

President Clinton's "America Reads" Challenge

August 27, 1996

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PROPOSAL DESCRIPTION

I. 1-Page New Initiative Summary

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- 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 (HIPPY) 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)

- **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)

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.

President Clinton's "America Reads" Challenge

PROPOSAL BACKGROUND

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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 Vicknair, Ralph Doshier, Can All Children Learn To Read At Grade-Level By The End of Third Grade?, September 20, 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, NCES-96-258]

- **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, Kevon Vioknair, Ralph Doshier, Can All Children Learn To Read At Grade-Level By The End of Third Grade?, September 20, 1993]
- **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.

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, G., 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. [Lepper, M.R., & Chabay, R.W. (1988). Socializing the intelligent tutor: Bringing empathy to computer tutors. New York: Springer-Verlag; Topping, K., & Whitely, M. (1990). Participant evaluation of parent-tutored and peer-tutored projects in reading. *Educational Research*, 32(1), 14-32; Merrill, D.C., et al. (1995). Tutoring: Guided learning by doing. *Cognition and Instruction*, 13(3), 315-372.]
- 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, & G.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.]

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 GED 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 (HIPPO 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. HIPPO is designed to increase the parents' self-esteem and to improve their children's cognitive ability.

Evidence. Today there are 43 HIPPO sites operating in 16 states. Arkansas is deeply committed to the HIPPO program where 31 sites serve 6,000 families. The core HIPPO 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.

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.

BELMONT COMMUNITY SCHOOL, WORCHESTER, MASSACHUSETTS

John Monfredo, Principal (508) 799-3588

According to Principal John Nonfredo, 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 improved. 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 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 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, NASHVILLE READ, 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.

STEERING COMMITTEE OF COLLEGE PRESIDENTS FOR AMERICA READS

(As of December 20)

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MOBILIZING COLLEGE STUDENTS TO RESPOND TO PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE

December 21, 1996

As part of the President's America Reads Challenge to ensure that every child can read well by the end of 3rd grade, President Clinton announced today a series of steps to promote the involvement of college students and the entire higher education community in the effort to mobilize an army of reading tutors.

PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE: The President's America Reads Challenge, announced on August 27, 1996 is designed to address the fact that 40% of the children are not reading well enough by the end of the third grade. Study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and quality school instruction. To address this issue, the President's America Reads Challenge called for 30,000 reading specialists and tutor coordinators -- including 11,000 Americorps members -- to help mobilize an army of reading tutors to give our children individualized attention.

On October 25, 1996, President Clinton proposed a major step to fulfilling the America Reads Challenge, and promoting his national service agenda, by asking that a significant portion of the 35% increase in college work-study funding enacted by Congress for FY 1997 be dedicated to tutoring children in grades K-3 in reading. The 35% budget increase will increase the number of students participating in work-study by almost 200,000, from 713,000 students in FY96 to more than 900,000 in FY 97. The President has called upon colleges and universities to dedicate these new funds to support community service, and that half of the slots be devoted to students who will serve as reading tutors.

NEW STEPS TO PROMOTE TUTORING BY COLLEGE STUDENTS:

•The America Reads College President's Steering Committee

President Clinton named today a committee of leading college and university presidents to spearhead higher education involvement in his America Reads initiative. Chaired by Dr. Robert Corrigan, president of San Francisco State, the xx-member steering committee will work to enact the President's call for 100,000 college students as volunteer tutors in America Reads. The members of the steering committee have committed to dedicate half of their new work-study slots to students who will work as reading tutors, to mobilize a broader campus-wide effort to encourage volunteer tutors, and to recruit at least five other college presidents to do the same.

•Waiver of Matching Requirements for Work Study Funds

President Clinton announced today that the U.S. Department of Education has issued regulations that will waive the requirement that institutions of higher education pay 25% of the work study costs for students who will work as reading tutors. This executive action will make it easier for institutions of higher education to respond to the President's challenge, and will provide much needed support for reading programs in the nation's schools, libraries and community centers.

STEERING COMMITTEE OF COLLEGE PRESIDENTS FOR AMERICA READS

(As of December 16, 1996)

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San Francisco State University
Steering Committee Chair

Delores Cross
Chicago State University

George Dennison
University of Montana

E. Gordon Gee
Ohio State University

Augusta Souza Kappner
Bank Street College of Education

Brit Kerwin
University of Maryland, College Park

Byron McClenney
Community College of Denver

Barry Munitz
California State University System

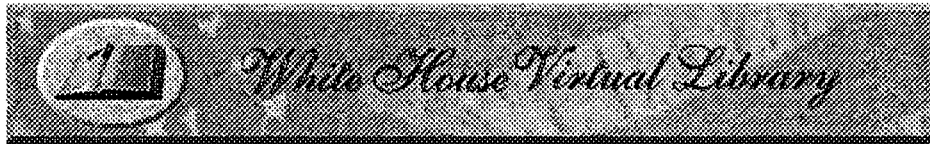
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University of Texas at El Paso

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

Judith A. Ramaley
Portland State University

Judith Rodin
University of Pennsylvania

Ted Saunders
Southern Illinois University at Carbondale



White House Press Release

Radio Address Of The President To The Nation

The White House

Office of the Press Secretary

Embargoed For Release
Until 10:06 A.M. Est
Saturday, December 21, 1996

**Radio Address Of The President
To The Nation**

The Roosevelt Room

The President: In just a few days we celebrate the miracle of Christmas -- the gift of light and hope that has lasted for nearly 2000 years. I'd like to talk about how we can share that gift by shining the light of literacy on millions of precious children and families.

Literacy is about **reading**, but it's about much more, too. It's about opportunity, giving people the tools to make the most of their God-given potential. It's about preparing people for the 21st century, when a fully literate **work** force will be crucial to our strength as a nation. Without literacy the history books and job manuals are closed, the Internet is turned off, and the promise of **America** is much harder to reach.

To achieve our full potential as a nation we must make sure everyone can **read** -- adults as well as children. I'm proud that we're increasing the assistance we give to states for adult education and literacy by more than 50 percent, the largest increase in more than 30 years. This will help hundreds of thousands of adults to rise to the obligations of family and community, and to make the most of their own lives.

When it comes to children, the first teachers must always be their parents. Hillary and I still talk about the books we **read** to Chelsea when we were so tired we could hardly stay awake. I urge all of **America's** parents, make sure there are books beneath your

Christmas tree. Share the joy of **reading** as a family.

Of course, parents can't do it alone. Our country has outstanding teachers and educators on the front lines of the literacy crusade, but all the rest of us must **work** with them to make sure that every child and every adult can **read**.

This summer in Wyandotte, Michigan, I announced a national literacy campaign called "**America Reads**," that begins with a clear national goal: Every American child should be able to **read** on his or her own by the third grade. I proposed to meet that goal by using 30,000 **reading** specialists and volunteer coordinators to mobilize a million volunteer **reading** tutors all across **America**.

This week I announced that my Domestic Policy Advisor, Carol Rasco, will move to the Education Department with Secretary Riley to head this effort, to make absolutely sure we have the highest level attention to get the job done.

We know that individualized tutoring **works**. Here in the Nation's Capital there are many remarkable tutoring programs, such as the St. Anne's Infant Home; Growing Together, which helps public school children to double their rate of learning; and the Academy of Hope which teaches adults to **read**.

Yesterday some of these students joined me for my annual **reading** of "Twas The Night Before Christmas," and they're here with me now. If more Americans could see their joy in **reading** and learning we'd have our one million volunteers overnight.

Today we're taking the next major step in our **America Reads** campaign -- to build our army of **reading** tutors on **college** campuses all across **America**. This fall, at my request, Congress created over 200,000 new **work-study** jobs on **America's college** campuses. **Work-study** helps young people to **work** their way through **college**, often by serving their school. I want a large portion of **work-study** to be devoted to community service, and especially to teaching our children to **read**.

Today I'm happy to announce that 20 of our nation's leading **college** presidents, from San Francisco to Texas to Southern Illinois, are unleashing the energy and enthusiasm of their students to help every eight-year-old learn to **read**. As members of a new **America Reads College Presidents Steering Community**, they will each dedicate half of their new **work-study** slots to students who **work** as **reading** tutors. Right away this should give us thousands of new tutors, a down payment toward our goal of enlisting 100,000 **work-study** students to help **America read**.

The Steering Committee members will also recruit at least five more **college** presidents to join the effort. To help them I am making an important change in the **work-study** program. If a student **works** as a **reading** tutor, **colleges** will no longer be required to pay one-quarter of that student's **work-study** costs. With today's actions by these **college** presidents, and with the steps we are taking to help them, **college** students can now **work** their way through school by teaching our children to **read**. That is how we will take more responsibility, create more opportunity, and build a stronger, more united community for all Americans.

These students will create a whole new culture of service, **working** alongside our AmeriCorps volunteers who will be doing the same, inspiring hundreds of thousands of Americans to tutor not just children, but adult learners as well.

There is simply no better way to serve your country and your community than by helping children and adults to **read**. And there is no better time to start than Christmas, the season of enlightenment. By **reading** to your own children, by giving your time so that others might learn to **read**, you can light a spark that keeps the spirit of Christmas burning every day of the year.

Thanks for listening.

End



To comment on this service: feedback@www.whitehouse.gov

MOBILIZING COLLEGE STUDENTS TO RESPOND TO PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE

December 21, 1996

As part of the President's America Reads Challenge to ensure that every child can read well by the end of 3rd grade, President Clinton announced today a series of steps to promote the involvement of college students and the higher education community in the effort to mobilize an army of reading tutors.

PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE: The President's America Reads Challenge, announced on August 27, 1996 is designed to address the fact that 40% of our children are not reading well enough by the end of the third grade. Study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and quality school instruction. To address this issue, the President's America Reads Challenge called for 30,000 reading specialists and tutor coordinators -- including 11,000 Americorps members -- to help mobilize an army of reading tutors to give our children individualized attention.

On October 25, 1996, President Clinton proposed a major step to fulfilling the America Reads Challenge, and promoting his national service agenda, by asking that a significant portion of the 35% increase in college work-study funding enacted by Congress for FY 1997 be dedicated to tutoring children in grades K-3 in reading. The 35% budget increase will increase the number of students participating in work-study by about 200,000, from 713,000 students in FY96 to more than 900,000 in FY 97. The President has called upon colleges and universities to dedicate these new funds to support community service, and that half of the slots be devoted to students who will serve as reading tutors. This step alone would provide 100,000 of the one million volunteers the President has called for.

NEW STEPS TO PROMOTE TUTORING BY COLLEGE STUDENTS:

- **The America Reads College President's Steering Committee**

President Clinton named today a committee of leading college and university presidents to spearhead higher education involvement in his America Reads initiative. Chaired by Dr. Robert Corrigan, president of San Francisco State, the 20-member steering committee will work to enact the President's call for 100,000 college students as volunteer tutors in America Reads. The members of the steering committee have committed to dedicate half of their new work-study slots to students who will work as reading tutors, to mobilize a broader campus-wide effort to encourage volunteer tutors, and to recruit at least five other college presidents to do the same.

- **Waiver of Matching Requirements for Work Study Funds**

President Clinton announced today that the U.S. Department of Education has issued regulations that will waive the requirement that institutions of higher education pay 25% of the work study costs for students who will work as reading tutors for young children. This executive action will make it easier for institutions of higher education to respond to the President's challenge, and will provide much needed support for reading programs in the nation's schools, libraries and community centers.

SENT BY ACE 12-18-96 5:30AM GOVT. REL. / 105. A11
1007020-# 27

AMERICAN COUNCIL ON EDUCATION

Division of Governmental Relations

Memo for: Mike Cohen

From: Terry W. Hartle

Subject: College Work-Study and Reading Tutors

Date: 17 December 1996

Thank you for meeting with the higher education associations to discuss the President's plan to encourage colleges to use the Federal Work Study (FWS) program as part of the "America Reads" community service tutoring initiative.

The tutoring initiative would encourage that 50 % of the additional dollars a college or university receives for the Work-Study program be used for community service. The institutional matching funds requirement would be waived for students that are engaged in tutoring.

We strongly support the goals of the America Reads program. This is a bold plan that seeks to tackle an important social policy problem. The higher education community is committed to working with the Administration to voluntarily implement the President's vision without legislative mandates or the imposition of new regulations. There are several immediate steps we are prepared to take to help achieve this common goal:

- 1) We will join the Administration in encouraging the 600 schools that belong to Campus Compact to endorse the President's plan and ask that each of the college presidents who belong to the Compact commit themselves to meeting the President's goal. In addition, we will ask these institutions to provide an early estimate of the number of their students who are likely to participate in the America Reads program as tutors.
- 2) The higher education associations will send a joint letter to all college and university presidents encouraging them to join this voluntary effort and to devote a significant share of their new work-study funds to community service and the "America Reads" initiative. In addition, we will work with the National Association of Student Financial Aid Administrators (NASFAA) to send a similar letter to all financial aid administrators, seeking their voluntary cooperation with this effort, and their estimates of how many of their Work-Study students could join this initiative. These letters can be sent in early January and will arrive on campus before the Inaugural address.
- 3) We will, working with the Administration, the Commission on National and Community Service and the Department of Education (ED),

develop a handbook to be sent to every college president, that outlines steps to increase the number of students involved in the America Reads initiative. This effort will be modeled on the handbook prepared last year by the American Association of Colleges and Universities (AASCU) and the National Association of Independent Colleges and Universities (NAICU) in support of voter registration on campuses.

4) The American Council on Education and NAICU will make speaking opportunities available at our annual meetings (in February) for the Administration to discuss the America Reads initiative. Other associations (whose meetings occur later) will undoubtedly be willing to do so as well.

As part of this effort, we ask the Administration to take several steps to complement these activities.

- 1) The Administration should not attempt to coerce institutions into adopting community service or tutoring programs through legislation, regulations, or other means.
- 2) ED's student aid training sessions for financial aid administrators should be modified to include information about community service and the "America Reads" initiative and the flexibility that colleges have with respect to the CWS matching requirement. Indeed, ED could hold regional meetings devoted to this issue.
- 3) ED should review whether colleges will be liable for off-campus injuries suffered by students who are engaged in "America Reads" tutoring. If there is liability, the Administration should suggest a solution.
- 4) ED and the Commission should develop training materials that can be used on campus to help facilitate the preparation of the Work-Study tutors.
- 5) The Administration should assure that participating institutions and tutors will not encounter problems from K-12 teacher unions as we implement this initiative.
- 6) Current ED policy in the FWS program imposes a serious barrier to training for any community service jobs, including literacy training. Absent a change in policy, literacy tutors cannot be trained. For the sake of effective tutoring, this policy should be revised.

I emphasize that the Administration should not mandate compliance with the President's plan. Seeking a mandate will be counterproductive to the goal that we all seek and will only lead to a protracted and contentious debate about federal regulation.

I believe that the collaborative and voluntary steps I have outlined above will help build enthusiasm and action on college campuses for the America Reads initiative and will prove the quickest way to achieve the President's initiative.

FAX TRANSMISSION

US DEPARTMENT OF EDUCATION
800 INDEPENDENCE AVENUE SW, RM. 6133
WASHINGTON, DC 20202
202-401-3414
FAX: 202-205-5377

To: Mike Cohen

Date: 12/17

Fax #: 456-7028

Pages: 54 including this cover sheet.

From: Terry K. Peterson/Lidice Rivas

Subject:

MESSAGE:

Mike -
For your information, attached are letters I sent
to College / University Presidents I've spoken to and
who have agreed to become members of the Am. Read,
Steering Committee.

CONFIDENTIALITY NOTICE

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL 202/401-3000 TO ARRANGE FOR RETURN OF ANY TRANSMISSION SENT IN ERROR. THANK YOU.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

December 17, 1996

MEMO VIA FAX # 618/536-3404

TO: DR. TED SANDERS
PRESIDENT, SOUTHER ILLINOIS UNIVERSITY

FR: TERRY K. PETERSON *TP*
COUNSELOR TO THE SECRETARY OF EDUCATION

RE: AMERICA READS CHALLENGE STEERING COMMITTEE

We really do appreciate your willingness to join President Clinton and his America Reads Steering Committee of University Presidents. Please note attached possible talking points that you could use to enlist college and university presidents for this very important national effort.

In late January or early February, President Clinton would like to announce a substantial commitment by college and university presidents to create an army of reading tutors from college campuses to help elementary students read well and independently.

As I mentioned, we would like the steering committee to help mobilize reading tutors from community service efforts of students and others in your college and seek at least 5 other presidents to do the same on their campuses.

We would like you and the other college or university presidents you recruit to make a commitment to increase the number of reading tutors, using work study students (e.g. 50% of the new work study students slots for next college year for reading tutors), and student and faculty volunteers, for next school year and over five years.

While the decision of which college and university presidents you will approach is entirely yours, you may want to consider the presidents of the University of Chicago, University of Wisconsin, Washington University, University of Michigan, and the University of Toledo. All of these colleges will receive a significant increase in work study dollars. While not the only resource of reading tutors, work study is one important resource we would like to utilize.

Again, thank you for your leadership. If I may be of help, please call me at 202/401-3414.

Attachment

We value your leadership!

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

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

2002

12-17-96 04:55 PM



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

December 17, 1996

MEMO VIA FAX # 305/237-3109

TO: DR. EDUARDO PADRON
PRESIDENT, MIAMI DADE COMMUNITY COLLEGE

FR: TERRY K. PETERSON ^{1?}
COUNSELOR TO THE SECRETARY OF EDUCATION

RE: AMERICA READS CHALLENGE STEERING COMMITTEE

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While the decision of which college and university presidents you will approach is entirely yours, you may want to consider the presidents of the University of Miami, Florida State University, Nova Southeastern University, University of Florida and Broward Community College. All of these colleges will receive a significant increase in work study dollars. While not the only resource of reading tutors, work study is one important resource we would like to utilize.

Again, thank you for your leadership. If I may be of help, please call me at 202/401-3414.

Your leadership is most appreciated!

Attachment

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P003

12-17-96 04:55 PM



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

December 17, 1996

MEMO VIA FAX # 915/747-5069

TO: DR. DIANA NATALICIO
PRESIDENT, UNIVERSITY OF TEXAS, EL PASO

FR: TERRY K. PETERSON *R*
COUNSELOR TO THE SECRETARY OF EDUCATION

RE: AMERICA READS CHALLENGE STEERING COMMITTEE

We really do appreciate your willingness to join President Clinton and his America Reads Steering Committee of University Presidents. Please note attached possible talking points that you could use to enlist college and university presidents for this very important national effort.

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We would like you and the other college or university presidents you recruit to make a commitment to increase the number of reading tutors, using work study students (e.g. 50% of the new work study students slots for next college year for reading tutors), and student and faculty volunteers, for next school year and over five years.

While the decision of which college and university presidents you will approach is entirely yours, you may want to consider the presidents of the Texas A&M, University of North Texas, University of Texas, Texas Tech, and Houston Community College. All of these colleges will receive a significant increase in work study dollars. While not the only resource of reading tutors, work study is one important resource we would like to utilize.

Again, thank you for your leadership. If I may be of help, please call me at 202/401-3414.

We value your leadership!

Attachment

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

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

PO04

12-17-96 04:55 PM

December 17, 1996

Attachment

Possible Talking Points for College/University Presidents on the Steering Committee to Recruit Other Presidents:

I have been asked to serve on a Steering Committee by Secretary Riley and the White House to help meet the President's "America Reads Challenge".

We would like you to be part of the first 100 participating colleges/universities to help meet the President Clinton's America Reads Challenge, and to:

1. Commit to a significant increase of students and faculty service volunteers and work study students (e.g. 50% of the new work study slots for next college year) for 1997 - 1998 to tutor pre-K to elementary students in reading at least once a week, preferable two or three times a week or on some other regular basis.
2. In order for President Clinton to have a definite number of tutors to announce, we would like a projection from you in writing of the projected increase in the number of tutors for next school year and an estimate of an accumulated total for five years that you could potentially mobilize on your campus to address the American Reads Challenge.
3. At a later date we will provide you with a simple form to submit your projection of increased volunteers and work study students to meet the America Reads Challenge.
4. Can I count on you to join us on this effort?

STEERING COMMITTEE OF COLLEGE PRESIDENTS FOR AMERICA READS

(As of December 21, 1996)

Dr. Robert A. Corrigan
President
San Francisco State University
Steering Committee Chair

Dr. Charles I. Bunting
Chancellor
Vermont State Colleges System

Dr. Delores E. Cross
President
Chicago State University

Dr. George M. Dennison
President
University of Montana

Dr. E. Gordon Gee
President
Ohio State University

Dr. Gordon A. Haaland
President
Gettysburg College

Dr. Michael Hooker
Chancellor
University of North Carolina at Chapel Hill

Dr. Augusta Souza Kappner
President
Bank Street College of Education

Dr. Robert C. Khayat
Chancellor
University of Mississippi

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

Dr. Walter Massey
President
Morehouse College

Dr. Byron McClenney
President
Community College of Denver

Dr. Barry Munitz
Chancellor
California State University System

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

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

Dr. L. Jay Oliva
President
New York University

Dr. Eduardo Padron
District President
Miami-Dade Community College

Dr. Judith A. Ramaley
President
Portland State University

Dr. Ted Sanders
President
Southern Illinois University

Dr. Graham Spanier
President
Pennsylvania State University

TO: Gene Sperling

FROM: Mike Cohen
Susan Stroud
Terry Peterson

SUBJECT: America Reads/Work Study Steering Committee of
College Presidents

The three of us met this week to discuss how to quickly launch a steering committee of university presidents to mobilize institutions of higher education behind America Reads.

This memo spells out our overall approach as well as some issues we will still need to resolve in consultation with you.

Steering Committee

We envision a Steering Committee of approximately twelve college presidents who are influential among their peers, geographically representative and representative of the broad diversity of sectors in higher education (e.g., state and land grant universities, private universities, Catholic institutions, HBCU's, etc.). The Steering Committee will provide the means to achieve buy-in the higher education community toward achieving the Presidents goals in America Reads, and to providing a significant part of the army of volunteer tutors needed to achieve it.

Attached is a list of candidates we intend to draw from.

The steering committee members will be asked to do two things:

- to make exemplary commitments to providing volunteer tutors for America Reads from their own campuses; and
- to enlist a minimum of five other college or university presidents to make similar commitments.

One issue to be resolved is the specific nature of the commitments we expect members of the Steering Committee to make. Our current thinking is that members should be asked to:

- Commit to working toward a target of up to 50% of new work-study slots for America Reads
- Commit to a specific campus-wide mobilization (students, faculty and staff), over and above the work-study commitment, to America Reads. We are not able to specify this any further, in terms of absolute numbers of percentages of participation on a campus basis.

Honor Roll (or Committee of 50 or 100 College Presidents for America Reads)

We envision the Honor Roll/Committee as the means to recognize the commitments made by both the Steering Committee members and the additional college presidents they bring into the process. The target number for the honor roll/committee is fifty to one hundred college presidents by the time of a State of the Union announcement.

We believe we must involve the Steering Committee in determining the exact commitment necessary to be added to the Committee of 100, given their need to sell the initiative. Some options for criteria include:

- . 50% of new work-study slots committed to community service, and
- . a substantial (and to be specified) portion of those work-study slots designated for America Reads and
- . a larger commitment to mobilize the campus beyond work study for America Reads

What is being measured?

There needs to be a common metric for "counting" the commitments made by Steering Committee and Honor Roll members, so we can have something clear, concrete and sizeable for the President to point to during the State of the Union or other announcement time. We believe that the Steering Committee members must be part of the process of determining this metric; in fact, it is one of the committee's first tasks. Measurement options we have considered include:

- . Number of new (or total) work-study slots going to preK-4 literacy programs
- . percentage increase in campus involvement in literacy programs (in terms of numbers of tutors, numbers of tutor-hours, etc.)
- . total number of additional campus volunteers
- . total number of tutoring hours dedicated to America Reads (this would produce the highest figure of all the options)

Other issues:

The committee could, if inclined, take up other issues related to helping mobilize college tutors, such as:

- . connecting community groups with universities;
- . the need for putting together a guide book or other tangible information on starting a reading-tutoring program from a campus perspective;
- . methods to minimize the barriers for campuses to use work study slots for community groups

Moving Forward: Next Steps

We need to quickly:

- . Finalize the list of who we will recruit for the Steering Committee. Terry and Susan are consulting with their colleagues to narrow down the final list. You should indicate any of those on or off the attached list you want

to make sure we include. We will finalize this list on Monday.

- . **Contact potential members and form Steering Committee.** We are in agreement that there should be a letter to the potential members from the White House ASAP (from POTUS, or perhaps the Chief of Staff, Laura Tyson or yourself). The letter will be followed up immediately by a phone call, with the calls probably divided up between WH, ED and CNS staff. The Committee should be formed by Dec. 13.
- . **A conference call with the committee.** We will send the committee members a brief memo laying out the initial issues we think they need to address, and hold a conference call to work through them. The call should occur during the week of Dec. 16.
- . **Develop a roll out plan and timeline for higher education initiatives for America Reads, including:**
 - . Announcement of formation of the Steering Committee
 - . Ongoing interaction with and support to the committee
 - . Setting deadline for securing written pledges for college/university president's
 - . State of the Union Announcement
 - . Photo-op with President for Steering Committee members

POSSIBLE STEERING COMMITTEE MEMBERS

Priority List:

Robert Corrigan
President
San Francisco State University
(suggested chair)

Has already committed work-study slots,
generated commitments already from all 23
CSU system campuses

Tom Cole
Clark Atlanta University

He has already committed new work-study slots
to America Reads; HBCU

Delores Cross
Chicago State

State school, urban environment, older, minority
student population

T. Sandy D'Alemberte
Florida State University

Large public university, and Governor Chiles has
already committed to advancing work-study

George Dennison
University of Montana

On Compact Executive Cmte., and Chair
Montana State Commission on National Service

John DiBiaggio
Tufts University

He has credibility with private and land
grant universities; chairs coalition of 32 Mass.
colleges and universities

E. Gordon Gee
Ohio State University

Large, midwestern institution

Vartan Gregorian
Brown University

He would have influence with private
universities

Augusta Souza Kappner
Bank Street College of Education

A small, graduate level institution with a terrific
president

Eamon M. Kelly
Tulane University

Southern private university; strong Clinton
supporter

Brit Kerwin
University of Maryland, College Park

Has already committed work-study slots,
willing to liaise with other land grants

Byron McClenney
Community College of Denver

A dynamic president of a community college

Barry Munitz
Chancellor, California State University System

He is advocating this in the CSU system,
and he is the current chair of ACE

Diana S. Natalicio
University of Texas at El Paso

Largely Hispanic serving public university

Leo O'Donovan
Georgetown University

He is close to the President and would have
clout with private and Catholic universities

L. Jay Oliva

The largest private university in country, and he

New York University

teaches a course in community service

Eduardo Padron
Miami Dade Community College

One of largest community colleges with
excellent community service program

Judith A. Ramaley
Portland State University

She's on Compact Executive Cmte., and she is very
committed to community service

Judith Rodin
University of Pennsylvania

Has expressed interest to White House; excellent
community service program.

Ted Saunders
Southern Illinois University at Carbondale

Formerly with US Department of Education

Other Names:

Johnetta Cole
Spelman College

While she would be great, she is scheduled to leave
her position

Lois B. DeFleur
State University of New York at Binghamton

Incoming chair of ACE board

John D. Eshelman
Seattle University

Catholic university, Pacific Northwest

Norman C. Francis
Xavier University of Louisiana

Private, Catholic university in South; leader in
HBCU network

Juliet V. Garcia
University of Texas at Brownsville

Dynamic leader of largely Hispanic public
university

Claire Gaudiani
Connecticut College

Small, private liberal arts institution, former
chair of Campus Compact

Donald N. Langenberg
University of Maryland System

He is already working with Brit Kerwin on using
work-study throughout the Maryland system

Carl V. Patton
Georgia State University

Large land grant university in South

John H. Reinke
Loyola University of Chicago

Strong leader; Catholic institution

Arthur K. Smith
University of Utah

Excellent community service program

H. Patrick Swygert
Howard University

The Howard name would carry a lot of clout with
HBCUs

Education Association Presidents:

James Appleberry
ASCU

William Gray
UNCF

Stan Ikenberry
ACE

Peter McGrath
NASULGC

Frank Newman
Education Commission of the States

Frank Newman has written about this for years

David Pierce
American Association of Community Colleges

While he's an association president, he may be a
useful link to community colleges

David Warren
National Association of Independent Colleges
and Universities

~~TIMELINE~~ Possible Activities

December:

- **Presidential invitation for Steering Committee:** We have an expanded list of potential Steering Committee members for the President to approach. The list covers all areas geographically, and has representatives from all sectors. We believe these presidents should be approached first through a White House letter of invitation (next week), the deadline for response of which would be the end of next week. The week thereafter, we would schedule an initial conference call to brief the new members.

- **White House Announcement of Steering Committee:** Because the holiday period is very slow for news from the White House, we are more likely to generate press interest by announcing the formation of the Steering Committee for Work-Study/America Reads during this time.

Letter from POTUS: College and university president would receive a letter from the President asking for their help on this initiative. (copy sent to Gene from Steve Waldman on December 23);

Wofford/Riley/Corrigan visits to education associations: Robert Corrigan from San Francisco State University has agreed to visit Washington in December to meet with associations of colleges and universities to ask for support on this initiative.

• **Develop Wofford/Riley joint op ed:** We are working on a boilerplate op ed piece which we would like to have CEO Wofford and Secretary Riley byline for national press. We could also give Steering Committee members the same boilerplate to use in their own regional or local press. In addition, we would like to place an op ed in the national education press, such as the *Chronicle*.

January:

- **Steering committee solicitations:** During the period leading up to the Inaugural, the Steering Committee would need to be briefed and be in the process of bringing in new members. (Comm. size of 50 (or 100))
- **Inaugural Week event: America Reads Day:** Given that the pre-Inaugural festivities will not last an entire week, it may be difficult to get the White House and Inaugural Committee to designate a specific America Reads Day. However there may be some press opportunities to draw attention to literacy programs, the Steering Committee for America Reads.
- **Inaugural Address:** While the Inaugural speech focuses on broad themes, there may be a chance to bring up the Martin Luther King Day community service activities being carried out by AmeriCorps nationwide. Many of these programs have a literacy theme and could be cited.
- **State of the Union Address:** The State of the Union speech may be a good opportunity for anecdotes on commitments to work-study in America Reads, as well as other groups which have volunteered large scale support for America Reads.

February:

- **ACE Secretariat meeting:** The ACE has its monthly Secretariat meeting on February 4. We would like to have Harris Wofford and Secretary Riley address the audience on work-study and community service.
- **ACE Annual Meeting/Campus Compact Meeting:** The President spoke at the ACE meeting two years ago in San Francisco, and this year's meeting takes place in Washington on February 23 - 25. It's likely that the President has already been invited to speak. The Campus Compact meeting follows

NOTE:
will L. has
ready written
1/ the
large presidents
at work study/
community service/
America Reads

and on the President's overall higher education agenda in particular
Higher Scholarship and
\$10,000 Deduction
for College
on not only workstudy/America Reads, but
the President's
broader higher
education
agenda
as well.

entire higher education agenda including
America Reads
Community Service
Higher Scholarship
\$10,000 Deduction
and Pell, TRIO
Workstudy