONS & ANSWERS

General Information/Background

1. Why do we need a reading initiative?

America does well on international comparisons when it comes to literacy. But too many young people are struggling through school without having mastered the most essential and basic skill of reading. In 1994, 40% of 4th grade students failed to attain the basic level of reading on the National Assessment of Educational Progress. [Source: NAEP 1994 Reading Report Card for the nation and the states] A focus on reading can reduce the number of children in special education (many of whom have reading difficulties) and provide critical additional help for the 2.8 million limited English proficient students. Reading forms the strong foundation needed for school learning, self-sufficiency, responsible citizenship, and productive employment. Students who fail to read well by 4th grade often have a greater likelihood of dropping out and a lifetime of diminished success.

The fundamental purpose of America Reads Challenge is to enable parents and educators to complement and expand existing successful literacy efforts to help many more children increase their skills and achievement levels, and to provide children who need additional help in reading with extended learning time.

2. What is the goal of the America Reads Challenge?

The goal of the America Reads Challenge initiative is to mobilize all Americans to ensure that all children can read well and independently by the end of third grade. The America Reads Challenge legislative proposal specifically would build on groundwork laid by classroom teachers, librarians and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring. The proposal seeks to encourage family and community involvement in the education of America's children by linking AmeriCorps members, trained and qualified reading professionals, and volunteer tutors to community and school-based literacy efforts.

3. How will the America Reads Challenge legislative program be structured?

America's Reading Corps is the heart of the initiative. The Reading Corps grant would fund 25,000 reading specialists and tutor coordinators -- including 11,000 AmeriCorps members -- over five years. The tutor coordinators would help recruit one million volunteer reading tutors over five years, that the reading specialists would train. The Reading Corps funding would enable local reading partnerships to hire qualified professionals to train tutors and connect the school's reading program with the tutoring.

Parents as First Teachers Challenge Grants is another key component of the initiative. These challenge grants would provide \$300 million over five years to foster effective programs providing assistance to parents to help their children become successful readers by the end of 3rd grade. This money would be available to national and regional groups, as well as local communities and organizations. Both Reading Corps and Parents as First Teacher Grants would be jointly administered by the U.S.

Department of Education and the Corporation for National Service, in consultation with the Secretary of Health and Human Services.

The initiative also calls for the expansion of Head Start to reach one million 3- and 4-year-olds; the strengthening and expansion of Title I and Even Start Programs to enhance teaching and learning during the school day; and finally, challenging the private sector and community groups to work with schools and libraries.

4. What is the role of the Corporation for National Service in The America Reads Challenge legislation?

The Corporation for National Service would help local reading programs recruit and organize tutors. The tutors, coordinating with the in-school reading program, would 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. We expect these tutors to help link the reading program, teacher, school, child and family.

The America Reads Challenge legislation would build on the strong track record of national service in tutoring and literacy. More than half the 25,000 AmeriCorps members now serving, work with children and youth by tutoring, mentoring, and running after-school and summer programs. Learn and Serve programs mobilize hundreds of thousands of K-12 and college students in service projects; many tutor younger children. The Senior Corps, RSVP volunteers and Foster Grandparents work extensively in school settings. The America Reads Challenge calls for 11,000 additional AmeriCorps members each year to recruit and train volunteers, and thousands more Senior Corps volunteers and Learn and Serve students to manage tutoring programs or provide tutoring. The President's budget for the Corporation for National Service proposes \$200 million a year over five years for the America Reads Challenge

5. Aren't there lots of literacy programs already?

No. Most of the literacy programs previously available to the public have been repealed, are no longer funded, or have never been funded. Of the remainder, only five or so are targeted literacy programs. The rest have much broader purposes.

Other Department of Education programs that have a literacy component (such as Title I of the Elementary and Secondary Education Act of 1965, which helps educationally disadvantaged children to master challenging curriculum and learn to high standards, or Adult Education, Special Education or Bilingual Education) generally have a much broader purpose or target special populations such as adults or disabled or limited English proficient children.

For example, the Foreign Language Assistance program supports assistance for students in foreign languages. It does not focus on English literacy. Also, the Individuals with Disabilities Education Act supports special education for children with disabilities; it targets a special population and is not really a "literacy" program. Additionally, most federal literacy programs focus on adult education, not on helping young children to read proficiently.

Last fall, officials at the U.S. Department of Education met with individuals from parent groups, businesses, literacy groups, and community organizations and asked them what they thought was needed to help America's children learn to read successfully. The general and overwhelming response focused on two things: 1) the need for trained

reading specialists; and 2) the need for organized tutor coordinators to help match tutors with children. The America Reads Challenge builds on this feedback and will provide the resources necessary to implement and carry out successful reading programs.

6. How do people get involved in the America Reads Challenge?

Right now, everyone can get involved in the America Reads Challenge.

1) Instill a love of reading in your child. Parents are their child's first teachers and learning begins at home. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading and learning.

2) Call a local school or literacy program and volunteer as a reading tutor. Many community and civic groups already sponsor tutoring programs and always welcome volunteers.

3) Call 1-800-USA-LEARN and ask to get involved in READ*WRITE*NOW, a summer reading component of the America Reads Challenge.

4) Call the college or university nearest you, or your alma mater, to see if it has joined the America Reads Challenge. The best office to begin with may be the Financial Aid Offices.

Teaching Issues

7. Why does the America Reads Challenge only focus on children, what about adult literacy?

The America Reads Challenge legislation targets children pre-K through third grade. However, the U.S. Department of Education's budget also includes funds for adult literacy programs to help adult Americans improve their literacy skills so they can succeed in their roles as workers, citizens and parents. States may decide to use America Reads funds in conjunction with current programs such as: Parents as First Teachers, Family Literacy Programs, and/or Even Start.

8. Does this mean programs such as Title One and Head Start are ineffective?

No. These programs are effective but can't do the whole job by themselves; many more families seek assistance than receive it. The purpose of the Reading Corps is to further supplement classroom instruction by extending the learning time of students, after school and during summers, with high-quality tutoring so that these programs so they can be more effective.

9. Doesn't this suggest teachers aren't doing their jobs well?

No. These new reading tutors are intended to complement classroom instruction. In schools, it is often difficult for a child to receive the one-on-one instruction which proves to be so vital to an enhanced education. We expect that the volunteers, college work-study students, AmeriCorps members and other reading tutors would work closely with teachers, schools, parents, and community organizations to ensure that America's children are learning to read well. For example, we expect that the classroom reading teachers would most often refer students who need additional assistance to the reading program.

10. How can reading tutors succeed where teachers have not been able to?

One-on-one instruction is a key component to enhancing reading skills. Study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and quality school instruction.

An after-school tutoring program in which low-achieving second and third graders were tutored one hour, twice each week, by university students, retirees, and suburban mothers generated strong improvements in the tutees' reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain in reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J., (1990, November). Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program. Elementary School Journal, 91, 133-150].

11. What reading instruction methods will be used?

The U.S. Department of Education does not specify any particular reading instruction method. This decision is a local decision which individual programs should make based on the needs of the children in their communities.

There are a couple pieces of information that local programs can take into account when considering the issue of "whole language vs. phonics." A recent public opinion poll by Scholastic, Inc. [Oct. 16, 1996], involving parents shows that they understand the connection between phonics and whole language. "An overwhelming 86% of those surveyed believe the foundation of reading should be based on learning phonics as well as reading children's books and stories." For ten years, the National Institute of Health studied reading and found: "both literature and phonics practice are necessary for impaired and unimpaired children alike. The phonics component is vital for the 40% of children for whom recognition is difficult."

Tutoring

12. What evidence is there that tutoring works?

Research has found that tutoring results in improvements in reading comprehension, word recognition, student attitudes toward reading, and students' self-confidence as readers. A recent study, for example, of tutoring for 30 first grade children at risk in reading (conducted by Juel) reported that successful tutor-tutee relationships were characterized by 1) strong reinforcement of progress, 2) a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and 3) explicit demonstration of appropriate reading and writing processes. Additionally, positive results from tutoring have been obtained using volunteers, peers, and cross-age tutors -- as well as with professionals.

13. Will volunteer tutors be screened? How will they be trained?

All staff of tutoring programs, whether paid or volunteer, would be subject to screening requirements as set by the local district, city or state. The amount of training tutors receive would be determined by the local program and each state would develop its own standards and monitor its local programs to ensure that they are meeting grant requirements in the legislation.

Usually volunteer tutors with a limited amount of training can effectively help most children. Children with more severe reading difficulties may require tutors with more training or reading specialists. That is why the America Reads Challenge legislation includes funding for reading specialists and other qualified professionals who are trained and knowledgeable about teaching reading to children of all abilities.

14. Who will these one million tutors be? How will they be recruited?

Volunteer tutors would come from all walks of life. They can be parents, teachers, students or senior citizens, among others. Local reading programs would recruit their tutors from a wide range of community members or partners, including: churches, youth-serving groups, community organizations, libraries, museums, colleges and universities, national service programs, businesses, parent associations or existing literacy organizations. AmeriCorps members would be particularly helpful aiding recruitment efforts.

15. How will you ensure that volunteer tutors carry out a consistent time commitment?

Local reading programs receiving America Reads funds must provide appropriate and effective training, and must demonstrate effectiveness in helping children read. A key ingredient of effective tutoring is duration and consistency. The America Reads Challenge builds on existing literacy initiatives that stress these elements. Ensuring consistent time commitment from volunteers is one of the greatest challenges all local community partnerships face. This is why teachers, parents, youth-serving groups and many others expressed a need for program coordinators, as well as reading specialists, to help local reading programs reach more children.

AmeriCorps members would work full-time in local reading programs with schools and other partners to recruit, place and coordinate volunteers, and to ensure that volunteers fulfill their commitment. Volunteers in local reading programs would be recruited and screened partly on the basis of their ability to make a regular tutoring commitment. Programs use different methods for ensuring that volunteers are committed, and that children receive the reliably receive the assistance they need. For example: many volunteer tutors will serve in programs that require a minimum time commitment: federal work-study students work an average of 10 hours per week and Foster Grandparents serve 20 hours per week. Other programs choose to partner two volunteer tutors with each child to ensure he or she is always matched with a tutor.

Children with Disabilities

- 16. What type of training/orientation might be appropriate to help tutors recognize and identify a child who is experiencing difficulty in reading or who may have a learning problem?**

Training/orientation would be provided to all tutors. We expect that at all times the tutor would coordinate with the child's primary reading teacher. This would include: 1) an "overview" that addresses certain observable behaviors, characteristics, expectations, capabilities and limitations associated with specific types of disabilities/learning problems; 2) information about specific behavioral characteristics that warrant early intervention services (i.e., What if a child cannot follow simple directions; transposes letters or words; or loses their place reading orally?); and, 3) strategies, methods and techniques that are appropriate to "correct" the problem which results in greater self-confidence.

- 17. What are some of the warning signs that a child has a unique reading/learning problem?**

The one on one tutoring situation will quickly reveal a child's reading difficulties. A tutor may find that the child does not know the letters of the alphabet or does not have a basic sense of what print looks like and how it works. The child may not understand that printed words are made up of ordered strings of letters or know to read from left to right. The child may not realize that written words are spoken words written down. These deficits can be caused from specific learning problems, or may be the lack of hours of exposure to print, conversation, word play, and informal reading that provide the readiness for learning to read.

- 18. Will additional funds be available for the creation of special materials which may be needed for children with disabilities?**

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. §794, prohibits a recipient of federal funds from discriminating against a qualified person with a disability solely by reason of the person's disability. Thus, the America Reads Challenge has an affirmative duty to ensure that recipients of these federal funds ensure that children with disabilities are not treated differently from non-disabled children, or are not excluded from participation in the program because of their need for specialized materials. Strategies for the identification of funding sources for adapted materials, specialized instructional techniques, and other required services must be incorporated into the overall design of the America Reads Challenge Program to guarantee equal access of children with disabilities to participate in this unique opportunity.

Funding

19. What is the Clinton Administration's commitment to the America Reads Challenge and how will it be funded?

The Clinton Administration is determined to continue making the investments necessary to improve our schools based on standards of excellence, to modernize our schools for the 21st century, and to make a college education more affordable for all students. The President is proposing a significant investment of new mandatory program funding in two key areas: the America Reads Challenge legislation and the School Construction initiative. The legislation will call for the America Reads Challenge to use \$2.75 billion over five years, and for the School Construction initiative to use a one-time appropriation of \$5 billion to stimulate state and local efforts to upgrade and modernize school facilities.

In addition to the legislation, the America Reads Challenge initiative will look at strategies for creating more after-school, weekend and summer reading; strengthening parent involvement our children's early years; and bringing best practices into the classroom. This includes expansion of Head Start and Even Start in the President's balanced budget plan.

Legislation

20. Do I have to wait until the legislation is passed to get involved in the America Reads Challenge?

No. Literacy programs across the country are seeking additional tutors now. For example, tens of thousands of adults will become involved as learning partners in the summer component of the America Reads Challenge called READ*WRITE*NOW, an effort sponsored by the U.S. Department of Education and 50 national reading and literacy organizations. This summer program is designed to help fight the "summer reading drop off" by encouraging children to: read 30 minutes a day at least once or twice a week with an older reading partner, get a library card and use it, and learn a new vocabulary word a day.

Local libraries, Title I schools and youth groups, like the Boys and Girls Club of America, will help sponsor sites for this summer component of the America Reads Challenge. In addition, national service programs that engage volunteer tutors are working in hundreds of communities nationwide. This focus will increase as all branches of national service -- AmeriCorps, Learn and Serve America and the Senior Corps -- make childhood literacy a higher priority in their grant process. Call 1-800 USA-LEARN form more information.

Federal Work-Study

21. What is the Federal Work-Study (FWS) program and how does it relate to the America Reads Challenge?

The Federal Work-Study program promotes student access to college while providing practical work experience. The program assists undergraduate and graduate students who are in financial need by financing postsecondary education costs through part-time employment, usually in on-campus jobs. Grants are provided to approximately 3,300 institutions to pay up to 75% of the salaries to federal work-study students working part-time. The remaining 25% of student salaries is provided by the college or other employer.

President Clinton hopes that at least half of the increase in federal work-study funds will be used for community service, and especially for tutoring America's children in reading. The goal is to enlist 100,000 work-study students who will help comprise the Reading Corps. They will work with teachers, families, and community organizations to provide reading assistance.

In addition, the President has provided an incentive for colleges to commit to the America Reads Challenge by waiving the requirement for colleges to match 25% of the funds for federal work-study students who serve as reading tutors.

In the 1996/1997 school year, 3,298 schools participated in the FWS; 713,000 students received FWS awards and the average student award was approximately \$1,065.

22. How may schools use their FWS funds?

FWS funds are intended (1) to promote part-time employment of undergraduate, graduate, and professional students with financial need in order to assist them with tuition to pursue their courses of study, and (2) to encourage students receiving federal student assistance to participate in community service activities that benefit the nation and promote social responsibility. FWS funds can be used for employment on and off campus, including community service activities.

23. Are schools currently required to use 5% of their FWS funds for community service activities?

Yes. Schools are currently required to use at least 5% of their FWS allocation for community service. However, many schools exceed this minimum requirement.

24. The Annual Survey of Freshman by the UCLA Higher Education Research Institute was recently released. The Survey notes that more students are volunteering while in college now than ever before. Why not tap into this resource for additional tutors rather than using Federal funds for this purpose?

The America Reads Challenge -FWS initiative serves a dual purpose; given the

proven effectiveness of individualized tutoring on reading competence, dedicating federal funds to promote this partnership works toward the President's stated goal of enabling all children to read by the end of the third grade. This initiative fills a second need; it provides students with meaningful and useful part-time employment which also serves an important national need. Given the extent of the problem, there is a need for both volunteers and for FWS students.

25. Will this initiative, in effect, serve to discourage volunteerism?

We do not anticipate that the additional FWS funding will discourage student volunteer efforts at all. Allowing work-study students to pursue community service, and especially tutoring may give them their only opportunity to participate in such activities. Students frequently tell us that, while they would like to serve their community, they cannot because of limits on their time. Community service jobs solve that problem for them.

Financially needy work-study students will now be able to share the same community service experiences their more affluent peers can afford. It is a win-win situation. The community gains from the services provided to it and the student is able to participate in activities that might otherwise be denied him or her.

SUMMIT TUTORING COMMITMENTS SPECIFICALLY CONNECTED TO AMERICA READS

April 25, 1997

American Booksellers Association

Through their 3500 member bookstore companies across the country & the American Booksellers Association will recruit and train 50,000 reading tutors for the America Reads Challenge from both employees and customers.

This recruitment drive will be formally launched at BOOKEXPLO AMERICA in Chicago in early June and will take place in the fall of 1997.

B'nai B'rith Youth Organization

B'nai B'rith will train their youth members to be tutors for the America Reads program, providing 5,000 new tutors for 10,000 hours of service a week, totaling 500,000 hours of service a year.

Glaxo Wellcome

Glaxo Wellcome will expand its employee volunteerism to support 300,000 hours of employee volunteer time, worth \$4 million, focused specifically on tutoring kindergarten through third grade students to improve their reading skills and enhance their interest in science. In support of America Reads, Glaxo Wellcome will establish collaborative agreements between school systems, colleges and universities in the Research Triangle area of North Carolina (Raleigh-Durham) which will engage 1,000 college students serve as tutors. GW will also donate \$10 million to schools and organizations that emphasize school-to-work initiatives

Houston Reads

The Houston Reads Commission, a coalition of civic leaders, citizens groups, and national and community service programs, to achieve the goal of every child learning to read by the end of the third grade, commits to recruit 20,000 new volunteers for children and family literacy. This effort will quadruple the number of literacy volunteers currently serving the children of Houston, Texas.

National Education Association-Retired

The National Education Association-Retired will expand its programs by the year 2001 to help teach over 50,000 youth to read independently by the end of the third grade; to involve over 100,000 youth in intergenerational and mentoring programs in at least 30 states; to

establish 40 sustainable partnerships in over 40 states with civic, philanthropic organizations, businesses and public schools; and to train over 1,000 retired members to work in America's public schools.

The National Partnership for Jewish Social Justice

Amos, the National Partnership for Jewish Social Justice, will coordinate and mobilize 100,000 volunteer tutors and aides for America Reads in four target cities by 1998, beginning with Boston, Massachusetts, Baltimore, Maryland, and Louisville, Kentucky. In each of these cities, the local Jewish federation, AmeriCorps*VISTA, and local community agencies will mobilize volunteers from synagogues, schools, colleges and universities, and other local service organizations for training and deployment as tutors.

OASIS and The May Department Stores Company

Oasis and The May Department Stores will reach 100,000 children and youths through intergenerational community service programs in 25 cities. Sponsored by The May Department Stores Company, OASIS is a national educational program designed to enrich the lives of older adults, with a focus on recruiting, training and supporting volunteers in meaningful community service. Their intergenerational tutoring program will provide one-on-one weekly tutoring to 25,000 students in the first through third grade; will launch a new mentoring-via-computer project to 2,500 youth; present a new interactive series on diversity and self-esteem to 50,000 students; engage 20,000 youth in their interactive Reader's Theater; and involve 2,500 youths in community service by training middle and high school students to teach computer skills to older adults.

Seventh-Day Adventist Church

The Seventh-Day Adventist Church will initiate 100 pilot tutoring projects that will place 3,000 trained tutors for the America Reads program throughout their network of community-based centers in ten cities in the first year.

Steering Committee of College Presidents

Through the leadership of the President of San Francisco State University, 21 university presidents have committed 50% or more of their increase in work-study funds to community service initiatives and other university resources to support the America Reads Challenge. Members of the steering committee have also committed to each recruit five other university presidents.

April 9, 1997

TO: Diana Fortuna
FROM: Melinda
RE: Summit Commitments of Tutors to America Reads

cc Mike Lerner
Bill Kincaid

Stroud:

5,000 w/s

70,000 w/s + non w/s

Working w/ Mike + Bob
to deliver higher ed -
mtg next week
War Room @ Corp

Following are commitments with specific, explicit reference to providing new tutors to America Reads:

Jewish Social Justice Center 100,000 new tutors in eight cities

Houston Reads 20,000 new tutors

OASIS and May Department Stores 25,000 new tutors

NEA Retired 1,000 retired teachers as tutors

Seventh Day Adventists 3,000 trained tutors

Glaxo Wellcome 1,000 new tutors (college students)

B'nai B'rith

5000 new tutors

500,000 hrs

300,000 hours of tutoring

~~500,000 hrs of service a year~~

teach 50,000 youth

reach 10,000 the first year

Commitments that are offering new resources as mentors/tutors in schools, but have not YET been linked specifically to America Reads

National Center for Family Literacy 30,000 new volunteers

Reading Recovery Council of America

Time Warner "Time to Read"

City Cares of America

Hewlett Packard

US West

Reading is Fundamental

Jumpstart

75,000 new volunteers in school-based programs

5,000 employee tutors

71,000 new tutors

2000 Compensated

300,000 new tutoring hours

190,000 volunteer hours in schools

50,000 additional families tutored

300,000 children/early literacy

300,000 students

1,000,000 additional children

Other ... new resources as employee volunteers, school support, etc.

AT&T

GE

Telephone Pioneers of America

NAFEO

Natl Center for Learning Disabilities

National Council of Negro Women

Timberland

First Union

Disney

140,000 students as volunteers

150,000 tutors and mentors

14,000 new employee tutors in schools

100,000 hours of mentoring, tutoring, coaching

1,000,000 volunteer hours

50,000,000 volunteer hours

500,000 children in Head Start

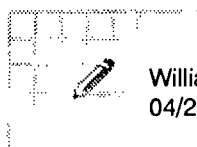
40,000 hours of service

1,200,000 hours of service total

1,000,000 employee volunteer hours

CNS

THU 22:01 FAX 2025852781



William R. Kincaid
04/24/97 04:29:29 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: America Reads Summit Commitments

I had a talk with Melinda Hudson at the Corporation about the new reading commitments from the Summit. She feels pretty solid about the following commitments, all of which made a specific reference to America Reads. Note that all of these commitments are cumulative over 3 years (by the year 2000), except for Houston Reads, which plans to expand to 20,000 at any one time. Except perhaps for Glaxo, which she hasn't been able to pin down, Melinda believes that all the commitments for tutors would include at least: one day of training, 2 hours per week, for at least ½ year.

Jewish Social Justice Center (new name: National Partnership for Jewish Social Justice)	100,000
American Booksellers (independent booksellers)	50,000
OASIS and May Department Stores	25,000
Houston Reads	20,000
B'Nai B'Rith Youth Organization	5,000
Seventh-Day Adventists	3,000
NEA Retired	1,000
Glaxo Wellcome	1,000

TOTAL	205,000

Re: National Partnership for Jewish Social Justice-- Melissa thinks they are quite solid on the 100,000. The organization has seed funding from Steven Spielberg, and Abner Mikva is the chair of the board for the project. They are very interested in specifically tying into America Reads, going to start this summer in 4 cities and get to 8 cities within a year. They are going to

use Americorps VISTA program in their roll-out. Melissa thinks that this commitment is probably the most legitimately tied to the legislation.

If we are interested in announcing these figures either Saturday or Monday, we would also need to decide:

- 1) What (if anything) to say about the work-study commitments?
- 2) What (if anything) to say about 150,000 or so additional commitments to literacy tutoring, which do not have an explicit reference to America Reads (includes RIF, Reading Recovery, Time Warners, Hewlett Packard, and others)
- 3) What (if anything) to say about America Reads commitments we had prior to the Summit?
- 4) Whether we need to have some or all of these folks represented?

Message Sent To:

Bruce N. Reed/OPD/EOP
Michael Cohen/OPD/EOP
Diana Fortuna/OPD/EOP
Jonathan A. Kaplan/OPD/EOP
Robert M. Shireman/OPD/EOP

MEMORANDUM

TO: Diana Fortuna
William Kincaid

FROM: Susan Stroud
Melinda Hudson

RE: America Reads Summit commitments

DATE: 23 April 1997

The following commitments make specific reference to America Reads. Melinda has spoken with all of them about their commitments, with the exception of Glaxo Wellcome (did not return call).

✓ Jewish Social Justice Center	100,000 new tutors in eight cities	
✓ Houston Reads	20,000 new tutors	
OASIS and May Department Stores	25,000 new tutors	not written up
NEA Retired	1,000 retired teachers as tutors	teach 50,000 youth
Seventh Day Adventists	3,000 trained tutors	reach 10,000 first year
Glaxo Wellcome	1,000 new tutors	300,000 hours of tutoring

Total: approximately 150,000 new tutors for America Reads

Commitments that include additional pledges for another 150,000 Americans who want to be involved in literacy tutoring. These have not been vetted for frequency of tutoring and training.

National Center for Family Literacy		50,000 additional families tutored
Reading Recovery Council of America	30,000 new tutors	300,000 children tutored
Time Warner "Time to Read"		300,000 new tutoring hours
City Cares of America	75,000 new volunteers in school programs	
Hewlett Packard		190,000 volunteer hours in schools
US West	5,000 employee tutors	300,000 students
Reading is Fundamental	71,000 new tutors	1,000,000 additional children

To date, 166 college and university presidents have committed both work study and non-work study students as tutors for America Reads. The total number of students committed to date over the next five years is 68,386.

AMERICA READS CHALLENGE RELATED SUMMIT COMMITMENTS

American Booksellers Association

Not on list.

Through their 3500 member bookstore companies across the country & the American Booksellers Association will recruit 50,000 reading tutors for the America Reads Challenge from both employees and customers. This recruitment drive will be formally launched at BOOEXPO AMERICA in Chicago in early June and will take place in the fall of 1997.

B'nai B'rith Youth Organization

Not on list.

B'nai B'rith will train their youth members to be tutors for the America Reads program, providing 5,000 new tutors for 10,000 hours of service a week, totaling 500,000 hours of service a year.

Federal Agencies

All federal agencies will expand their commitment to school partnerships from approximately 1500 to 2,000 schools by the year 2000. Federal employees will work closely with schools in a variety of ways—volunteering as mentors and tutors, purchasing needed equipment for schools, and holding career days.

Foster Grandparents, RSVP, and Head Start

The National Association of Foster Grandparents Directors, National Association of Retired and Senior Volunteer Program (RSVP) Directors, and the National Association of Head Start Centers will launch a new partnership that will place at least one Foster Grandparent or RSVP senior volunteer as tutors and mentors with at-risk children and families in each of the 43,000 Head Start centers nationwide. In the 3,000 Head Start Centers currently served by Foster Grandparents, the volunteers will launch a new intergenerational storytelling program, "Speak to Me" to share life experiences, broaden horizons, motivate children and parents to overcome difficulty, and inspire them to succeed. RSVP volunteers, in addition to direct service such as tutoring, will facilitate the delivery of effective Head Start programming, including supervised mentoring relationship with young parents, assisting with health screening, nutrition education, and training in effective behavior management skills.

Houston Reads

The Houston Reads Commission, a coalition of civic leaders, citizens groups, and national and community service programs, to achieve the goal of every child learning to read by the end of the third grade, commits to recruit 20,000 new volunteers for children and family literacy. This effort will quadruple the number of literacy volunteers currently serving the children of Houston, Texas.

National Education Association-Retired

The National Education Association-Retired will expand its programs by the year 2001 to help teach over 50,000 youth to read independently by the end of the third grade; to involve over 100,000 youth in intergenerational and mentoring programs in at least 30 states; to establish 40 sustainable partnerships in over 40 states with civic, philanthropic organizations, businesses and public schools; and to train over 1,000 retired members to work in America's public schools.

The National Partnership for Jewish Social Justice

Amos, the National Partnership for Jewish Social Justice, will coordinate and mobilize 100,000 volunteer tutors and aides for America Reads in four target cities by 1998. 7

Scholastic Books

Scholastic Books will donate one million books to the America Reads project which will mobilize volunteers to ensure that every child can read by the third grade and continues to read and learn thereafter.

Steering Committee of College Presidents

Through the leadership of the President of San Francisco State University, 21 university presidents have committed 50% or more of their increase in work-study funds to community service initiatives and other university resources to support the America Reads Challenge. Members of the steering committee have also committed to each recruit five other university presidents.

READING IS FUNDAMENTAL, INC.

CHAIRMAN OF THE BOARD
Lynda Johnson Robb

PRESIDENT & CEO
Ruth Graves



Reading Is Fun Week 1997 National Event Proposed Program

WHAT:

A festive morning event at the White House for Washington, D.C. area children celebrating Reading Is Fun Week. The event highlights the fun and importance of reading. It will also honor two children: the 1997 National RIF Reader and the winner of RIF's 1997 National Poster Contest.

The program would include:

- Entertainment for children.
- Award presentations.
- Special announcement from Tara Holland, Miss America 1997
- Book party--each child selects a book to keep.

RIF felt very privileged to have Education Secretary Riley participate in last April's Reading Is Fun Week Celebration at the Library of Congress. That event included:

- A reading parade led by Snoopy and a local high school marching band
- Remarks from Secretary Riley
- An awards presentation to the children who are the winners of RIF's National Poster Contest and National Reading Celebration
- Remarks from award-winning children's author Patricia Polacco
- Entertainment from Now This! an improvisational theater group
- A special presentation to long-time RIF volunteer Mrs. Elliot Richardson
- A RIF book distribution where each child selected a book to keep

In the audience were some 400 young RIF participants from schools in Washington, D.C., northern Virginia, and Maryland, RIF Board members, members of Congress and other special guests.

WHEN:

Any weekday during Reading Is Fun Week (April 21-25). The event program lasts approximately 1 to 1 1/2 hours. A morning event is best for school children.

LOGISTICS AND COSTS:

RIF will:

- handle all logistics and organization for the event with the appropriate White House office and obtain approval on all matters. This includes obtaining program participants and entertainment and publicity.
- arrange for transporting children, their supervision, etc.
- cover all event expenses.
- assist with event set-up and take-down.
- work closely with White House staff to assure the occasion meets the Administration's high standards.

SUGGESTED ROLES FOR THE FIRST LADY:

Simply being present for any part of the event, and/or any of the following:

- welcoming children with a few words about the importance and fun of reading
- presenting awards to the National Poster Winner and the National RIF Reader. (This would be especially fitting since our 1997 poster winner is Laura Lawson of Star City, Arkansas.)
- reading a short story or poem to the children
- any other part she would wish to undertake.

CONTACT: Rachael Walker, Special Projects Manager, (202) 287-3371

600 Maryland Avenue, SW • Suite 600 • Smithsonian Institution • Washington, D.C. 20024-2569 • Tel: (202) 287-3220 • Fax: (202) 287-3196

1997 Annual Reading Is Fun Week Celebration**Wednesday, April 23, 1997****The White House****South Lawn****Theme: "Read! Imagine!"****DRAFT scenario****At an open tent on the South Lawn:**

School children, teachers, chaperons, and invited guests arrive.

For 20 minutes, children visit celebrity readers at different reading stations in the tent including: Indiana Pacers Reggie Miller, Award-winning Children's Author/Illustrator Tomie dePaolo, Miss America 1997 Tara Holland, Actress Meg Ryan, and Members of Congress.

Children gather in front of stage area for program.

RIF Chairman Lynda Johnson Robb welcomes audience and introduces emcee Willard Scott (tentative.)

Emcee introduces the "Reading Wizard" (costumed character)

The Reading Wizard, with help from Emcee, introduces Reggie Miller, Tomie dePaolo, Tara Holland and Meg Ryan who each spend a minute talking about the role reading plays in their lives.

Introduction of "I Need to Read" song.

"I Need to Read" sung by storybook characters with celebrity and audience participation.

Emcee introduces RIF President Ruth Graves.

Ruth introduces The President and/or Mrs. Clinton.

Remarks from The President and/or Mrs. Clinton.

After President's remarks, Awards are presented to Laura Lawson, RIF National Poster Contest Winner and Megan O'Malley, the National RIF Reader.

Tara Holland shares the results of Literacy Town Hall Meetings held by RIF third graders from all across the country.

In improvisational style, Now This! leads audience in an "imagination dance."

Emcee announces to children in the audience that Snoopy will lead each school group to the book tables where each will get to choose a book to take home and keep.

Event ends. Celebrities join children for Book distribution.

DR- some of this looks good, some doesn't. I've made some comments (This just came in.) Pat 4-11

probably not done at this point

I think a principal has to start it

looks good

(maybe Mrs. Clinton opens + introduces Lynda Robb who can introduce the President Carol Rasco)

READING IS FUNDAMENTAL, INC.

CHAIRMAN OF THE BOARD
Lynda Johnson Robb

PRESIDENT & CEO
Ruth Graves



January 21, 1997

Pat Lewis
Media Office
The White House
Washington, DC

VIA FAX: (202)456-6201 (4 pages total)

Dear Ms. Lewis:

Tamar Abrams asked that I send you some more information about Reading Is Fundamental (RIF) and our annual Reading Is Fun Week celebration in Washington, D.C.

Reading Is Fundamental, the nation's oldest and largest nonprofit children's literacy organization, gets kids engaged in reading through a nationwide network of volunteers that provides kids with exciting reading activities and books to keep. Additional information about RIF is attached.

RIF's Chairman Lynda Johnson Robb and all of us at Reading Is Fundamental are enthusiastic about the emphasis the President and First Lady have placed on reading. It would be a fitting and visible example of their commitment to children and literacy to host RIF's Reading Is Fun Week event at the White House one weekday during April 20-26.

At this celebration we will honor Laura Lawson, age 10, from Star City, Arkansas, winner of RIF's 1997 national reading poster contest and the winner of RIF's National Reading Celebration who will be selected during March. Details about Reading Is Fun Week and the events that lead up to its celebration are attached.

In the early 90's both then-Governor and Mrs. Clinton were actively involved in a statewide Arkansas initiative—*Reading Is Fundamental to Arkansas' Future*. Thanks to their efforts, which included a public service announcement by Mrs. Clinton, RIF received unprecedented levels of support and cooperation from an alliance of business, government and educators. The program, which provides books and the incentive to read them to Arkansas 4th graders continues to be a great success.

In light of the President and Mrs. Clinton's longtime dedication to children's literacy, we at RIF think that this is the type of program she would particularly like to be a part of and would genuinely enjoy. RIF would be highly honored to hold, at our expense, its event celebrating children and reading at the White House. A proposed event program is attached.

Thank you so very much for your help. Please feel free to call me should you have any questions or if you would like more information. I may be reached at (202)287-3371 and will be delighted to hear from you.

Sincerely,

Rachael W. Walker
Special Projects Manager

READING IS FUNDAMENTAL, INC.

CHAIRMAN OF THE BOARD

Lynda Johnson Robb

PRESIDENT & CEO

Ruth Graves



About Reading Is Fundamental[®]

Reading Is Fundamental, Inc. (RIF), the nation's oldest and largest nonprofit children's literacy organization, gets kids engaged in reading. RIF does this through exciting activities that stimulate kids to read and by allowing them to choose, keep and cherish books. With the help of the federal government (RIF operates, under contract with the U.S. Department of Education, the federal Inexpensive Book Distribution Program) as well as corporate and foundation support, RIF has been motivating kids to become strong readers for thirty years.

What is RIF?

The only children's literacy organization of its kind, RIF and its grassroots network of local projects inspire young readers with exciting reading motivation activities and the opportunity to choose and keep books at no cost to them or their families.

Although RIF projects vary in size and geographic location, RIF kids can count on . . .

- new books to choose, own, take home, read, and enjoy with their families.
- volunteer-led activities to awaken and nurture a desire to read.
- parental and community involvement to support their ongoing reading development.

Reading Is Fundamental programs can be found in traditional settings—in schools, libraries, and community centers. But RIF also has the singular ability to engage children who are hardest to reach and at grave risk of growing up without books—children in migrant labor camps, detention centers, hospitals for chronically and terminally ill youngsters, homeless shelters and other crisis facilities.

"Through Reading Is Fundamental, volunteers like me have a chance to give the precious gift of reading to America's children," says Lynda Johnson Robb, RIF's Chairman of the Board.

Reading Is Fundamental serves 3.8 million young people at 18,000 sites in all 50 states, the District of Columbia, and U.S. offshore territories. Through a grassroots network of 202,000 volunteers, RIF brings motivational reading activities and more than 11 million books to America's children, without cost to them or their families. Since its founding in 1966, Reading Is Fundamental has put 163 million books into the hands and homes of America's children.

-- 1996 statistics

READING IS FUNDAMENTAL, INC.

CHAIRMAN OF THE BOARD
 Lynda Johnson Robb

PRESIDENT & CEO
 Ruth Graves



Reading Is Fun Week 1997

About Reading Is Fun Week

Reading Is Fun Week commemorates the work of Margaret McNamara, who founded RIF in Washington, D.C. in 1966. Mrs. McNamara's simple idea--that children will read when encouraged to read for pleasure and given the opportunity to choose books of their own to keep--has really turned into something BIG.

As the nation's largest and oldest nonprofit children's literacy organization, RIF's projects and their 202,000 volunteers reach more than 3.8 million children in every possible setting. Over three decades, our growing network has provided 163,000,000 books, giving millions of America's kids the chance to grow up reading.

Reading Is Fun Week, April 20-26 celebrates Reading Is Fundamental and its grassroots efforts to create young readers. Across the country, RIF programs will proclaim Reading Is Fun Week 1997 in their communities with special events, parades, and reading challenges, while a national spotlight event is held in Washington, D.C.

Reading Is Fun Week National Event

RIF will commemorate the week in Washington, D.C. at a national event for metro area children.

We will also take this occasion to honor the National RIF Reader and the winner of RIF's National Poster Contest.

RIF's National Poster Contest

The National RIF Poster Contest gives RIF kids across the country the opportunity to express their enthusiasm for reading with paint, pastels, colored pencils, and strokes of imagination. More than 300,000 RIF kids stepped up to a big artistic challenge when they submitted their original artwork based on the theme "Read! Imagine!" The 1997 Winner, Laura Lawson, age 10 of Star City, Arkansas, made a big impression on RIF's judges with her poster depicting a book decked out in swim gear about to make the "plunge into knowledge." Laura and her RIF coordinator will be honored during Reading Is Fun Week.

The National RIF Reader

The National RIF Reader is selected from a quarter of million participants in the National Reading Celebration. The National Reading Celebration, an annual mid-winter incentive program, is designed to encourage children to spend more time reading for pleasure. During the Celebration children are challenged to meet or exceed a personal reading goal during a two-week period. Those who meet their reading goal qualify to have their names entered in a random drawing to select a local RIF Reader. Local winners names are then sent to RIF and entered in a national drawing. Our 1997 National RIF Reader will be selected in March and will also be honored during Reading Is Fun Week.

The National RIF Poster Contest, the National Reading Celebration and the Reading Is Fun Week national event are made possible by a grant from the Metropolitan Life Foundation.

600 Maryland Avenue, SW • Suite 600 • Smithsonian Institution • Washington, D.C. 20024-2569 • Tel: (202) 287-3220 • Fax: (202) 287-3196

April 26, 1997

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

As the program is to report to the Service Summit in Philadelphia
President Clinton, September 12, 1996

See possible

TODAY, PRESIDENT CLINTON WILL ANNOUNCE THAT HE IS SENDING LEGISLATION TO CONGRESS TO HELP ENSURE THAT EVERY AMERICAN CHILD CAN READ WELL AND INDEPENDENTLY. The America Reads Challenge Act sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. It links parents, teachers, AmeriCorps members, trained reading professionals, and volunteer tutors to school, library and community literacy efforts. The America Reads Challenge Act is a five-year, \$2.75 billion commitment to local communities and organizations, as well as national and regional efforts. It includes:

- ✓ **America's Reading Corps.** The Act would fund 25,000 reading specialists and tutor coordinators, including 11,000 AmeriCorps members, to mobilize 1 million volunteer reading tutors.
 - A state-based education-service partnership would fund local school-community partnerships that need reading specialists to train and supervise tutors, and AmeriCorps members and others to help recruit and organize tutors.
 - Coordinating with the in-school reading program, tutors will provide individualized after-school, weekend and summer reading tutoring for approximately 3 million children in grades K-3 who need extra help.
- ✓ **Parents as First Teachers Challenge Grants.** The legislation also recognizes that, as their children's first teachers, parents can give their children the firm foundation they need to do well in school. The Parents as First Teachers Challenge Grants would provide more than \$300 million over five years to foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade.

THE PRESIDENT'S LEGISLATION ADDRESSES CHILDREN'S READING NEEDS. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. While American students today generally read as well as ever, 40% of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. According to studies, however, well-designed tutoring programs result in student gains in reading.

PRESIDENT CLINTON IS ISSUING THE AMERICA READS CHALLENGE TO ALL AMERICANS. The America Reads Challenge builds on the work being done by classroom teachers, librarians and reading specialists by drawing upon the spirit of community volunteers in tutoring and mentoring. *ALL THE PEOPLE*

- The Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.
- This unprecedented initiative calls on all Americans -- schools, libraries, religious institutions, universities, students, the media, community and national groups, business leaders and senior citizens -- to ensure that every American child can read well and independently by the end of 3rd grade. *Adopt-a-school*

THE PRESIDENT'S AMERICA READS CHALLENGE INCLUDES OTHER KEY COMPONENTS.

- **Federal Work Study Expansion.** President Clinton has asked college presidents to allocate half of all their new work-study slots to college students to become America Reads tutors. The goal is to give 100,000 federal work study students the opportunity to help children learn to read better. So far, 168 colleges have pledged thousands of students to tutor in elementary schools.
- **Service Summit Commitments.** As part of the President's Service Summit in Philadelphia, major corporations and non-profits have committed to recruit tens of thousands of additional tutors for the America Reads effort.
- **Head Start Expansion.** One million 3- and 4-year olds will be reached through the expansion of Head Start programs, already a part of the President's balanced budget plan.

Tag onto Parents as First Teachers.

with thousands of additional community library activities



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

*cc Mike Cohen
Bill Kincaid*

April 16, 1997

Memorandum to Steve Silverman

From Frank Holleman *FH*

Re: Philadelphia Service Summit

Secretary Riley asked me to pass this opportunity along; he strongly believes that it is a good idea.

The Secretary received a call from Judith Rodin, the President of the University of Pennsylvania. Her university has responded to the President's invitation to participate in the America Reads effort by devoting a portion of their work study funds for student reading tutors. In addition, the University of Pennsylvania is a member of the American Association of Universities (AAU), to which the Secretary spoke recently; and President Rodin has been working to bring the members of AAU into America Reads.

President Rodin would like the President to come to her campus ~~during the Summit to highlight America Reads and the participation of college students in the effort.~~ This would be an opportunity to illustrate community involvement, service learning, the interaction of higher education and elementary education, our student aid efforts, and America Reads. She says that Mayor Rendell is very supportive of this request and would participate.

For further information, you can contact me or President Rodin's chief of staff, Steven Schutt, at 215-898-7220.

cc: Carol Rasco
Mario Moreno
David Longanecker