

## U.S. STUDENTS RANKED No. 2, continued...

Griffith acknowledged that difficulty. The new report, she said, is based on questions that were rigorously evaluated: Each test

question was translated into 32 foreign languages, which were then translated back into English by independent groups.

"That way we can compare it to the original and see what's been lost or muddled by the conversion," Griffith said.

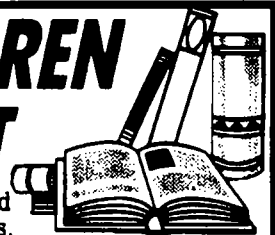
And while high literacy scores in the United States is a laudable achievement, some academic experts said that the Department of Education should not gloss over the disparities that exist among different groups within the population.

But Ruth Graves, president of Reading Is Fundamental, a national organization that has 3.8 million children in its literary programs, cautioned that while many experts are encouraged by the report, "we still have a lot more to do."

This story also appeared in the Houston Chronicle.

NATIONAL ENQUIRER, June 25, 1996 p. 33

# HOW YOU CAN KEEP YOUR CHILDREN READING NOW THAT SCHOOL'S OUT



School's out for the summer — and that means youngsters across America will leave their school books and classrooms behind.

Studies show that during summer vacation, students can lose up to four months of the reading skills they gained during the school year.

But you can help your children keep their reading skills sharp this summer. The key is to get involved! Here are some tips:

- Set aside time to read books to young children — and share books with older children.
- Make a place in your home for news-

By **RICHARD W. RILEY**  
U.S. Secretary of Education

papers, magazines and books. Read the day's top news stories, sports pages or lifestyle section with your children.

- Encourage children to write letters to relatives and friends.

● Limit TV viewing. Yes, I know that's a tall order. But when kids watch TV six or seven hours a day, parents have to say, "Enough is enough! Turn off that TV set and open a book!"

- Take youngsters to the library to get a library card. Show them there are other places in the world to visit besides vid-

eo arcades and shopping malls.

● Participate in READ\*WRITE\* NOW! — free summer reading and writing program kits with how-to materials, activities books and bookmarks. The kits are designed to encourage teens and adults to become reading partners with children in kindergarten through sixth grade. Kits are available at your local library in June. Or call 1-800-USA-LEARN (1-800-872-5327).

Remember, good reading skills are necessary to succeed in school, land a good job and be a constructive member of society. So let's make summertime reading time!

# ***America Reads Challenge***

*Draft - January 14, 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.'"*

- Remarks by President Clinton to the Community of Fresno, CA, September 12, 1996

On August 28, 1996, President Clinton, recognizing that children are our nation's greatest asset and its future, announced the ***America Reads Challenge***. Working with parents and educators, this unprecedented initiative calls on **all Americans** - schools, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders and our nation's senior citizens -- to ensure that **every American child can read well and independently by the end of 3rd grade. Reading is a skill, in particular, that is developed not only in the classroom, but also outside of school and in the home. America Reads will give students the extra help after school to be better learners inside the classroom.**

- ▶ ***America Reads Challenge*** recognizes that 40% of America's fourth graders cannot read as well as they should. While students today read on average as well as ever, to keep up with the complexity of today's jobs and society, we must meet a higher standard. Research shows that if students cannot read well by the end of third grade, their chances for later success are significantly diminished, including a greater likelihood of dropping out and increased delinquent behaviors.
- ▶ ***America Reads Challenge*** is a broad scale, public commitment to helping our children read. Research supports the value that parents and other concerned individuals in local communities and the private sector can play by tutoring and mentoring. Also, teachers, libraries, and principals play a key role in strengthening reading in school and extending learning with after-school, summer and weekend programs.
- ▶ ***America Reads Challenge*** builds on the invigorating spirit of volunteer and community participation in tutoring and mentoring. Furthermore, the reading challenge takes advantage of the strength of **AmeriCorps, Learn and Serve and the Senior Corps**, and other community service and community-based organizations throughout America as well as promotes the involvement of 100,000 **College Work-Study** students.

There are five major parts to the ***America Reads Challenge***, which will be funded over 5 years when Congress passes the legislation.

- ▶ **America's Reading Corps.** This is the heart of the program that will be funded at almost \$2.5 billion. Almost \$1.5 billion in new education investments will provide after-school reading specialists to train the tutors and provide supervision and \$1 billion from the National Service budget will help recruit and organize the tutors. Together, these funds will provide 30,000 reading specialists and coordinators who will help mobilize 1 million tutors. The tutors, working with reading teachers, principals, libraries, and community-based organizations will provide individualized after-school, weekend, and summer reading tutoring for more than 3 million children a year in grades K-3 who want and need the extra help.
- ▶ **Parents as First Teachers Challenge Grants.** \$300 million in grants will be available to national and regional groups, as well as local communities and organizations. They would then foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade.
- ▶ **Head Start Expansion.** One million 3- and 4-year olds will be reached through the expansion of Head Start programs, already earmarked in the President's balanced budget.
- ▶ **Title I/Even Start Strengthening and Expansion.** Additional investments are included in the President's balanced budget plan to expand efforts to strengthen teaching and learning during the regular school day.
- ▶ **Challenge to Private Sector to Work with Schools and Libraries.** Parents and private and non-profit groups will be actively encouraged to be a part of the President's ***America Reads Challenge*** as they have been in the U.S. Secretary of Education Riley's Partnership for Family Involvement in Education and the summer **READ\*WRITE\*NOW!** initiative.

## ***America Reads Challenge***

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On August 28, 1996, President Clinton, recognizing that children are our nation's greatest asset and its future, announced the ***America Reads Challenge***. This unprecedented initiative calls on **all Americans** -- parents, teachers, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders and our nation's senior citizens -- to ensure that **every** American child can read well and independently by the end of **3rd grade**. Some students need extra help beyond the classroom to read well. **Reading is a skill**, in particular, that is **developed not only in the classroom, but also outside of school and in the home**.

- ***America Reads Challenge*** recognizes that 40% of America's fourth graders cannot read as well as they should. While students today read on average as well as ever, it is not good enough for the complexity of today's jobs and society. Research shows that if students cannot read well by the end of third grade, their chances for later success are significantly diminished, including a greater likelihood of dropping out, and increased delinquent behaviors.
- ***America Reads Challenge*** is not just another government program. Research supports the value that parents and other concerned individuals in local communities and the private sector can play by tutoring and mentoring. Also, teachers, libraries, and principals play a key role in strengthening reading in school and after school.
- ***America Reads Challenge*** builds on the invigorating spirit of volunteer and community participation in tutoring and mentoring. Furthermore, the reading challenge takes advantage of the strength of **AmeriCorps**, **Learn and Serve** and the **Senior Corps**, and other community service and community-based organizations throughout America as well as promotes the involvement of 100,000 **College Work-Study** students.

There are four major parts to the ***America Reads Challenge***, which will be funded over 5 years when Congress passes the legislation:

- **America's Reading Corps.** This is the heart of the program that will be funded at almost \$2.5 billion. **Almost \$1.5 billion** in new education investments will provide after-school reading specialists to train the tutors and provide supervision and **\$1 billion** from the National Service budget will help recruit and organize the tutors. Together, these funds will provide **30,000 reading specialists and coordinators** who will help **mobilize 1 million tutors**. These tutors, working with reading teachers, principals, libraries, and community-based organizations will provide individualized after-school, weekend, and summer reading tutoring for more than **3 million children a year in grades K-3** who want and need the extra help.
- **Parents as First Teachers Challenge Grants.** \$300 million in grants will be available to national and regional groups, as well as local communities and organizations, so they can foster effective programs to provide assistance to interested parents to help their children become successful readers by the end of 3rd grade.
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## HOW TO GET INVOLVED IN THE *AMERICA READS CHALLENGE*

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On August 28, 1996, President Clinton, recognizing that children are our nation's greatest asset and its future, announced the ***America Reads Challenge***. This unprecedented initiative calls on **all Americans** -- parents, educators, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders and millions of our nation's senior citizens -- to ensure that **every** American child can read well and independently by the end of **3rd grade**. You can play an important role in the ***America Reads Challenge***. Some students need extra help beyond the classroom to read well. **Reading is a skill**, in particular, that is **developed not only in the classroom, but also outside of school and in the home**.

### **Why the *America Reads Challenge*?**

The ***America Reads Challenge*** is a way to marshal local resources so that they can work together towards creating communities of strong readers. It is an impassioned challenge issued at a pivotal time in our nation's history, by a President who recognizes that America's future and national security depend more than ever before on effective education for all students, and that knowledge is fundamental to equal opportunity, responsibility and good citizenship.

- ***America Reads Challenge*** recognizes that 40% of America's fourth graders cannot read at the basic level on challenging national reading assessments. Research shows that if students can't read well by the third grade, their chances for later success are significantly diminished, including a greater likelihood of dropping out, fewer job options, and increased delinquent behaviors.
- ***America Reads Challenge*** recognizes that individuals, parents, schools, local communities and the private sector, guided by visionary leadership, are best suited to getting things done. Research supports the emphasis on the important role that parents and other concerned individuals can play in the academic lives of children.
- ***America Reads Challenge*** builds on groundwork being laid by classroom teachers and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The reading challenge also takes advantage of the strength of **AmeriCorps**, **Learn and Serve** and the **Senior Corps**, which are involved in communities throughout America.

### **What is the *America Reads Challenge* and How Will it be Funded?**

There are four major parts to the ***America Reads Challenge***, *which will be funded over 5 years when Congress passes the legislation:*

- **America's Reading Corps.** This is the heart of the program that will be funded at almost \$2.5 billion. Almost \$1.5 billion in new education investments will provide after-school reading specialists to train the tutors and provide supervision and \$1 billion from the National Service budget will help recruit and organize the tutors. Together, these funds will provide 30,000 reading specialists and coordinators who will help mobilize 1 million tutors. These tutors, working with reading teachers and principals, will provide individualized after-school, weekend, and summer reading tutoring for more than **3 million children a year in grades K-3** who want and need the extra help.
- **Parents as First Teachers Challenge Grants.** \$300 million in grants will be available to national and regional groups, as well as local communities and organizations, so they can foster effective programs to

provide assistance to interested parents to help their children become successful readers by the end of 3rd grade.

- **Head Start Expansion.** One million 3- and 4-year olds will be reached through the expansion of Head Start programs, which the President's balanced budget has already earmarked funds for.
- **Challenge to Private Sector to Work with Schools and Libraries.** Parents and private and non-profit groups will be actively encouraged to be a part of the President's *America Reads Challenge* as they have been in the U.S. Department of Education's Partnership for Family Involvement in Education and the Summer READ\*WRITE\*NOW! initiative.

President Clinton has also recently called for half of all new **work study funds** to support community service including 100,000 work study slots for reading tutors (waiving the school match for these slots), thereby providing a unique opportunity for college students to be involved in helping children learn to read.

## How Can I Get Involved Right Now?

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



**Instill a love of reading in your child.** Learning begins at home as parents are their child's first teacher. By reading aloud to their children regularly, and using TV wisely, parents can empower their children with the lifelong habit of reading.



**Call a local school or literacy organization and volunteer!** Many community and civic groups already sponsor tutoring programs and can always use extra volunteers. A resource list of organizations providing reading partners is provided below.



**Call 1-800-USA-LEARN and ask to be involved in READ\*WRITE\*NOW!** More than 40 organizations sponsored the Summer Reading Challenge that reached 1 million children in Summer 1996. Reading partners pledge to read and write with a child for 30 minutes, once a week. The child pledges to read 30 minutes a day, five days a week and learn a new vocabulary word a day.



**Stay aware of what's going on with the proposed *America Reads Challenge*.** If you would like updates on what's going on in reading, please call 1-800-USA-LEARN and ask for the Department's READWATCH on fax.

## How Can My School Link to Reading Partners Across America?

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

### American Library Association

50 East Huron Street  
Chicago, IL 60611  
312/944-6780

### B'nai B'rith Youth Organization

1640 Rhode Island Avenue, NW  
Washington, DC 20036-3278  
202/857-6633

### Boys and Girls Clubs of America

1230 West Peachtree Street NW  
Atlanta, GA 30309  
404/815-5700

### Everybody Wins! Foundation

165 East 56th Street  
New York, NY 10022  
212/832-3180

### Girl Scouts of the USA

420 Fifth Avenue, 15th Floor  
New York, NY 10018  
212/852-8000

### Phi Beta Sigma Fraternity

145 Kennedy Street NW

Washington, DC 20011-5294  
202/726-5424

202/287-3220

### **Reading Is Fundamental**

600 Maryland Avenue, SW, Suite 600  
Washington, DC 20024

### **Book PALS** (Performing Artists for Literacy in Schools)

1140 Connecticut Ave., NW, Suite 1100  
Washington, DC 20036  
202/313-1550

### **What Are Some Resources I Can Use Now?**

The following publications are available on the Internet at the U.S. Department of Education's web site <<http://www.ed.gov>>. In addition, limited copies may be available by from the U.S. Department of Education by calling 1-800-USA-LEARN.

- *The READ\*WRITE\*NOW! Basic Kit (Activities for Reading and Writing & Play on Paper)*
- *The READ\*WRITE\*NOW! Partners Tutoring Program*
- *Just Add Kids--a resource directory of partners, sites, and organizations*
- *Learning to Read: Reading to Learn. Helping Children with Learning Disabilities to Succeed*

Other publications available from the Department of Education by calling 1-800-424-1616 include:

- *Learning Partners: Let's Read!*
- *Learning Partners: Let's Write!*
- *Transforming Ideas for Teaching and Learning to Read*

### **What Are Other Organizations that Can Serve As Literacy Resources?**

Organizations having services that can be useful to your literacy efforts include:

#### **International Reading Association**

800 Barksdale Road, P.O. Box 8139  
Newark, DE 19714-8139  
302-731-1600 ext. 220

#### **Pizza Hut's Book It! Program**

9111 East Douglas  
Wichita, KS 67201

#### **National Center for Family Literacy**

Waterfront Plaza, Suite 200  
325 W. Main Street  
Louisville, KY 40202-4251  
502-584-1133

#### **Books and Beyond**

309 North Rios  
Solano Beach, CA 92075  
619-755-3823

#### **Learning Disabilities Association of America**

4156 Library Road  
Pittsburgh, PA 15234  
412-341-1515

#### **Extra help in the basics and more advanced skills -- Title I**

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

#### **National Service Corporation**

1201 New York Avenue, NW  
Washington, DC 20525  
1-800-94-ACORPS

#### **Extra help for students with disabilities -- Special Education**

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

# Third Graders Who Read Well Is the Goal of the America Reads Challenge

In order to succeed in the Information Age and the workplace of the 21st century, children will need a higher level of literacy than ever before. Research has shown that the third grade is a pivotal point in children's development when good reading skills unlock their potential to learn in all subjects and succeed in school. Poor literacy skills in the early grades have been linked to dropping out, engaging in delinquent behavior, and having far fewer employment options.

The most recent National Assessment of Educational Progress showed that many young Americans need extra support to read well: 40 percent of all 4th grade students are reading below basic level. On August 28, 1996, President Clinton announced the *America Reads Challenge*, asking all Americans to be part of a national, bipartisan effort to ensure that children can read independently by the end of the third grade.

The *America Reads Challenge* will combine volunteer efforts with federal support that remains within the framework of President Clinton's overall balanced budget plan. Funds exist in the 1997 education budget for the *America Reads Challenge*, but Congress has yet to earmark the funds.

A volunteer force of parents, educators and librarians, senior citizens, employers, employees, college work study and community service students, and members of religious, cultural, and community groups will be the backbone of the *America Reads Challenge*. The goal is to recruit one million volunteers who will be assisted by 30,000 reading specialists and coordinators across the country through the *America Reads* new funds to the U.S. Department of Education and Corporation for National Service. After-school and summer instruction works best when it's coordinated between the classroom and tutoring sessions so that lessons are reinforced both inside and outside of school and students make continual progress.

In addition to mobilizing a volunteer reading corps, *America Reads*, when funded by Congress, will provide grants to local communities and organizations, along with national and regional groups, to help parents be their children's first reading teachers. Business and nonprofit groups will be encouraged to get involved with schools and libraries in the same way they have participated in the Education Department's national reading and writing program, READ\*WRITE\*NOW! The Head Start program will be expanded to boost the early reading success of one million 3- and 4-year-olds.

The *America Reads Challenge* will build on successful existing efforts to strengthen students' reading skills. To get involved now, you can



request materials from the Education Department by calling 1-800-USA-LEARN or accessing the Education Department web site at <http://www.ed.gov>:

- The *READ\*WRITE\*NOW! Basic Kit* provides reading and writing learning activities to be completed with an adult reading partner.
- The *READ\*WRITE\*NOW! Partners Tutoring Program* provides tips for reading tutors.
- *Just Add Kids* is a resource directory listing local groups across the country that link students with reading tutors and mentors.
- *Learning to Read: Reading to Learn. Helping Children with Learning Disabilities to Succeed* offers practical advice for assisting children with special needs.

A number of national organizations have local affiliates able to match children with reading tutors to help them improve their reading and writing skills. For more information, contact the following groups:

American Library Association  
(312) 944-6780

B'nai B'rith Youth Organization  
(202) 857-6633

Boys and Girls Clubs of America  
(404) 815-5700

Everybody Wins! Foundation  
(212) 832-3180

Girl Scouts of the USA  
(212) 852-8000

International Reading Association  
(302) 731-1600, extension 220

Reading Is Fundamental  
(202) 287-3220

Book PALS  
(202) 331-1550

*Girl Scouts of the U.S.A. is a key partner in the READ\*WRITE\*NOW! program. In Houston, over 900 Girl Scouts participated in a training program to become reading tutors.*

Corrected Transcript

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THE WHITE HOUSE

Office of the Press Secretary  
(Atlanta, Georgia)

For Immediate Release

October 25, 1996

REMARKS BY THE PRESIDENT  
TO THE PEOPLE OF THE ATLANTA AREA

Woodruff Park  
Atlanta, Georgia

12:50 P.M. EDT

THE PRESIDENT: Thank you. Thank you very much. Hello, Atlanta. Are you feeling good? (Applause.) You made the sun come out. (Applause.)

Ladies and gentlemen, I am delighted to be in Atlanta and in Georgia. I thank all of you for being here, but I want to say a special word of thanks to those who have helped this be a great Youth Day for our campaign all across America. We're talking to young Americans about their future. (Applause.)

So let's give this great band, Cracker, another hand. Didn't they do a good job? (Applause.) And I thank my long-time supporter, Michael Stipe, from R.E.M. for coming here. Thank you, Michael. (Applause.) Thank you, Kathleen Bertrand, for singing the National Anthem so beautifully. And thank you, Becky Ahmann, for giving us an example of the future we are trying to build in your own life. She gave a good speech, didn't she -- she's out doing this for a living. (Applause.)

I thank all the distinguished Georgians who are here, but one especially. Thank you, Coretta Scott King, for coming today to be with us. Thank you. (Applause.) Mayor Campbell, thank you for your indefatigable enthusiasm and for your positive leadership of this great city. Billy Payne, thank you for your support and for making the Atlanta Games the greatest games in the history of the Olympics. You did a brilliant job. (Applause.)

To all the political leaders who are here, the state elected officials, Congresswoman Cynthia McKinney -- (applause) -- and the others who are here -- she's still fighting and she's going to be rewarded on election day. (Applause.) I thank you all.

Georgia has given many great leaders to America: Martin Luther King; President Jimmy Carter; my great friend of many years, John Lewis, who talked about building his own bridges

today; Zell Miller who has given the nation an idea with the HOPE scholarships in Georgia. (Applause.)

But when the history of this era is written there will be few people who have made the contribution to our security and our further that Senator Sam Nunn has. And we are all in his debt. Sam Nunn was one of the first people who convinced me that we ought to have a national service program to give young people a chance to serve in their communities and earn their way through college and 60,000 young Americans have been part of AmeriCorps. Thank you, Sam Nunn, for that.

Sam Nunn led the fight to get Congress to appropriate funds to help the Russians pay to tear up their nuclear missiles and their nuclear missile sights. And he's one of the big reasons that there are no Russian missiles targeted at the young people of the United States of America today. Thank you, Senator Sam Nunn. (Applause.)

And Georgia is about to be given a chance to add another person to the list of distinguished nationally significant servants of the people of this great state and our country. And I hope you will send Max Cleland to the United States Senate. (Applause.)

You know, every time we have an election, someone stands up and starts talking about sacrifice and serving your country. I think we all know that Max Cleland knows something about sacrifice and serving our country. And, yet, he just kept on giving. He never quit giving to America. And --

(Audience interruption.)

THE PRESIDENT: You all relax -- when people don't have a side of their own to make, they try to shout their opponents. Just relax. Just relax. (Applause.)

Let me tell you, Max Cleland has kept on giving for a lifetime, with a smile on his face and a song in his heart, always reaching out his hand to other people. Now, the other side, their idea of sacrifice is to take Head Start away from five-year-olds, college loans away from students, to take the environment away from all of our people, and to weaken our future economy for short-term promises. I think Max Cleland's idea of service to America is the right one, and I believe Georgians will agree. Thank you. (Applause.)

Now, you know, I want to talk most, if anything, to the young people today. This is your election and we need you. You have most of your tomorrows in front of you, you have your

future out there ahead of you, and you have to decide about that. I appreciate what Senator Nunn said about the last four years. It is true that we're better off than we were. It is true that

we have more jobs; that the other side talked about being

conservative, but our administration is the first one to take the deficit down in each of our four years in the 20th century. (Applause.)

It is true that the other guys talked about how bad big old federal government was, but it's our administration working with our allies in Congress who has cut the size of the federal government, the number of regulations, the number of government programs, and we have privatized more government operations than the last two Republican administrations did in 12 years combined. That's the truth. (Applause.)

But there is a difference. We still believe -- we still believe that we have responsibilities to move forward together. And that's what you have to decide, all you young people, whether you want a future in which you're told, you're on your own and we hope you have a nice life; or whether you believe it does take a village to raise a child, protect the environment and build a future. You have to decide. You have to decide. (Applause.)

What is this future of yours going to be like? Well, we know it will be dominated by information and technology. We know that ideas and information and money and technology will move around the world in a split second. We know that the borders that divide us will increasingly come down and we'll be drawn closer together with people all around the world. We know there will be new security threats even as the Cold War fades away -- terrorism, the proliferation of chemical and biological and other sophisticated weapons. We know that ethnic and racial and religious hatreds can cross national borders. We know all that.

And we know that there will be new challenges to the way we work and live and relate to each other. We know that today, already, that most parents, even parents with very comfortable incomes, face repeated challenges in fulfilling their obligations to their children as parents, and succeeding in the workplace. We know there will be a lot of changes. When Becky Ahmann was up here talking, she told you how she was able to leave her business in New York, move to Georgia, and keep working for her business in New York by working at home.

When I became President, there were 3 million Americans doing that; today there are over million Americans like Becky Ahmann. (Applause.) When we start that new century just four years from now, there will be 30 million Americans like her. That's how fast we're changing. (Applause.) We know we're

pushing back the frontiers of knowledge. We have funded a project with IBM to develop a supercomputer in the next couple of years that will do more calculations in a second than you can do on your hand-held calculator in 30,000 years.

We have seen for the first time in history

laboratory animals with their spines completely severed, having movement in their lower limbs because of nerve transplants from other parts of their body to their spines. It's just a matter of time until we can do that for Americans and for people all over the world. (Applause.) We have uncovered, in the last four years, two of the genes which cause breast cancer. It's just a matter of time until we have the earliest-possible detection and eventually prevention. (Applause.) Because of the space program -- because of the space program we have developed sophisticated imaging technology that soon we can put across human bodies and find cancers in their very incipency so that we'll be able to save more lives than ever before.

We have more than doubled the life expectancy for people who have HIV and AIDS in the last four years; it's becoming a chronic illness. These things have happened. (Applause.) That is the world we have to prepare for. And that is the world you must decide about. And so I say to you: If you want to have a future and a world like that, like I do, where everybody has a chance to live up to their God-given capacity. Where everyone who is responsible should have a chance to live out their dreams. Where everybody respects everyone else's right to work and live and we come together in a community, we're not divided, race against race, man against woman, among each other. (Applause.)

If that is the America you want then you have some responsibilities too. You must decide whether you want to balance the budget to keep our economy growing while we protect our investments in education, the environment, Medicare, Medicaid and research; or whether you want to adopt a risky scheme that will blow a hole in the deficit, require bigger cuts in those things and take us backward. That is your decision. The young people of America must decide that.

You must decided whether you believe we can improve the environment and grow the economy. I know we can. Today, the air is cleaner, your drinking water is safer, your food is safer, we have set aside more lands for National Parks. We are saving the Florida Everglades. We protected Yellowstone Park from a gold mine. But we are also making America economically healthier. And if you will help me I'll do something I know is close to John Lewis' heart. In the next four years we're going to clean up 500 more toxic waste sights so our kids will be growing up next to parks, not poison.

This is an important election for young people. You will have to decide whether we are going to reform a welfare system in a way that gives poor people a real chance. It's one thing to say to people, you must go to work if you're able-bodied. It's quite another thing to go to work. There has to be a job at the end of that requirement. And I'm committed to doing that. You will have to decide. (Applause.)

More than anything else, you will have to decide if you really believe now that we've gotten the crime down to a 10-year low -- the crime rate has gone down four years in a row in America. We can actually make our streets safe again. If we do more to prevent our kids from getting in trouble in the first place. To finish the job of putting 100,000 police on the street, to keep the Safe And Drug-Free Schools program alive in our schools. The other side wants to cut back on all that. It is your decision. I think you want safe streets, a drug-free youth, and a safe school program. You will have to decide. (Applause.)

More than anything else, your decision -- your decision about what kind of educational opportunities we offer to the American people will shape the future. I want an America in which we have a country where every classroom and every library and every school is hooked up to the Information Superhighway. Will you help us do that? (Applause.)

I want an America where, for the first time in history, children in the poorest and smallest rural school districts in Georgia and Arkansas have access at the same time in the same way at the same level of quality, to the same information children in the wealthiest, best-funded school districts in America have. Will you help us do that? (Applause.)

And we can build an America in which for the first time every single person who is willing to work for it can go on to college. (Applause.) Under our plan, we propose to give people a tax credit, a dollar-for-dollar reduction on their taxes to give up to two years of college and make it as universal as high school is today -- an American version of Georgia's Hope scholarship. Will you help us do that? (Applause.)

We propose in our balanced budget plan to give people a tax deduction of up to \$10,000 a year for any kind of college tuition. Will you help us do that? (Applause.) But we also need your help to do some things. Forty percent of the 8-year-olds in America today, 40 percent of them can still not read a book on their own. All these children I want to go to college, all these children we want to fool with the computers, if they can't read, they can't succeed.

I have proposed to put together 1 million volunteers so that we can help the parents and the schools of this country, so that in four years every 8-year-old in the United States can pick up a book and say, I can read this all by myself. All by myself. (Applause.) And I challenge all of you --

AUDIENCE: Four more years! Four more years!

THE PRESIDENT: -- all of you young people to help us do that. I challenge you to volunteer in this community, in communities all across Georgia to help us do that. We have 60,000 now, people serving in AmeriCorps. More of them will do it. Last month, just before the Congress adjourned, they approved my request for a huge increase in the number of students who can be in work study programs while working their way through college. (Applause.)

Today, I propose that 100,000 of those work study students join the America Reads initiative and make up 10 percent of those million volunteers we need. I want you to support that. I want you to tell me that you will help to teach a child to read, to help people in this community who need it, to make this community one. (Applause.)

You know, one of the most impressive things I know about Senator Nunn is that his daughter was one of the founders of Hands On Atlanta. (Applause.) And a lot of you have probably been part of that, but that's the last point I want to make to you today.

Senator Nunn brushed over it, but you think about how much time as your president I spend dealing with people around the world who are killing each other and killing each other's children because they refuse to get along, because they think they have to hate each other because they have religious or ethnic or racial or tribal differences. People in Rwanda, in Burundi, people in Bosnia, people in Northern Ireland, people in the Middle East, people in Haiti -- why can't people get along? Why do they have to look down on each other? Why do they have to think they're good because someone else is bad?

The part of America that will carry us into the 21st century, more than scientific discovery, more than computers, more than anything else is -- look around this crowd. We've got people here from everywhere. (Applause.) And we learned an important lesson -- we learned an important lesson in the civil rights struggle, that we can now take into a much more diverse country than we were in the '50s and '60s.

When I was with Billy Payne and Governor Miller and Mayor Campbell and we opened the Olympics and Hillary and Chelsea came with me, there were people from 192 different racial, national and ethnic groups here for the Olympics. Our biggest

county, Los Angeles County, has people from over 150 of those places in one American county -- one.

So I say to you, that's the most important thing is that we have to prove we're not going to be like all those other countries. That's why I stood up against those church burnings. That's why, after the terrible tragedy of Oklahoma City, I asked the American people to stop hating public servants who happen to work for their federal government because we have to say in America, hey, we're all in this together. If you believe in the Constitution and the Bill of Rights, if you're willing to show up

tomorrow and do your job, you're a part of America. We don't need to know anything else about you. We don't need to know anything else about you. (Applause.)

I want all of us to be able to say, we don't need to look down on anybody else to feel good about ourselves and our families and our future. (Applause.) And I want all of us to say we believe that we have an obligation to serve as citizens to help our children to read; to deal with the other problems in our community; to save the generation of our young people who are in trouble still today because they're more vulnerable to gangs and guns and drugs, and other problems that threaten their future. We're going to help them and we're going to do it together.

That's the big question in this election. Do you believe we ought to build a bridge to the future we can all walk across? (Applause.) Do you want that to be the future for you and your children in the 21st century? (Applause.) Are you prepared to do what it takes to help us build that bridge? (Applause.) You be there on November 5th and we'll build it together.

Thank you and God bless you. (Applause.)

END

1:10 P.M. EDT

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Date: 10/25/96 3:34 PM  
Priority: Normal  
TO: Jessica Levin at WDCT01  
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TO: SSCOTT@cns.gov at INTERNET  
Subject: CLINTON PROPOSAL: MORE STUDENTS AS TUTORS FOR ...

----- Message Contents -----

Date: 10/25/96 Time: 14:40  
CCClinton Proposal: More Students as Tutors for Schoolchildren

ATLANTA (AP) President Clinton parceled out another of his cautious proposals for a second term on Friday. He said 100,000 students who are working their way through college with government help should serve as reading tutors for schoolchildren.

Campaigning in Georgia for the fourth time in the campaign year, the president stressed his middle-road ideas, saying that, ``while the other side talked about being conservative,' he's done something about problems like budget deficits and an overgrown government.

At a rally in a downtown Atlanta park, Clinton ran through his litany of issues: claiming credit on crime-fighting, welfare reform, and dismissing Bob Dole's proposed 15 percent tax cut as a risky scheme that would swell deficits.

``Forty percent of the 8-year-olds in America today still cannot read a book on their own,' he said, in briefly announcing his tutoring proposal. ``If they can't read, they can't succeed.''

Clinton urged, as he has before, that one million Americans volunteer to help in a drive for child literacy by the year 2000.

He said he wants an expansion of the work study program just approved by Congress to be used to that end. ``Today, I propose that 100,000 of those work-study students join the `America Reads' initiative and make up 10 percent of those million volunteers we need.''

Gene Sperling, a Clinton economic adviser, called it ``a very smart and sound way for us to almost instantly create a battalion of 100,000 college students who could be the front lines'' of a literacy corps.

Clinton's proposed changes in the program would require congressional approval to earmark the 100,000 slots for tutoring. In addition, the Clinton plan would waive a requirement that employers put up 25 percent of the pay of work-study students for those who go into the tutoring program. Sperling said that would cost about \$25 million, and that it would be financed by redirecting funds already appropriated for the program.

Clinton's tutoring proposal was an added installment on the ``America Reads'' literacy effort he announced on Aug. 27.

It becomes part of a lengthening list of steps in education, law enforcement and other fields Clinton has said he would take or urge upon local and state governments during a second term as president.

Clinton's Georgia swing, to Atlanta and Macon, was his fourth visit to the state this year. Dole was in Macon on Wednesday, saying ``This is a state that we must win. This is a state that we should win.''

Published polls rate the state a tossup; Douglas Sosnik, the White House political director, said polls conducted for Clinton

• giye him a 5 to 10 point edge.

Clinton also was out to help Democrat Max Cleland's bid for the Senate seat opened by the retirement of Sen. Sam Nunn. Cleland was with him in Atlanta, although he didn't speak.

The president's campaign-worn voice was a bit scratchy at times. In Atlanta, he rebuked a would-be heckler in the crowd. ``You all relax,'' he said. He said people who don't have anything to say for their own side try to shout down their opponents, although any heckling was inaudible. ``Just relax,'' Clinton said.

Michael McCurry, the White House press secretary, said Clinton was trying to take care not to overtax his voice in the final days of the race.

McCurry said the president is sticking with his commitment to make his a campaign of ideas, not of insults. Asked about Dole's tactics, McCurry said ``Bob Dole went negative on Bill Clinton and that didn't work. Now Bob Dole's gone negative on America and that's not going to work, either.''

In a conference call from Atlanta to more than 600 black clergymen in nearly 200 cities, Clinton reprised his campaign speech in a hoarse voice and urged them to help get out the Democratic vote.

``The outcome will be determined by the turnout,'' he said. ``Don't be fooled by the polls.''

Clinton said the presidential race has to be won state by state and that's why ``this turnout question is not an academic question. ... You know what to do and you know how to do it,'' he said.

APNP-10-25-96 1453EDT



UNITED STATES DEPARTMENT OF EDUCATION

**PRESIDENT CLINTON'S AMERICA'S READING CHALLENGE:**  
**Helping Every Child to Read Well by the End of Third Grade**

**August 27, 1996**



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

**My friends, it's time to get serious. The dumbing down of American education must end. If children need extra help to measure up, they should get it. Let's provide tutors, and call in the families, or keep the schools open late and open in the summer, too, if we must. But whatever we do, let's end this tyranny of low expectations once and for all. Illiteracy is the ball and chain that ties us to poverty, and we must smash it forever."**

**Richard W. Riley  
U.S. Secretary of Education**

**International Reading Association  
May, 2, 1996**

# **AMERICA'S READING CHALLENGE**

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## AMERICA'S READING CHALLENGE

August 27, 1996

The President is asking all Americans to be part of a national, bipartisan effort to make sure that **every child can read independently and well by the end of third grade**. Families and communities are the foundation of this effort and the President is proposing to **provide \$2.75 billion** to support them in meeting America's Reading Challenge.

### Why a Reading Challenge?

40 percent of all children are now reading below the basic level on national reading assessments. Children who cannot read early and read well are hampered at the very start of their education -- and for the rest of their lives. This will be even more true as we move into the 21st century. To participate in America's high-skill workplaces, to cruise, much less use the Internet, all children need to read better than ever before.

### The President Challenges All Americans to become Involved:

- **For every child to be able to read by the end of third grade, every American will have an important role at play.** Parents are their children's first teachers. By reading to their children 30 minutes each day, turning off the TV, going with their child to their library, every parent can set an example and give their children the firm foundation they need to do well in school.
- **Our nation's schools, libraries, religious institutions, community and national organizations, the media, universities, business leaders and millions of our nation's senior citizens are also essential in helping to meet this reading challenge.** Already 40 different groups have rallied together with Secretary of Education Richard Riley to create the Read\*Write\*Now initiative, and a growing number of states and communities have started their own reading initiatives. The President will challenge these groups and the entire nation to redouble their efforts to ensure the reading success of every young child. And he will **challenge 1 million Americans from all walks of life to volunteer to tutor young children in reading.**

### The President Proposes \$2.75 billion to support America's Reading Challenge:

Recognizing the supportive role the federal government can play, the President proposes investing \$1.75 billion over 5 years in new investment, and \$1 billion over 5 years for National Service which is already in the President's budget, in the efforts of parents, communities and educators to help meet the challenge. This \$2.75 billion initiative has several components:

#### Four Main Components of the President's American Reading Challenge

- **Help for Parents to be their Child's First Teacher** through *Parents as First Teachers* challenge grants for regional and national networks and for local effective, proven efforts for helping parents who want assistance to help their children become successful readers.
- **A Head Start for One Million 4 and 5 year olds.** The President has already called for an expansion of Head Start to one million children by FY2002.
- **America's Reading Corps: Individualized After-School and Summer Tutoring for More than 3 Million Children in Grades K-3 Who Want and Need It** -- with the help provided by one million trained and supervised tutors. Federal support would be available for trained reading specialists and tutor coordinators -- including thousands of AmeriCorps participants and other National Service volunteers -- to provide instruction, organize school and community-based reading programs, and recruit and train volunteers.
- **Accountability for results** based on national and state progress in the reading performance of 4th graders on the National Assessment of Education Progress (NAEP).

## WHY A READING INITIATIVE?

### **Reading Is a Fundamental Skill for Learning and Many American School Children Have Trouble Learning How to Read**

- **In 1994, 40% of 4th grade students failed to attain the basic level of reading on the National Assessment of Educational Progress. 70% did not attain the proficient level. (NAEP 1994 Reading Report Card for the Nation and the States)**
- **Although reading problems are particularly severe for disadvantaged students, they are not limited to this population.** 32% of fourth-graders whose parents graduated from college are reading at or below the basic level. Students who have difficulty reading represent a cross-section of American children. (NAEP 1994 Reading Report Card for the Nation and the States)
- **If a child can't read well by 3rd grade, chances for later success are significantly diminished.** The ability to read will increase a child's academic performance, unlock a child's potential to learn and empower them throughout their life. A focus on reading also can reduce the numbers of children in special education (many of whom have reading difficulties) and provide critical additional help for the 2.8 million limited English proficient students. Reading forms the strong foundation needed for school learning, self-sufficiency, responsible citizenship, and productive employment. (Learning to Read Reading to Learn, National Center to Improve the Tools of Educators, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs.)
- **To participate in the high-skill workplace of the 21st century, all students will have to improve their reading skills and focus on continuous learning.** In the past, many entry jobs required basic level reading skills, but increasingly more jobs require a higher level of reading skills than ever before. Although our 4th graders overall are performing very well on international tests, meeting our more demanding national standards and maintaining our international position requires continued improvements in reading. (1990-1991 International Education Assessment)
- **A focus on reading can pay off.** Our nation's 15 year emphasis on students taking higher level math and science courses is paying off in ongoing improvements in math scores. More attention to reading can stimulate similar reading gains. (NAEP 1992- Trends in Academic Progress)

### **Every American Has an Important Role in Helping All Children to Read**

The evidence is clear: everyone in a young child's life has an important role in helping young children learn how to read.

- **Every parent can help --and must assume the responsibility for helping -- their**

**children read, for example, by reading with their child 30 minutes a day.** Research demonstrates that greater parental support for their child's literacy success makes a significant difference. According to a new study, for example, *Reading Literacy in the United States*, fourth-grade average reading scores were 46 points below the national average where principals judged parental involvement to be low, but 28 points above the national average where parental involvement was high -- a difference of 74 points. Even when other factors such as parents' education were taken into account, the phenomenon remained. (Reading Literacy in the United States, U.S. Department of Education, Office of Educational Research and Improvement, NCES-96-258)

- **Schools can teach to high standards** and ensure that no child receives a watered-down curriculum regardless of who they are or where they live. This is particularly important in high poverty schools and why the Clinton Administration dramatically restructured the Title I program in 1994 to support the efforts of states and communities to develop effective schoolwide programs geared to high standards. In addition to improving their regular programs, schools can be supportive of a national reading effort by working with the broader community, offering facilities after school and during the summer and encouraging all of their teachers to participate.
- **Communities, public libraries, businesses, civics clubs, religious institutions, seniors, and national organizations too can play an essential role in helping reach the reading goal.** This role can include harnessing available resources, establishing connections between all members of the community, and ensuring that every parent has the information and support they need to become involved with their children. Everyone -- young and old -- also can be a reading tutor.

## AMERICA'S READING CHALLENGE

### Four Main Components of President Clinton's America's Reading Challenge

**I. Helping Parents to Be their Child's First Teacher: *Parents as First Teachers Challenge Grants***

**II. *America's Reading Corps: Individualized After-school and Summer Tutoring for Children in Grades K-3 Who Want and Need it***

**III. Providing One Million 3 and 4 Year Olds With a Head Start**

**IV. Accountability for Results**

### **I. HELPING PARENTS TO BE THEIR CHILD'S FIRST TEACHER**

- **Improving the reading achievement of American children begins with the American family.** Thirty years of research tells us that the starting point of American education is parental expectations and parental involvement in their children's education. This national campaign to help ensure that all children read independently by the end of third grade thus starts by encouraging America's parents to slow down their lives to read with their children thirty minutes a day from infancy onward, get a library card for their child and use it, limit television viewing and tune in to educational programs, and get the support they need to be the best parents they can.
- While most parents want the best for their children, barriers such as lack of information, education, and literacy skills prevent some from fully engaging their children in reading and learning. **To give parents the help they need and want to work with their children, the President's reading challenge would provide \$300 million over 5 years (\$60 million a year in FY1998-FY2002) for a *Parents as First Teachers Challenge Grants fund* that invests in success by supporting effective, proven efforts that help parents who want assistance to help their children become successful readers by the end of third grade.**
- There would be two types of winners of the **Parents as First Teachers Challenge Grants:**  
  
**(1) National and Regional Networks to Share Information on Helping Children Read -**  
**- Spurring Activities to Support Parents.** Many organizations such as the PTA, Urban League, ASPIRA, Girl Scouts, and the American Library Association are already working to support parents' efforts to help their children become successful readers. These groups and others like them have the capacity to develop national and regional networks to share information on how parents can help their young children read better. Grants would be provided to develop such networks to applicants that have a proven track record of working

with parents of young children; can demonstrate the likelihood of substantial regional or national impact; show the cost-effectiveness of their proposal; and coordinate with the private sector and state and local programs that also provide support for parents.

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

**(2) Replicating and Expanding Successful Local Parents as First Teachers Efforts:**

Across the nation there are many local efforts, often run by non-profits, that have shown success in helping even the most educationally-disadvantaged parents be good teachers to their children and help them attain good language skills in preparation for being good readers. This portion of the challenge grant fund could go to any state, locality, community group, or non-profit that has a comprehensive strategy to expand or replicate successful programs -- such as Home Instruction Program for Preschool Youngsters (HIPPY) and Parents as Teachers (PAT).

Grants would be provided to applicants that have a proven track record of working with parents on improving their children's reading or that plan to use a model shown to be effective; that can demonstrate evidence of community support from the private sector, schools, and others for their effort; that show the cost-effectiveness of their proposal, and that coordinate with state and local programs that also provide support for parents.

- **Building on On-going Efforts.** Over the past 2 years, over 700 family, school, community, employer and religious groups have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. These include religious organizations representing 75% of all religiously affiliated Americans and businesses ranging from giants like John Hancock, IBM, Marriott and the U.S. Army to small businesses and local chambers of commerce. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.

## **II. AMERICA'S READING CORPS: INDIVIDUALIZED AFTER-SCHOOL & SUMMER TUTORING FOR CHILDREN IN GRADES K-3 WHO WANT AND NEED IT**

- **Before and after school help for more than 3 million students who need it in 20,000 thousand schools around the nation** would be a major component of this reading initiative. This effort would help mobilize *1 million tutors to provide up to 100 hours of extra reading help – after school and during the summers – for more than three million children in grades K-3 behind in reading.* Federal support would be available for trained reading specialists and tutor coordinators to provide instruction in reading English, organize school and community-based reading programs, and recruit and train volunteers. Schools

whose students receive this help would be challenged to enhance their regular reading programs.

- **After-school, weekend and summer tutoring is an effective strategy to improve reading skills.** The research evidence shows that after-school and summer programs in which trained and supervised volunteers tutor young students in reading can substantially improve student's reading achievement. After-school, weekend and summer programs also have the advantage of extending rather than replacing learning time, helping schools stay open afternoons and weekends to help ensure young children have safe, supervised care and positive after school experiences, and providing children with mentors.
- **Locally designed tutoring efforts.** Communities would develop their tutoring efforts to best meet their local needs and concerns. It will be up to each community to determine what sort of reading instruction and materials best meet the needs of its students and where the tutoring should take place -- at a school, a library, a community center or other location. And, while most tutoring will be done after-school and in the summers in order to extend rather than replace learning time, communities may conduct other kinds of reading programs where they can show a proven track record of success.
- **Building on the success of National Service.** This initiative builds on the success of National Service programs like AmeriCorps and RSVP Senior volunteers in developing and coordinating effective tutoring programs. It would make available approximately 11,000 AmeriCorps members to work in local communities as tutor coordinators to assist communities in their locally-designed reading efforts. In addition, thousands more Foster Grandparents, RSVP Senior Volunteers and National Service college participants would be available to assist in coordinating tutoring programs or provide individualized tutoring.
- **\$2.425 Billion to Support Tutoring Efforts.** The President's proposal would provide \$1.425 billion over 5 years in new investment to support these tutoring efforts. An additional \$1 billion over 5 years to fund National Service participants, who would serve as tutor coordinators and tutors, is already in the President's balanced budget proposal and would be directed specifically on this reading effort. Funding for tutoring efforts would be phased in over 5 years reaching \$750 million in the fifth year (\$400 million in FY1998, \$400 in FY1999, \$400 in FY2000, \$475 in FY2001, and \$750 in FY2002).
- **Reaching 3 million K-3 grade students a year in at least 20,000 schools with 30,000 paid reading specialists and volunteer coordinators and up to 1 million tutors.**

When the initiative is fully phased in by FY2002, \$750 million a year will be available to support *America's Reading Corps*. Funded at \$750 million, *America's Reading Corps* will:

**Reach More Than Three Million K-3 grade students a year.** Instructional costs for after-school and summer tutoring programs using trained and supervised volunteers are on average \$2 an hour per child. \$750 million will allow

communities to provide tutoring each year to more than three million of the approximately 6.4 million students in grades K-3 who are behind in reading. And, because many children will not need extra help in all four grades, even more children will be reached over time.

**Support One Million Tutors and 30,000 Reading Specialists and Tutor Coordinators.** \$750 million will enable communities to put together well-structured local programs relying on up to one million trained and supervised tutors from all walks of life. Assistance in putting together programs will come not only from community organizations and schools who devote their own efforts and resources, but also from:

- 30,000 paid volunteer coordinators and reading specialists;
- 2,400 Foster Grandparents, 64,000 RSVP Senior Volunteers and 10,000 national service college participants to help coordinate tutoring programs or provide individualized tutoring; and
- thousands of college work-study students who will be available to help out as well. (The President has already called for increasing the number of college students doing community service as part of the work-study program from the current 30,000 to 230,000 by FY2002.)

**Reach Students in at least 20,000 Schools.** Reaching the 20,000 schools around the nation with the highest numbers of students failing to succeed in reading will help more than 3 million students behind in reading. Communities will organize their after-school and summer tutoring programs in many different ways --some establishing programs in libraries or community centers that serve children attending several schools, some using school facilities and the schools' regular reading teachers. With 30,000 paid staff, and up to one million tutors, including thousands of national service participants and work-study students, communities will be able to focus on first reaching students attending these 20,000 schools and then extend their efforts to additional students and schools.

- **Funding to States and Communities.** Funds for the tutoring effort would be provided to States based on their population of children aged 5-8 as well as poverty. Funds for national service activities would flow to the existing independent, bi-partisan State Commissions on Community and National Service. The remainder of the funding would be provided directly to States. The State Commission and the State would work together to provide support and resources for local communities. While communities would have broad flexibility in how they design their programs they would have to demonstrate to the State that their efforts: (i) target funding to those communities and schools in which young students were furthest behind in reading; (ii) focus on providing individualized tutoring after-school, weekends or in the summer through trained and supervised volunteers and other community resources; (iii) relate to in-school reading programs; and (iv) provide information to the public about their strategies for ensuring that children doing least well in reading would make progress.

### III. PROVIDING ONE MILLION 3 AND 4 YEAR OLDS WITH A HEAD START

Studies stress that literacy problems are best averted with the earliest intervention possible -- including pre-school. President Clinton's balanced budget includes a major expansion of Head Start so that it can reach 1 million pre-school children in 2002.

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

### IV. ACCOUNTABILITY FOR RESULTS

- **Ensuring Accountability for Results.** Every two years, the National Assessment of Education Progress (NAEP) will measure the reading performance of the nation's fourth graders, showing the nation's and each State's progress toward meeting America's Reading Challenge. The ultimate target is all 4th graders reading at a basic level and many more reading at a proficient level. States must take responsibility for ensuring that parents know how well their children and their communities are doing in reading performance, while a national effort will be required to ensure that everyone knows how the reading performance of young students in their state compares to those in other states. States that fail to show improvement in reading scores over time will be required to review and improve their reading programs

- **\$25 Million Investment in Ensuring Accountability.** Under this proposal, NAEP will provide a check of fourth graders' reading performance every two years, rather than every four years as is currently done. States and school districts that wish also would have available to them the tools to use the NAEP to measure their own performance even more frequently. These improvements to the NAEP require an investment of \$25 million over 5 years.

## What it Means to Read Independently and Well by the End of Third Grade

In 1994, on the National Assessment of Educational Progress (NAEP), 60% of 4th graders were reading *at or above* the basic level and only 30% *at or above* the proficient level. This means that of the approximately four million 4th graders, around 2.4 million 4th graders were at or above the basic level and only 1.2 million were at or above the proficient level. 1.6 million 4th graders, or 40% of all fourth graders, scored below the basic level.

### Explanation of the NAEP Proficiency Levels:

In describing the three 4th grade NAEP proficiency levels -- basic, proficient, and advanced -- the following characteristics can be applied:

- **The Basic level** describes partial mastery of the skills and knowledge that are needed to be proficient at work at each grade level. *Example: Students can get the overall meaning from material written for fourth graders.*
- **The Proficient level** describes solid academic performance for the grade level assessed. Students can understand challenging subject matter and apply the knowledge to real world situations. *Example: Student can get the overall meaning of the text, make inferences about what they read, draw conclusions, and connect what they read to their own experiences.*
- **The Advanced level** describes superior performance. Students can generalize about topics in their reading, judge texts critically, and provide thorough and thoughtful answers.

### Excerpts from Literature a Student at the End of 3rd Grade Should Be Able to Read and Understand:

The following two examples are drawn from NAEP and MetaMetrics' *The Lexile Framework for Reading*.

*"But one day a stranger came to Spider's habitation out in the back country. His name was Turtle. Turtle was a long way from his home. He had been walking all day in the hot sun, and he was tired and hungry. So spider had to invite Turtle into his house and offer him something to eat. He hated to do it, but if he didn't extend hospitality to a tired traveler it would get around the countryside and people would soon be talking about Spider behind his back." --Hungry Spider and the Turtle*

*"'Aar,' Encyclopedia answered after a moment. He always waited a moment. He wanted to be helpful. But he was afraid that people might not like him if he answered their questions too quickly and sounded too smart. His father asked him more questions than anyone else. Mr. Brown was the chief of police in Idaville. The town had four banks, three movie theaters, and a Little League. It even had a mansion or two, and some dingy sections. And it had the common number of crimes for a community of its size. Idaville, however, only looked like the usual American town. It was, really, most unusual." --Encyclopedia Brown, Boy Detective*

### **Books Third Grade Readers Should Be Able to Master:**

In the *Lexile Framework for Reading*, the following books represent what a student at the end of third grade should be able to read and understand:

#### ***Fiction***

- ✓ *How to Eat Fried Worms*
- ✓ *The Little Prince*
- ✓ *On the Banks of Plum Creek*

#### ***Non-Fiction***

- ✓ *Diary of Anne Frank*
- ✓ *General Grant*
- ✓ *Pushes and Pulls*

## Evidence that Tutoring Works

*Research has found that tutoring results in positive student outcomes.*

- A major British study of tutoring—conducted by Topping and Whitley—examined the progress of 2,372 elementary and junior high students who were tutored for an average of 8.6 weeks by a mixture of parent volunteers, same-age students, and cross-age students. Learners improved at 4.4 times the normal rate for the tutoring period in comprehension and 3.3 times the normal rate in word recognition. Four months after the end of tutoring, the average student was still improving at twice the normal rate in both comprehension and word recognition. [Topping, K., & Whitley, M. (1990). *Participant evaluation of parent-tutored and peer-tutored projects in reading*. *Educational Research*, 32(1), 14-32.]

In Canada, Brailsford conducted a similar study of poor reading students in grades 2-6 who received tutoring 10 minutes each day, five days a week, for 10 weeks. Like the British study, this report showed high student gains. [Brailsford, A. (1991). *Paired Reading: Positive reading practice*. Kelowna, British Columbia: Filmwest Associates.]

- 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.]

Surveys of targeted groups of students who are tutored in reading, have shown positive outcomes for students' self confidence as readers, their motivation to read, and their views of their control over their reading abilities. [Lepper, M.R., & Chabay, R.W. (1988). *Socializing the intelligent tutor: Bringing empathy to computer tutors*. New York: Springer-Verlag; Topping, K., & Whitley, 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.]

*Characteristics of successful tutoring programs have also been identified through research.*

- 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 (c) explicit demonstration of appropriate reading and writing processes. [Juel, C. (1996). *What makes literacy tutoring effective?* *Reading Research Quarterly*, 31(3), 268-289.]
- 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.]

- An Ohio State Study of 10-12 Reading Recovery classes—serving students in the early grades— across a variety of schools using various strategies and training methods found that one-on-one tutoring produced more effective results than small group classes.  
[*Reading Recovery: Learning how to make a difference. In D. DeFord, C.A. Lyons, & G.S. Pinnell (Eds.), Bridges to literacy: Learning from Reading Recovery (pp. 11-35). Portsmouth, NH: Heinemann.*]
- A number of studies have concluded that one of the more important characteristics of successful tutoring is a strong focus on print. Iversen and Tunmer, for example, found that when explicit instruction in letter-sound relationships was added to Reading Recovery, students were able to reach a required level of reading performance in less than 75% of the time required by those who received tutoring without explicit letter-sound instruction.  
[*Iversen, S. & Tunmer, W.E. (1993). Phonological processing skills and the Reading Recovery Program. Journal of Educational Psychology, 85, 112-126.*]

## **EXAMPLES OF TUTORING PROGRAMS**

### **AmeriCorps SLICE Corps, Simpson County, Kentucky**

Mike Houston, Project Director (502) 586-2804

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

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

### **Hilliard Elementary School, Houston, Texas**

Rufus Allen, Principal (713) 635-3085

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

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

### **Belmont Community School, Worcester, Massachusetts**

John Monfredo, Principal (508) 799-3588

According to Principal John Monfredo, Belmont Community School is a reading school. "We sell a product at our school and that product is reading." The school, 95% of whose students receive

free or reduced lunch, has instituted a schoolwide reading initiative -- Books and Beyond -- intended to build the skills and the desire of every child to read. From the morning announcements to the after school program, it does what it can to make sure this happens.

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

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

### **Reading One-One, RISD Academy, Richardson, Texas**

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

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

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

**Reach out and Read Program, Boston City Hospital, Boston, Massachusetts**

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

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

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

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

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

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

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

**Jackson, Tennessee Tutoring Program**

Jim England (901) 427-9666

In Jackson, Tennessee, 10 churches have already joined forces with 11 public housing projects to

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

### **Pilot Tutoring Programs, Cambridge ,Massachusetts**

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

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

### **Early Identification Program, Reading Community City School District, Reading, Ohio**

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

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

**Urban League, Detroit**

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

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

**Growing Together, Washington, D.C.**

Teresa Knudson, Executive Director (202) 882-5359

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

## **PARENT TRAINING AND INVOLVEMENT EXAMPLES**

### **Missouri Partnership for Parenting Assistance Literacy Investment for Tomorrow (Lift), St. Louis, Missouri**

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

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

### **Megaskills Teaching Program, Holyoke, Massachusetts.**

Pauline Carriere, Director, (413)534-2011

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

### **Arkansas River Education Service Cooperative (Hippy), Pine Bluff, Arkansas**

Annette Dove (501) 535-2681

This HIPPY program serves three counties, both rural and urban, and seven school districts. With 700 clients, parents and children included, the program boasts a 78 percent attendance rate, reaching out to at least 400 parents a month. The participants are predominantly African American.

The overriding purpose of the HIPPY program is to give low-income parents the skills and tools they need to prepare their children for school and to continue to play an active role in their children's education. This particular program effectively collaborates with numerous local agencies and with the schools. Teachers, principals, and the superintendent have all gone on home visits, so they are familiar with and supportive of the program. Many of the HIPPY coordinators are former teachers, further strengthening the school ties.

The program employs an Early Childhood Specialist who introduces parents to the school's expectations for what their children should learn and know. Instructors undergo two weeks of intensive training as well as special training every Friday. Most of the instructors come from the community served by the program. Encouraged to set goals for themselves, many earn college degrees while working with the program. Each instructor is assigned twenty-three families, spending approximately one hour a week in the home. In addition, parents attend a group meeting once a month, offered in the morning and again in the evening for their convenience. The program arranges extended classes where they see a need. For example, the program invited someone from the local hospital to do a workshop on discipline. [evidence of success on its way]

**Milwaukee Area Writing Project, Milwaukee, Wisconsin**  
Director, James Vopat, (414)547-1211

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

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

**Parents First, NashvilleREAD, Nashville, Tennessee**

Jackie Thompson-Suggs (615) 255-4982

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

**Twilight Schools, Elk Grove Unified School District, California**

Angela Watts, Director,

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

**Even Start Family Literacy Program, Salem, Oregon**

Laurie Campbell, (503) 399-4678

Located at the Family Resource Center at Chemeketa Community College, Salem-Keizer's Even Start program serves families with children from birth to age 8. As other Even Start programs, the program has three interrelated goals: to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide key literacy training for parents. To meet these goals, Salem-Keizer's Even Start offers participants a variety of workshops, parenting and parent education classes, support groups and child care. From Monday to Thursday every week, for example, participating mothers and their children attend 26 hours of

classes: 18 hours of ABE classes at the college, four hours of parent education/parent support in the resource room, and four hours of PACT Time during which parents and children engage in interactive learning activities together. The instructors work to prepare parents to move into other education and training programs and make referrals to the college's job search center. In the first national evaluation of Even Start, children in this Even Start program showed gains that exceeded national norms on the "required two child testings" and parents also made gains on the GED math and reading tests. Parents also had considerable success in reaching the goals they established for themselves

## AMERICA'S READING CHALLENGE: READING SUCCESS FOR ALL CHILDREN

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

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

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

### **Other Elements of a Reading Campaign:**

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

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

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

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

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

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

AUG-27-96 23:32 From:

T-019 P.12/33 Job-065

# **President Clinton's "America Reads" Challenge**

**August 27, 1996**

**“My friends, it’s time to get serious. The dumbing down of American education must end. If children need extra help to measure up, they should get it. Let’s provide tutors, and call in the families, or keep the schools open late and open in the summer, too, if we must. But whatever we do, let’s end this tyranny of low expectations once and for all. Illiteracy is the ball and chain that ties us to poverty, and we must smash it forever.”**

**Richard W. Riley  
U.S. Secretary of Education**

**International Reading Association  
May, 2, 1996**

## AMERICA'S READING CHALLENGE

August 27, 1996

The President is asking all Americans to be part of a national, bipartisan effort to make sure that **every child can read independently and well by the end of third grade**. Families and communities are the foundation of this effort and the President is proposing to **provide \$2.75 billion** to support them in meeting America's Reading Challenge.

### Why a Reading Challenge?

40 percent of all children are now reading below the basic level on national reading assessments. A child who cannot read early and read well is hampered at the very start of their education -- and for the rest of their lives. This will be even more true as we move into the 21st century. To participate in America's high-skill workplaces, to cruise, much less use the Internet, all children need to read better than ever before.

### The President Challenges All Americans to become Involved:

- **For every child to be able to read by the end of third grade, every American will have an important role at play.** Parents are their children's first teachers. By reading to their children 30 minutes each day, turning off the TV, going with their child to their library, every parent can set an example and give their children the firm foundation they need to do well in school.
- **Our nation's schools, libraries, religious institutions, community and national organizations, the media, universities, business leaders and millions of our nation's senior citizens are also essential in helping to meet this reading challenge.** Already 40 different groups have rallied together with Secretary of Education Richard Riley to create the Read\*Write\*Now initiative, and a growing number of states and communities have started their own reading initiatives. The President will challenge these groups and the entire nation to redouble their efforts to ensure the reading success of every young child. And he will **challenge 1 million Americans from all walks of life to volunteer to tutor young children in reading.**

### The President Proposes \$2.75 billion to support America's Reading Challenge:

Recognizing the supportive role the federal government can play, the President proposes investing \$1.75 billion over 5 years in new investment, and \$1 billion over 5 years for National Service which is already in the President's budget, in the efforts of parents, communities and educators to help meet the challenge. This \$2.75 billion initiative has several components:

#### Four Main Components of the President's American Reading Challenge

- **Help for Parents to be their Child's First Teacher** through *Parents as First Teachers* challenge grants for regional and national networks and for local effective, proven efforts for helping parents who want assistance to help their children become successful readers.
- **A Head Start for One Million 4 and 5 year olds.** The President has already called for an expansion of Head Start to one million children by FY2002.
- **America's Reading Corps: Individualized After-School and Summer Tutoring for More than 3 Million Children in Grades K-3 Who Want and Need It** -- with the help provided by one million trained and supervised tutors. Federal support would be available for trained reading specialists and tutor coordinators -- including thousands of AmeriCorps participants and other National Service volunteers -- to provide instruction, organize school and community-based reading programs, and recruit and train volunteers.
- **Accountability for results** based on national and state progress in the reading performance of 4th graders on the National Assessment of Education Progress (NAEP).

AUG-27-96 23:20 From:

T-019 P.01

Job-018

**PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE***Tuesday, August 27, 1996***I. TODAY, PRESIDENT CLINTON ANNOUNCES A NEW PROPOSAL TO HELP MAKE EVERY CHILD LITERATE BY THE 3RD GRADE - ANOTHER COMPONENT IN HIS STRATEGY TO PREPARE EVERY CHILD TO SUCCEED IN THE 21ST CENTURY.***While President Clinton Grew the Economy and Cut the Deficit More Than In Half, He Enacted A Strong Educational Opportunity Agenda:*

- 20% Increase in Major Education and Training Programs in 1997 over 1993 levels.
- Enacted Goals 2000 higher education standards.
- Reformed and Protected Safe and Drug Free Schools. --
- Enacted National Service - 60,000 participants in first 3 years.
- Created Direct Student Loans
- Created School to Work
- Expanded Head Start by 30%

*President Clinton's New Education Proposals for a 2nd Term Include:*

- \$1,500 HOPE Scholarships Tax Cut For Each of the First 2 Years of College.
- \$10,000 Tuition Tax Deduction.
- School Construction Initiative to Help Communities Rebuild and Repair our Schools.
- America's Technology Literacy Challenge to connect every classroom to the internet.
- GI Bill of Rights for Training Workers

**II. TODAY, PRESIDENT CLINTON ADDS TO HIS EDUCATION AGENDA BY CALLING FOR A NEW "AMERICA READS" CHALLENGE TO MAKE EVERY CHILD LITERATE BY THE END OF GRADE 3.**

- Despite the gains we have made in Science and Math, about 40% of 3rd graders are not reading independently. *That is why President Clinton is launching a new initiative to help make every child literate by the end of the 3rd grade.*
- Reading makes all the difference. When a child learns to read in 1st, 2nd, and 3rd grade, he or she is learning to read for the rest of their life. When a child is not reading, they can't keep up. That is why this new initiative is so important to the President's opportunity agenda.
- *There are 3 parts to President Clinton's New "America Reads" Challenge - All New Costs Are Fully-Paid For With Specific New Offsets To Ensure The Integrity of President Clinton's Balanced Budget.*
  1. *Parents As First Teachers Challenge Grants. Foremost, President Clinton Understands that the Bedrock of Any Child Literacy Effort is Parental Responsibility. The President proposes a Parents as First Teachers Challenge Grant Fund that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade.*
  2. *America's Reading Corps: Individualized After-School and Summer Help for More Than 3 Million Children in Grades K-3. The President's proposal provides \$2.450 billion to support tutoring efforts \$1.45 billion in net new investments over 5 years, in addition to \$1 billion already specified in President Clinton's balanced budget for National Service participants will be directed specifically to this reading challenge.*
  3. *Providing 1 Million 3 and 4 year-olds with a Head Start. President Clinton's balanced budget includes a major expansion of Head Start to reach 1,000,000 pre-school children in 2002.*

# **President Clinton's "America Reads" Challenge**

## **PROPOSAL DESCRIPTION**

|            |                                                         |                          |
|------------|---------------------------------------------------------|--------------------------|
| <b>I.</b>  | <b>1-Page New Initiative Summary</b>                    | <b><u>Page</u><br/>1</b> |
| <b>II.</b> | <b>4-Page Detailed Background on the New Initiative</b> | <b>2-5</b>               |

AUG-27-96 23:33 From:

T-019 P.14/33 Job-085

**PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE***August 27, 1996*

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

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

- I. Parents As First Teachers Challenge Grants.** The President proposes a *Parents as First Teachers Challenge Grant Fund* that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade. \$300 million in grants will be available over 5 years to national and regional groups as well as local communities and organizations. (\$300 million FY98 - FY2002).
- II. America's Reading Corps: Individualized After-School and Summer Tutoring for More Than 3 Million Children in Grades K-3 Who Want and Need It.** The President's proposal provides \$2.45 billion to support tutoring efforts. \$1.45 billion in net new investments over 5 years, in addition to \$1 billion already specified in President Clinton's balanced budget for National Service participants will be directed specifically to this reading challenge.
  - **30,000 Reading Specialists and Volunteer Coordinators** would be funded to help Communities provide extra reading help before and after school and during the summers for the 20,000 schools with the greatest need -- reaching more than 3 million children.
  - **National Goal To Mobilize 1 Million Tutors.** Study after study shows that individualized tutoring can work to raise reading level -- particularly, when combined with effective in-school teaching and family involvement. Only if all sectors of our national community rise to the challenge will we be able to mobilize the 1 million tutors needed to provide individual attention to all young children who need reading assistance. With the help of 30,000 coordinators and reading specialists, along with college work study students and RSVP Senior Volunteers, the President hopes to move the nation towards this goal.
  - **Building on the Success of Thousands of Community Programs and National Service.** This initiative builds on the success of community tutoring programs and National Service programs like AmeriCorps and RSVP Senior volunteers in developing and coordinating effective tutoring program. 11,000 AmeriCorps members will work in local communities as tutor coordinators to assist communities in their locally-designed reading efforts.
- III. Providing 1 Million 3 and 4 year-olds with a Head Start.** President Clinton's balanced budget includes a major expansion of Head Start so that it can reach 1 million pre-school children in 2002.
- IV. Challenge to Private Sector.** This national effort will only be successful if those in the private and non-profit sector return to the President's "America Reads" challenge. This new "America Reads" initiative builds on Clinton Administration efforts to work with the Private Sector in helping our children learn how to read, such as the "Partnership for Family Involvement in Education" and "Read\*Write\*Now."

AUG-27-96 23:33 From:

T-018 P.18/33 Job-085

**PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE***August 27, 1996*

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

| <i>Four Main Components of President Clinton's "America Reads" Challenge:</i> |                                                                                                                                           |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| I.                                                                            | Parents As First Teachers Challenge Grants                                                                                                |
| II.                                                                           | America's Reading Corps: Individualized After-School and Summer Help for More Than 3 Million Children in Grades K-3 Who Want and Need It. |
| III.                                                                          | Providing One Million 3 and 4 year olds with a Head Start.                                                                                |
| IV.                                                                           | Challenge to Private Sector.                                                                                                              |

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

• *Two Types of Grant Winners:*

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

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

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

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

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T-018 P.18/33 Job-068

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

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

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

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

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

- **30,000 Specialists and Volunteer Coordinators.** 30,000 Reading Specialists and Volunteer Coordinators would be funded to help Communities provide extra reading help after school and during the summers for the 20,000 schools with the greatest need -- reaching more than 3 million children. Federal support will fund trained reading specialists and tutor coordinators to provide instruction, organize school and community-based reading programs, and recruit and train volunteers. (\$1.200 Billion)
- **National Goal To Mobilize 1 Million Tutors.** Study after study shows that individualized tutoring can work to raise reading levels -- particularly when combined with effective in-school teaching and family involvement. The President challenges communities to mobilize 1 million tutors to provide individualized attention to more than 3 million children who are behind in reading. Our nation's schools, libraries, religious organizations, colleges, and businesses all play a role in this. 30,000 volunteer coordinators and reading specialists, along with college work study students and RSVP Senior Volunteers, will help mobilize this effort.
- **Building on the Success of National Service.** This initiative builds on the success of National Service programs like AmeriCorps and RSVP Senior volunteers in developing and coordinating effective tutoring program. It would make available approximately 11,000 AmeriCorps members to work in local communities as tutor coordinators to assist communities in their locally-designed reading efforts. In addition, thousands more Foster Grandparents, RSVP Senior Volunteers and national service college participants would be available to assist in coordinating tutoring programs or provide individualized tutoring. (\$1 Billion)

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T-018 P.17/33 Job-085

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

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

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

**Only Applicants with Strong Community Support Need Apply:** The assistance of reading specialist and volunteer coordinators can provide critical help to communities that have decided they want to have a strong individualized tutoring efforts, and where parents and teachers and the private sector are willing and ready to participate. Only with such strong community involvement will awards be granted. States and communities must do their part by showing their commitment to enhancing their reading programs during the regular school day in support of universal literacy and providing the funding necessary to keep schools or other locations open after-school, weekends and summers for the tutoring program and transporting students to and from programs, when appropriate.

Communities will develop their tutoring efforts to best meet their local needs and concerns. It will be up to each community to determine for itself what sort of reading instruction and materials best meets the needs of its students and where the tutoring should take place -- at a school, a library, a community center or other location. While most tutoring will be done after-school and in the summers in order to extend rather than replace learning time, communities may conduct other kinds of reading programs where they can show a proven track record of success.

**ACCOUNTABILITY FOR RESULTS.** Every two years the National Assessment of Education Progress (NAEP) will measure the reading performance of 4th graders, showing the nation's and each state's progress toward meeting the challenge. States will publish their reading scores. Those that fail to show improvement in reading scores over time will be required to review and improve their reading programs, and, ultimately, would lose funding if progress is not made. (\$25 million)

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T-019 P.18/73 Job-085

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

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

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

- **The new "America Reads" initiative builds on Clinton Administration efforts to work with the Private Sector.**
  - **Partnership for Family Involvement in Education.** Over 700 family, school, community, employer and religious have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. Religious organizations representing 75% of all religiously affiliated Americans and businesses ranging from giants like John Hancock, IBM, Marriott and the U.S. Army to small businesses and local chambers of commerce. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.
  - **Read\*Write\*Now.** About 40 businesses, reading associations, community and religious groups have banded together with Secretary of Education Richard Riley to create Read\*Write\*Now which provided summer reading partners and materials for almost one million children. And, a growing number of states and communities have started their own initiatives to promote children's reading success, including Texas, California, Charlotte, N.C., Spokane, WA, Rochester, NY, Orlando, FL, Boston, MA, Baltimore, MD, and New York, N.Y.

(C)

# **President Clinton's "America Reads" Challenge**

## **PROPOSAL BACKGROUND**

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AUG-27-96 23:35 From:

T-018 P.20/31 Job-868

**WHY A READING INITIATIVE?****READING IS A FUNDAMENTAL SKILL FOR LEARNING AND MANY AMERICAN SCHOOL CHILDREN HAVE TROUBLE LEARNING HOW TO READ**

- In 1994, 40% of 4th grade students failed to attain the basic level of reading on the National Assessment of Educational Progress. 70% did not attain the proficient level. [Source: NAEP 1994 Reading Report Card for the Nation and the States]
- Although reading problems are particularly severe for disadvantaged students, they are not limited to this population. 32% of fourth-graders whose parents graduated from college are reading at or below the basic level. Students who have difficulty reading represent a cross-section of American children. [Source: NAEP 1994 Reading Report Card for the Nation and the States]
- If a child can't read well by 3rd grade, chances for later success are significantly diminished. A focus on reading also can reduce the numbers of children in special education (many of whom have reading difficulties) and provide critical additional help for the 2.8 million limited English proficient students. Reading forms the strong foundation needed for school learning, self-sufficiency, responsible citizenship, and productive employment. [Source: Learning to Read Reading to Learn, National Center to Improve the Tools of Educators, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs.]
- Students who are not reading at grade-level are very unlikely to graduate from high school. As noted by Madden et al., "Disadvantaged third graders who have failed a grade or who are reading significantly below grade level are very unlikely to graduate from high school... and will experience difficulties throughout their school careers." [Source: Madden et al, Success For All: Longitudinal Effects of a Restructuring Program for Inner-City Elementary Schools, American Education Research Journal, 1993]
- All children can learn to read at grade-level by the end of the third grade. According to a study by George Farkas, et al., all children with the capability to learn -- judged to be over 95 percent of the student population -- can learn to read at grade-level by the end of the third grade. [Source: George Farkas, Jim Fischer, Kevin Veleznair, Ralph Doster, Can All Children Learn To Read At Grade-Level By The End of Third Grade?, September 30, 1995]
- A focus on reading can pay off. Our nation's 15-year emphasis on students taking higher level math and science courses is paying off in ongoing improvements in math scores. Average math SAT scores are up 7 points since 1992, to their highest level in nearly 25 years. More attention to reading can stimulate similar reading gains. [Source: NAEP 1992 Trends in Academic Progress, and College Board, 8/22/96]

**EVERY AMERICAN HAS AN IMPORTANT ROLE IN HELPING ALL CHILDREN TO READ.**

The evidence is clear: everyone in a young child's life has an important role in helping young children learn how to read.

- Every parent can help --and must assume the responsibility for helping -- their children read, for example, by reading with their child 30 minutes a day. Evidence shows that greater parental support for their child's literacy success makes a significant difference. According to a new study, *Reading Literacy in the United States*, fourth-grade average reading scores were 46 points below the national average where principals judged parental involvement to be low, but 28 points above the national average where parental involvement was high -- a difference of 74 points. Even when other factors such as parents' education were taken into account, the phenomenon remained. [Source: Reading Literacy in the United States, U.S. Department of Education, Office of Educational Research and Improvement, NCE5-96-258]

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AUG-27-88 23:08 From:

T-018 P.21/33 Job-088

- **One-on-one tutoring is a key component of bringing students up to reading grade-level.** Only when a tutor provides one-to-one instruction can the level of instruction be customized to the student's current performance. Only within this format does the student receive the customized eye contact, warmth, and positive encouragement and feedback capable of providing the work incentive and concentrated time-on-task necessary to overcome the fear of failure and low self-esteem that is typical in students who are performing below grade level. (Source: George Parkas, Jim Fischer, Kevin Vitek, Ralph Dasher, Can All Children Learn To Read At Grade-Level By The End of Third Grade?, "September 20, 1985)
- **Pre-school preparation and family involvement is widely recognized to improve student performance.** Preparing children to learn, both through parent involvement and through pre-school preparation, plays a crucial role in preventing students from falling behind. (Source: Arthur Reynolds, 1992. "Mediating Effects of Preschool Intervention." Early Education and Development 3:157-170.)
- **Schools can teach to high standards and ensure that no child receives a watered-down curriculum regardless of who they are or where they live.** This is particularly important in high poverty schools and why the Clinton Administration dramatically restructured the Title I program in 1994 to support the efforts of states and communities to develop effective schoolwide programs geared to high standards. In addition to improving their regular programs, schools can be supportive of a national reading effort by working with the broader community, offering facilities after school and during the summer and encouraging all of their teachers to participate.
- **Communities, public libraries, businesses, civics clubs, religious institutions, seniors, and national organizations too can play an essential role in helping reach the reading goal.** This role can include harnessing available resources, establishing connections between all members of the community, and ensuring that every parent has the information and support they need to become involved with their children. Everyone -- young and old -- also can be a reading tutor.

AUG-27-86 23:26 From:

T-019 P.22/33 Job-088

## EVIDENCE THAT TUTORING WORKS

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

- **An analysis—conducted by Cohen, Kulik and Kulik—of 65 published studies using random assignment found significant positive effects of specific tutoring programs on targeted students. The analysis relied on measurable results, and did not take into account anecdotal reports. (Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. American Educational Research Journal, 19, 237-248.)**
- **Studies have shown that the number of tutoring sessions is directly correlated with the average grade level gains associated with tutoring for first through third graders. (Farkas, O., Fischer, G., Vicknair, K., & Doshier, R. (1995). Can All Children Learn To Read At Grade-Level By the End of Third Grade?)**
- **Studies of early tutoring have concluded that the attention and feedback of one-on-one tutoring helps students overcome the psychological blocks, such as fear of failure and low self-esteem, that are associated with below grade-level reading performance. (Wasik, B. & Slavin, R. (1989). Preventing Early Reading Failure With One-on-One Tutoring: A Review of Five Programs." Reading Research Quarterly 28:179-200.)**
- **Surveys of targeted groups of students who are tutored in reading, have shown significant improvement in students' motivation to read, their self confidence as readers, and their views of their control over their reading abilities. (Lapper, M.R., & Chabay, R.W. (1988). Socializing the Intelligent tutor: Bringing empathy to computer tutors. New York: Springer-Verlag; Topping, K., & Whiteley, M. (1990). Participant evaluation of parent-tutored and peer-tutored projects in reading. Educational Research, 32(1), 14-32; Merrill, D.C., et al. (1993). Tutoring: Guided learning by doing. Cognition and Instruction, 13(3), 315-372.)**
- **A major British study of tutoring—conducted by Topping and Whiteley—examined the progress of 2,372 elementary and junior high students who were tutored for an average of 8.6 weeks by a mixture of parent volunteers, same-age students, and cross-age students. Learners improved at 4.4 times the normal rate in reading comprehension and 3.3 times the normal rate in word recognition. Four months after the end of tutoring, the average student was still improving at twice the normal rate in both comprehension and word recognition. (Topping, K., & Whiteley, M. (1990). Participant evaluation of parent-tutored and peer-tutored projects in reading. Educational Research, 32(1), 14-32.)**
- **An Ohio State Study of 10-12 Reading Recovery classes—serving students in the early grades—across a variety of schools using various strategies and training methods found that one-on-one tutoring produced more effective results than small group classes. (Reading Recovery: Learning how to make a difference. In D. DeFord, C.A. Lyons, & O.S. Pinnell (Eds.), Bridges to literacy: Learning from Reading Recovery (pp. 11-35). Portsmouth, NH: Heinemann.)**
- **In Canada, Brailsford conducted a similar study of poor reading students in grades 2-6 who received tutoring 10 minutes each day, five days a week, for 10 weeks. He found that tutored students improved at roughly three times the normal rate in both reading comprehension and word recognition. (Brailsford, A. (1991). Paired Reading: Positive reading practice. Kelowna, British Columbia: Filmwest Associates.)**

AUG-27-96 23:38 From:

T-010 P.23/33 Job-001

## PARENT TRAINING PROGRAMS HELP KIDS LEARN MORE

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

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

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

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

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

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

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

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

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

AUG-27-96 23:37 From:

T-018 P.24/33 Job-068

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

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

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

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

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

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

## EXPANDING HEAD START TO ONE MILLION THREE AND FOUR YEAR OLDS

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

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

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

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

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

## **EXAMPLES OF CHILD LITERACY AND READING TUTORING PROGRAMS**

### **AMERICORPS SLICE CORPS, SIMPSON COUNTY, KENTUCKY**

Mike Houston, Project Director (502) 586-2804

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

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

### **HILLIARD ELEMENTARY SCHOOL, HOUSTON, TEXAS**

Rufus Allen, Principal (713) 635-3085

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

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

AUG-27-88 23:38 From:

T-018 P.27/33 Job-088

**BELMONT COMMUNITY SCHOOL, WORCHESTER, MASSACHUSETTS**

John Monfredo, Principal (508) 799-3588

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

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

**READING ONE-ONE, RISD ACADEMY, RICHARDSON, TEXAS**

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

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

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

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

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

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

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

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

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

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

## **JACKSON, TENNESSEE TUTORING PROGRAM**

Jim England (901) 427-9666

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

## **PILOT TUTORING PROGRAMS, CAMBRIDGE, MASSACHUSETTS**

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

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

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

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

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

**URBAN LEAGUE, DETROIT**

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

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

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

**GROWING TOGETHER, WASHINGTON, D.C.**

Teresa Knudson, Executive Director (202) 882-5359

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

## **PARENTS AS FIRST TEACHERS EXAMPLES**

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

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

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

### **MEGASKILLS TEACHING PROGRAM, HOLYOKE, MASSACHUSETTS.**

**Pauline Carriere, Director, (413) 534-2011**

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

## **MILWAUKEE AREA WRITING PROJECT, MILWAUKEE, WISCONSIN**

Director, James Vopat, (414)547-1211

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

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

## **PARENTS FIRST, NASHVILLEREAD, NASHVILLE, TENNESSEE**

Marilyn Tucker, (615) 255-4982

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

## **TWILIGHT SCHOOLS, ELK GROVE UNIFIED SCHOOL DISTRICT, CALIFORNIA**

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

## **EVEN START FAMILY LITERACY PROGRAM, SALEM, OREGON**

Laurie Cardle, (503) 399-4678

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

## OFFSETS TO PAY FOR NEW INITIATIVES WITHIN PRESIDENT CLINTON'S CBO-CERTIFIED BALANCED BUDGET

| Offsets                                                                  | Savings                |
|--------------------------------------------------------------------------|------------------------|
| Increase Hart Scott Rodino merger filing fees based on firm size         | \$0.420 billion        |
| Corporate Subsidies: Replace Sales Source Rules with activity-based rule | \$5.300 billion        |
| Tighten the Substantial Understatement Penalty                           | \$0.200 billion        |
| Replace Single-Family Loan Limit with Freddie Mac Limit                  | \$0.200 billion        |
| Relax the Restriction on FHA Multifamily Property                        | \$0.080 billion        |
| Charge vendors for cost of making payments by paper check                | \$0.070 billion        |
| Reduce corporate jet subsidies                                           | \$0.541 billion        |
| Deny dividends-received deduction (DRD) for portfolio preferred stock    | \$0.200 billion        |
| Synthetic Fuel Production Credit                                         | \$0.475 billion        |
| Repeal Medicare/Medicaid Fraud Loopholes                                 | \$0.470 billion        |
| New Spectrum                                                             | \$0.500 billion        |
| <b>Total</b>                                                             | <b>\$8.456 billion</b> |

AUG-27-96 23:30 From:

T-019 P.07/33 Job-088

## OFFSETS

### 1. INCREASE HART SCOTT RODINO MERGER FILING FEES

**Revenues:** \$420 million over 6 years

**Description:** The FTC and DOJ's Antitrust Division share about \$120 million/year in fees that are paid by firms filing for merger under the Hart Scott Rodino Act; the rest of their budgets are funded through appropriations. Firms that are now required to file pre-merger notification are assessed a flat fee of \$45,000. This increase would restructure the fees to: \$25,000 for entities with total assets of under \$100 million (i.e., a reduced fee for small mergers); \$55,000 for entities with total assets of between \$100 million and \$500 million; and \$95,000 for entities with total assets of over \$500 million. The fees now offset discretionary appropriations, but an increase could produce mandatory savings.

This would ensure that users fully pay for the Government's costs of Hart Scott Rodino activities. Thus, general taxpayers would no longer subsidize the Federal review of mergers.

### 2. Replace Sales Source Rules with Activity-Based Rule

**Revenues:** \$5.3 billion over 6 years

**Description:** The President's new proposal would limit the ability of multinational corporations to decredit their U.S. tax liability inappropriately, by reducing the amount of export sales income that they may treat as derived from foreign sources. Under current law, the sales source rule generally permits multinational corporations that also export U.S. products to treat half of their export profits as income from sales activities, and therefor as foreign source income, even though the economic activity that produced the export profits may have occurred entirely within the United States.

The proposal eliminates the 50-50 default rule for allocating export income between domestic production and foreign sales activities. Under the proposal, the allocation will be based on actual economic activity. In addition, the proposal does not affect the special tax rules that generally apply to the export of natural resource property.

AUG-27-96 22:31 From:

T-018 P.08/33 Job-868

**3. Tighten the Substantial Understatement Penalty****Revenues: \$200 million over 6 years**

**Description:** Currently, taxpayers may be penalized for erroneous, but non-negligent, return positions if the amount of the understatement is "substantial" and the taxpayer did not disclose the position in a statement with the return. "Substantial" is defined as 10 percent of the taxpayer's total current tax liability, but this can be a very large amount even for very large corporate taxpayers. This has led some large corporations to take aggressive reporting positions where huge amounts of potential tax liability are at stake -- in effect playing the audit lottery -- without any downside risk of penalties if they are caught, because the potential tax still would not exceed 10 percent of the company's total tax liability. To discourage such aggressive tax planning, the proposal would consider any deficiency greater than \$10 million to be "substantial" for purposes of the substantial understatement penalty, whether or not it exceeds 10 percent of the taxpayer's liability. The proposal would thus affect only taxpayers that have tax liabilities of \$100 million or more.

**4. Replace Single-Family Loan Limits with Freddie Mac Limit****Revenue: \$200 million over 6 years**

**Description:** Currently, the Federal Housing Administration (FHA) is authorized to insure mortgages that are not more than 95 percent of the area median house price, subject to a \$155,250 ceiling and a \$73,000 floor. This would replace these limits with the \$207,000 Freddie Mac loan limit, allowing FHA to compete for business that the private market now services.

In most places, FHA insures mortgages that are below 95 percent of the area median house price. Raising the limit to the Freddie Mac level would increase homeownership opportunities for homebuyers who are now constrained by the FHA mortgage limits and often cannot meet the higher downpayment requirements for a conventional mortgage. A higher limit also would increase FHA's guaranteed loan volume and the amount of receipts generated from fees.

**5. Relax the Restriction on FHA Multifamily Property Disposition and Loan Sales****Revenues: \$80 million over 6 years**

**Description:** FHA faces various restrictions when it tries to sell properties or mortgages. For example, states and localities have the right to veto property sales and arrange to buy the properties themselves. Also, with limited exceptions, subsidized housing projects must continue in their configuration. These restrictions complicate the disposition and sales process, delaying receipts and creating large holding costs (\$400 per unit per month) while HUD owns properties.

Allowing FHA to relax selected restrictions creates a more flexible and expedited process (the savings estimate assumes that all sales are accelerated by one year). In all cases, HUD will protect the interests of currently assisted low-income tenants by continuing their assistance or providing portable vouchers. This provision was included in the 1996 VA/HUD 1996 Appropriations bill

AUG-27-96 21:31 From:

T-313 P.09/11 Job-065

**6. Charge Vendors for the Cost of Making Payments by Paper Check****Revenues: \$70 million over 6 years****Description:** This option would require the Secretary of the Treasury to charge a fee to vendors for the continued receipt of payment by paper check.

The Federal Government makes over 40 million check payments to vendors a year. The Debt Collection Improvement Act of 1996 requires a mandatory phase-in of electronic payment for all federal payments by 1999, with the exception of tax refunds. Electronic funds transfer offers a more rapid and secure form of payment. However, for those vendors who would prefer to continue to receive payment by check, this option institutes a fee of \$1 per transaction that would be charged for continued receipt of payment by check. This fee would be collected centrally by the check disbursing agencies, principally Treasury and DOD (eliminating any administrative burden to other agencies for collection of the fee). Vendors with existing multi-year contracts will be unaffected by this proposal.

**7. Corporate Jets. Charge Business Jets for the Costs They Impose on the FAA****Revenues: \$541 million over 6 years**

**Description:** Corporate and business turbine aircraft (turbo jets and turbo props) have historically paid a 17.5 cent/gallon excise tax on non-commercial jet fuel. The receipts have covered only 25% of the fully-allocated costs of air traffic services that the FAA provides to these users. Commercial airlines have historically covered the full costs of FAA services through the 10% tax on airline tickets. This proposal would reduce by 50% the subsidy provided to commercial and private corporate turbine aircraft by the year 1999. This new charge would be phased in over three years. Revenue from this charge would be deposited in the airport and airway trust fund. This proposal would charge business and corporate turbine aircraft a \$225 per-flight fee.

**8. Dividends-Received Deduction.****Revenues: \$200 million.**

**Description:** Under current law, a 70% dividends received deduction (DRD) is available for U.S. corporations. This percentage deduction is generally increased to 80% if the taxpayer owns at least 20% of the stock of the issuing corporation. (The DRD does not apply to individuals, pension funds, or most mutual funds.) In addition, because closely related corporations are part of the same economic family, a 100% deduction generally applies to dividends from 80% owned subsidiaries.

Under this proposal, the 70% and 80% DRD for certain debt-like preferred stock would be eliminated, effective for stock issued after the date of enactment.

AUG-27-96 23:31 From:

T-018 P.10/33 Job-005

**9. Eliminate Extension of the Credit For Producing Alternative Fuels from Biomass Gas or From Coal Facilities (section 29)**

**Revenues: \$475 million.**

**Description.** Currently, section 29 provides a tax credit for the production of nonconventional fuels, e.g., fuels produced from biomass or coal gasification facilities. This credit applied to such facilities placed in service before 1997 pursuant to a binding contract entered into before 1996. The small business bill extended the credit for property placed in service before July 1, 1998 pursuant to a binding contract entered into before 1997. This proposal would not pull back on the binding contract extension (through this year) but would pull back the placed in service requirement by one year, to June 30, 1997.

**10. Repeal Medicare/Medicaid Fraud Loopholes.**

**Revenues: \$280 Million**

**Description.** Repeal Section 205 -- Health Care Advisory Opinions which requires HHS and DOJ to issue advisory opinions to providers on whether or not a proposed business venture violates the Medicare and Medicaid anti-kickback statute. The provision leads to costs because it seriously hinders the ability of the HHS Inspector General and the Department of Justice to prosecute providers who have obtained advisory opinions and who actually end up violating the anti-kickback statute (e.g., providers might obtain an advisory opinion under false pretext and then hide behind it to defraud the Medicare program.)

**Repeal Section 216 -- Anti-Kickback Exception for Managed Care Plans** which creates and exception to the Medicare and Medicaid anti-kickback statute for risk-sharing arrangements (i.e. managed care plans). The classic kickback situation is where a specialist pays a physician for patient referrals. The provision is a coster because the exception is somewhat subject to interpretation, making it possible that "sham" risk sharing arrangement will meet the exception and thereby be able to continue offering kickbacks for referrals.

**Repeal Section 231(d) -- Clarification of Level of Knowledge (The "Should Know" versus "Deliberate Ignorance" Standard).** Makes it more difficult to impose a civil monetary penalty (CMP) in the Medicare program by increasing the government's burden of proof in CMP cases. The provision leads to costs because anticipated CMP recoveries assumed in the baseline will not be achieved in certain cases where the government cannot meet the new burden of proof.

AUG-27-96 23:22 From:

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**11. Auction 18 Ghz Spectrum.****Revenues. \$500 Million.**

**Description.** A portion of the spectrum in the 18 gigahertz band would be auctioned for wireless subscription-based services. This portion of the spectrum could be used to provide wireless services such as high-speed Internet access, voice and data transmissions, and possibly video conferencing services. This spectrum could also be used for personal communications services such as Sprint Spectrum or digital cellular phones. Until recent technological advances, this spectrum had not been commercially valuable. One company active in this band of spectrum has just signed a deal with a major manufacturer to provide the equipment to be able to use this spectrum commercially. The FCC has received hundreds of applications for licenses for this spectrum, and they have recently paused the application process. The FCC is considering an auction to allocate this spectrum.