

To: Jason Goldberg

FR: Mike Cohen
456-5575

3 pages attached

Sources for Counts

Counts of Students Served by Title I

The U.S. Department of Education Budget Office estimates that between 6.7 and 7 million students annually did or will receive Title I services between 1995 and 1997. The estimate is based on a calculation of the annual Title I allocation divided by an estimate of the average federal cost per pupil served by the program. (U.S. Department of Education. (1997). *Justifications of Appropriation Estimates to the Congress—Fiscal Year 1997, Volume I*, p. B-23.)

Establishing a better estimate of the program will not be possible until counts of students served in 1995-96 (the first year of Title I implementation) are available.

Counts of Students and Percent of Districts Served by SDFSCA

The estimates of 40 million students and 97 percent of school districts derive from the State biennial reports to the Safe and Drug-Free Schools and Communities Act program compiled by the Research Triangle Institute for the Department. The estimates are based on state reports of students receiving both direct and indirect services. While the data refer to the antecedent program, they would apply as well to the current program. (Research Triangle Institute, *Characteristics of DFSCA State and Local Programs: Summary of the 1991-1993 State Biennial Performance Reports* (1995), p.4-1)

CHARACTERISTICS OF DFSCA STATE AND LOCAL PROGRAMS

Summary of the 1991-93 State Biennial Performance Reports

Draft Report

July 1995

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Chapter 4

Summary and Conclusions

In this chapter we briefly summarize the findings from the third biennial state surveys and conclude with a few broad observations on the status of the DFSCA program. We first review key results of the SEA and Governors' program surveys to provide a general description of DFSCA program operations during 1991-93.

State and Local Education Agency DFSCA Programs

- Nearly all school districts in the nation (97 percent) participated in the program in 1992-93.
- Approximately 40 million students received direct services from state and local DFSCA programs in 1992-93, including 92 percent of public school students and 60 percent of private school students.
- The populations most often targeted for services by local programs include students in general (85 percent), teachers and other school staff (66 percent) and parents (57 percent).
- The number and percentage of district programs that directly involved parents and law enforcement agencies increased significantly over the last six years.
- Student instruction, student assistance programs, teacher and staff training, and curriculum development/acquisition continued to form the foundation of local AOD prevention programs.
- State administrative expenses associated with SEA programs increased 16 percent from 1990-91 to 1992-93; nevertheless, states spent less than five percent of their base allocation on administration during the last two years.
- Nearly all SEAs involve in their DFSCA programs state level agencies responsible for alcohol and drug abuse prevention, law enforcement agencies, and health or mental health agencies.
- A substantial majority of state and local education agencies have already initiated violence prevention activities in the schools.

DEPARTMENT OF EDUCATION

**Justifications of Appropriation Estimates
to the Congress**



Fiscal Year 1997

VOLUME I

EDUCATION FOR THE DISADVANTAGED**Grants to local educational agencies****IMPACT DATA (\$ in 000s)**

	1995	1996	1997
State allocations:			
Average award	\$127,500	\$127,500	\$133,269
Range of awards	\$14,700 -	\$14,700 -	\$15,712 -
	\$717,100	\$717,100	\$778,448
BIA and Outlying Areas set-aside	\$66,984	\$66,984	\$71,610
Number of counties eligible for:			
Basic Grants	3,135	3,135	3,135
Concentration Grants	2,069	2,069	2,069
Targeted Grants	0	0	3,135
Number of schools eligible for schoolwide projects	13,500	21,900	21,900
Number of students served	6,700,000 -	6,700,000 -	6,700,000 -
	7,000,000	7,000,000	7,000,000
Average Federal cost per pupil (whole dollars)	\$950 -	\$950 -	\$950 -
	1,000	1,000	1,000

Note : The most recent participation data reported by States indicate that, in the 1993-94 school year, approximately 6.6 million children received Title I services.

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

FOR RELEASE
August 22, 1996

Contact: David Frank
(202) 401-3026

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
REGARDING THE ALABAMA STATE BOARD OF EDUCATION
VOTE TO PARTICIPATE IN GOALS 2000**

I am pleased to see that Alabama has joined the 48 other states that are using Goals 2000 funds to help raise standards for student achievement. The people of Alabama have spoken and Alabama's leaders have listened.

Since the state board of education has voted today to receive Goals 2000 support, school districts across Alabama will have the opportunity to put into action their blueprints for school improvement that capitalize on educational technology.

In 48 states businesses, communities, parents and school officials can attest to the difference Goals 2000 is making to advance local school improvement. While in Alabama the focus is on using educational technology to improve teaching and learning, other states are using Goals 2000 support for their own priorities. Mississippi is focusing on teacher professional development, Georgia is using their funds to hold public hearings across the state to increase community involvement in developing the state's school improvement plan, Kentucky is focusing on family involvement, and Texas is making reading skills priority #1. That is for each state to decide. I applaud the efforts of Alabama and 48 other states to build Goals 2000 support into local efforts to improve education for every child.

Alabama applied for \$1.6 million in fiscal year 1994 and that money is still available for the state to use. In addition, nearly \$5.7 million in fiscal year 1996 funds is now available.

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NOTE TO EDITORS:

Virginia is now the only state not taking advantage of Goals 2000 support.



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President Clinton's “America Reads” Challenge

August 27, 1996

President Clinton's “America Reads” Challenge

PROPOSAL DESCRIPTION

I. 1-Page New Initiative Summary

**Page
1**

II. 4-Page Detailed Background on the New Initiative

2-5

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 \$2.450 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.
 - **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."

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|---|

- 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.

- 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

	<u>Pages</u>
I. Why American Needs a Child-Reading Initiative	6-7
II. Evidence that Tutoring Works	8
III. Evidence that Parent Tutoring Makes a Difference	9-10
IV. President Clinton's Head Start Expansion	11
V. Examples of Child Literacy Tutoring Programs	12-16
VI. Examples of Parents as First Teachers Programs	17-19

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, Keven 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 Farkas, Jim Fischer, Keven Vicknair, Ralph Doshier, Can All Children Learn To Read At Grade-Level By The End of Third Grade?, September 20, 1995]

- **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.]

PARENTS AS FIRST TEACHERS 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 (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.

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 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 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, 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.

NOTE TO GENE SPERLING

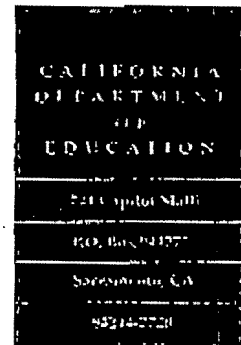
Attached is documentation of California's use of Goals 2000 funds for its early reading initiative. PLEASE REMEMBER THAT THIS IS A DELAINE EASTIN INITIATIVE MORE THAN A PETE WILSON INITIATIVE. TO THE EXTENT POSSIBLE, ASK POTUS TO CREDIT BOTH, NOT JUST WILSON. Otherwise, we will hear from Delaine first thing Thursday morning, if not sooner.

Also attached is documentation of Texas' use of Goals 2000 funds for its early reading initiative, Gov. Bush's Academics 2000 program.

Mike Cohen



DELAINE EASTIN
State Superintendent of Public Instruction



CALIFORNIA GOALS 2000 FACT SHEET

Goals 2000 funds are being used in California to support the California Reading Initiative. Both state and local planning are focusing first on literacy but are part of our overall strategy for educational improvement. Along with the development of content and performance standards, an assessment system, and improved systems of governance and accountability, the improvement of instructional delivery in reading will enhance educational performance across the state.

Specifically, \$33.9 million of Goals 2000 funds are being used for the following purposes in California:

- o to support professional development in reading for teachers in grades kindergarten through three in over 900 school districts
- o in partnership with teacher colleges and universities to enhance the preparation of beginning teachers in the area of reading
- o to develop an instruction skill assessment for practicing teachers
- o to develop and distribute a series of reading documents to guide schools in the implementation of a balanced approach to the teaching of reading

Additional Goals 2000 funds support continuing efforts of 169 consortia (representing 227 districts) to implement local Goals 2000 plans to teach to high standards.



TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES
COMMISSIONER OF EDUCATION

April 18, 1996

To the Administrator Addressed:

This Request for Applications provides school districts and cooperatives of school districts an opportunity to apply for funds under the Texas *Academics 2000* initiative. *Academics 2000* is the state initiative funded under public law 103-227, the Goals 2000: Educate America Act.

School districts, cooperatives of school districts, and school districts working in collaboration with other education and community institutions may participate in the *Academics 2000* initiative. A school district must serve as the fiscal agent for this grant, with the exception that an education service center may serve as the fiscal agent for a cooperative of rural school districts.

The primary objective of this *Academics 2000* application will be to ensure that all fourth grade students are fully proficient in reading. Applicants are encouraged to focus on students reading below grade level and to consider such approaches as prekindergarten through fourth grade vertical teaming. The emphasis of this initiative is on improving early childhood and elementary education in reading, prekindergarten through grade four, through district and campus planning and educator preservice training and professional development. The State Board of Education stipulates that activities funded with *Academics 2000* grants must be limited to activities promoting instructional and academic improvement in the areas of early childhood and elementary reading, English language arts, mathematics, social studies and science.

The *Academics 2000* initiative will fund three activities:

- (1) **Local Improvement**—planning for district and campus improvement and implementing individual school improvement initiatives in reading;
- (2) **Professional Development**—supporting sustained and intensive high-quality educator professional development activities focused on ensuring that all early childhood and elementary educators have the skills and knowledge needed for all of their students to achieve high standards in reading; and
- (3) **Preservice Education**—improving early childhood and elementary preservice teacher and administrator education programs in reading.

For more information about the *Academics 2000* initiative, contact Peggy Mays in the Division of Curriculum and Professional Development, at (512) 463-9315.

Sincerely yours,

Mike Moses
Commissioner of Education