

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. note	Handwritten not (partial) (1 page)	n.d.	P6/b(6)
002. biography	Re: Shannon Bryant and Aaron Lieberman (partial) (1 page)	n.d.	P6/b(6)
003. biography	Re: Shannon Bryant and Aaron Lieberman (partial) (1 page)	n.d.	P6/b(6)
004. list	Security List (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 17160

FOLDER TITLE:

Jumpstart

2012-0160-S

ry1219

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

JUMPSTART



37 Temple Place
Boston, MA 02111-1305

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THE WHITE HOUSE
WASHINGTON

Shannon Bryant

617 493-5550

Jordan Meram - Jansat

617 542-5867

P6(b)(6)

(b)

[001]

Ann

617 542-5867

x11

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JUMPSTART



Shannon Bryant is a sophomore at Harvard University and returns to Jumpstart as a team leader for the 1996-1997 program year. Shannon graduated from North Little Rock High School in 1995 and is the son of Leroy Bryant, Executive Director of A New Beginning, Inc., which is a Little Rock non-profit that works with the USDA to help provide meals for young children attending family day care. As a preschooler, Shannon attended Head Start and credits his experience with the program as vital to his later educational success. Shannon served as a Jumpstart Corps member by participating in the federal-work study program. The federal work-study program's 5% set-aside for off campus job placements allowed Shannon to serve as a Jumpstart corps member instead of shelving books in the library or washing dishes in the dining hall.

DOB:

ss#

P6/(b)(6)

[002]

Aaron Lieberman is the Executive Director of Jumpstart. Aaron is a graduate of Yale University and is a former Head Start teacher at the South End Head Start in Boston. He also holds a Child Development Associate Credential from the Council on Early Childhood Recognition in Washington, DC. In the spring of 1995, Aaron was selected as an Echoing Green Foundation Community Service Fellow and founded Jumpstart as its own non-profit organization.

DOB:

ss#

P6/(b)(6)

P6/(b)(6)

→ SHANNON'S DOB:

P6/(b)(6)

HE HAS LIVED IN LITTLE ROCK FOR
THE PAST 10 YEARS.

JUMPSTART



FAX COVER

TO: MIKE COHEN

FAX #: 202-456-7028

DATE: 9/30/96

FROM: AARON

OF PAGES

(INCLUDING COVER):

2

NOTES:

I will FAX SHANNON'S
D.O.B. AS SOON AS I
HEAR FROM HIM.

-AARON

JUMPSTART



FAX COVER

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DOB: [REDACTED]

ss#: [REDACTED]

JUMPSTART



Mr. Mike Cohen
The Domestic Policy Council
Old Executive Office Bldg. Rm 218
Washington, DC 20502

October 2, 1996

Dear Mike:

It was a pleasure meeting you in the Vice-President's office on September 18th. We were excited to have the opportunity to speak to so many interested people about Jumpstart and Read Boston. The Administration's focus on moving forward with America Reads inspires us to rededicate ourselves to our own work with the hope that someday soon we will be part of a nation-wide movement to ensure that every child can read by end of the third grade. I also want to update you on some exciting developments at Jumpstart and outline the writing we are working on based on our meeting in DC.

FUTURE TEACHERS INSTITUTE FALL 1996

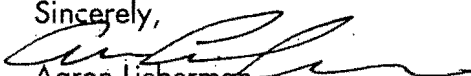
This past weekend, we held our third annual Future Teachers Institute, Jumpstart's program-wide training retreat. Over 150 Corps members spent the entire weekend engaged in learning and team-building activities led by early childhood professionals from across the country. One of the many inspiring quotes gleaned from our weekend evaluations: "I blew bubbles, painted with food coloring on wax paper, and I learned more this weekend than I have the entire month I've been in school." The Future Teachers weekend represents the beginning of each Corps members' two-year commitment to Jumpstart. At the end of their term of service, Corps member will have spent more than 100,000 hours working to help young children enter school prepared to succeed.

DC NEXT STEPS

At the conclusion of our meeting in Washington, DC, Gene Sperling and Nancy Hoit asked both Jumpstart and Read Boston to prepare memos outlining the qualities and structure of programs that America Reads could support, as well as identifying any federal programs or resources already in existence that might facilitate these initiatives. We are working on our recommendations, and plan to highlight both the federal-work study program and AmeriCorps as existing resources that could be used in a new way in the America Reads framework.

Please do not hesitate to call if you have suggestions or ideas concerning Jumpstart and how we can be helpful to you as America Reads moves forward. Thank you again for your time on the 18th -- it truly was inspirational to see so many people excited about the incredible opportunity presented by America Reads.

Sincerely,


Aaron Lieberman
Executive Director

**PHOTOCOPY
PRESERVATION**

WE'RE STILL WAITING FOR THAT TRIP
TO THE ROSE GARDEN ☺

"AMERICA READS", "READ BOSTON", "JUMPSTART"

AGENDA FOR PROGRAM DISCUSSION

Vice President's Ceremonial Office

10:00-11:00 AM Wednesday, September 18, 1996

- | | |
|--|--------------------|
| I. Welcome and Introductions | 10:00-10:05 |
| II. Introduction to Read Boston Rick Weissbourd and Margaret Williams | 10:05-10:08 |
| III. Non-traditional settings for literacy learning | 10:08-10:13 |
| IV. Introduction to JumpStart Aaron Lieberman | 10:13-10:18 |
| V. JumpStart Mother | 10:18-10:21 |
| VI. JumpStart Mentor | 10:21-10:24 |
| VII. General Discussion | |
| <ul style="list-style-type: none">• Opportunities for success...barriers to success• Helpful Strategies• Essential Principles• Relationship to America Reads and Read/Write/Now | |



Thomas M. Menino, Mayor

EXECUTIVE SUMMARY

DEFINING THE NEED

It is a startling fact that in Boston, the "Athens of America," up to 50% of third grade children do not read at grade level by the end of third grade. Third grade is a critical juncture in a child's education. *Until third grade, a child learns to read. At the end of third grade, a child reads to learn.* It is also well documented that limited literacy, and its relation to school failure, is an extremely accurate indicator of such negative outcomes as juvenile delinquency, teen pregnancy, and future underemployment.

MISSION

Read Boston's mission is to ensure that all Boston's children will be fluent readers by the end of third grade. The effort will take place over a span of ten years and will involve creating a multi-sector, multi-level partnership effort dedicated to achieving this goal. Read Boston's role is to set goals, help jump-start a coordinated effort, and galvanize the community into action.

ORGANIZATION

Read Boston works beyond the boundaries of any one program to strengthen and enhance all early literacy efforts in the city. As an umbrella agency, Read Boston creates common ground for people and organizations to discuss the issues and target their actions in a more strategic and coordinated way. Over 50 organizations have already joined the partnership in addition to the Boston Public Schools, the Library, and major early childhood providers. Read Boston has already been incorporated into the newly released school reform plan which targets literacy as a primary focus in the near term.

KEY STRATEGIES AND TACTICS

Read Boston will focus its efforts in the following five areas which it considers vital to achieve the vision. They are: (1) support and involve parents and families; (2) promote and monitor best practices in home, child care, pre-school and school settings; (3) mobilize community resources; (4) influence policy; and (5) measure progress and publicize results.

ReadBoston

Every Word Counts

43 Hawkins Street

Boston, MA 02111

617/635.7840

Fax: 617/635.4559

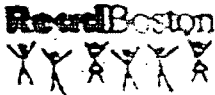
The tactics which support the key strategies include:



Increase Public Awareness

Increasing public awareness and understanding, as well as involvement, in early literacy is a major element of Read Boston. The education campaign will consist of broad reach media efforts as well as targeted programs to families of young children.

Thomas M. Menino, Mayor



every word counts

43 Hawkins Street

Boston, MA 02114

517/535.READ

Fax: 517/535.4555

Mobilize Community Support

Read Boston is, at its core, a call to action to the entire community. Opportunities for involvement will include city-wide initiatives as well as neighborhood based efforts. Large scale programs will include annual book drives, volunteer recruitment efforts, and fund raising campaigns. Neighborhood level activity consists of in-depth work with agencies that deal with young children and families to help bring literacy to the forefront of their program focus.

Strengthen Knowledge Base

Read Boston will provide centralized information and technical assistance about early literacy. As the information hub, Read Boston will promote collaboration between partner agencies as well as provide expertise to improve program content. As part of this function, Read Boston will produce a wide range of information including: research materials, provider workshops, forums, and consulting help as well as on-line communication systems for the campaign.

Focus on Achieving Results

Read Boston will also develop assessment methods for the campaign to mark progress along the way to the ten year goal. Because the campaign is about children's progress towards third grade reading, benchmarks will take into account the number of people and organizations taking part in early childhood efforts as well as more individualized measures of student progress in the school system. To complement the more traditional, aggregated "bell-curve" methodologies used by the city schools, Read Boston will promote the use of "performance based" technologies which measures incremental progress by individual students.

GOALS FOR 1996-97

In this formative stage, Read Boston's 3 primary goals for its first 18 months are: (1) establish a public identity; (2) begin community awareness and education through a broad based information campaign; and (3) get books to children and families and resources to caregivers. A roll-out plan which details size and scope of activity can be made available as we move forward.



JUMPSTART

builds...

SCHOOL SUCCESS

College students who serve as part-time Jumpstart Corps members work one-on-one during the school year with young children who are struggling in preschool. During the summer, Corps members teach in teams with a mentor teacher in preschool classrooms each with 16 children. Jumpstart corps members strive to help every child in Jumpstart develop the skills all children need to succeed in school.



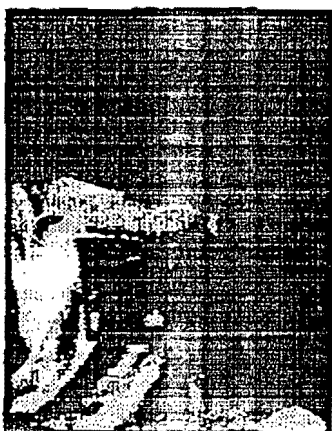
FAMILY INVOLVEMENT

Jumpstart views families as partners in building school readiness skills with young children. Every Jumpstart Corps member works to actively increase the involvement of family members in the education of their young children.



FUTURE TEACHERS

Jumpstart helps Corps members develop the skills they need to positively impact a young child's life through our Future Teachers training program. Future Teachers is designed to develop new leaders prepared to face the challenge of providing quality early childhood education for all children. Jumpstart encourages Corps members to pursue careers in the field of early childhood education.



Over the next two years, give us 900 hours of your time, and we will give you the chance to make a difference in the life of a young child.

Jumpstart is a proud member of the AmeriCorps National Service network. Corps members receive a living stipend AND an educational award upon completion of their term of service. WORK STUDY ENCOURAGED TO APPLY.



call 542-JUMP x2 for more info or visit our website at www.jumpstart.org



JUMPSTART



Organizational History

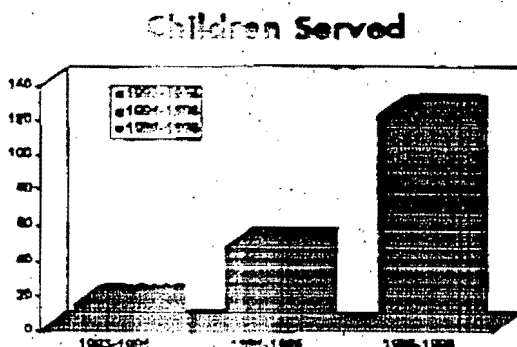
Jumpstart began in January of 1994 when 15 university students began working with 15 preschoolers who were struggling in preschool at the Zigler Head Start Center. The Jumpstart counselors worked one-on-one with their assigned children to teach and reinforce the basic academic and social skills all children need to succeed in preschool and beyond. The counselors also met with the children's teachers and family to provide an integrated effort to help the children enter first grade **ready to learn**.

Almost immediately, it was clear that the program was having a **real impact** on the lives of the counselors and the children with whom they worked. The teaching staff at the Head Start Center reported that **100%** of the children enrolled in Jumpstart

improved in both classroom behavior as well as skill level at crucial pre-academic tasks. Every Jumpstart counselor attended every scheduled Jumpstart session for his or her team, and over 80% of the original counselor group returned to work for a second year in the program.

Jumpstart's initial success prompted aggressive expansion during the 1994-1995 school year. A replication project was begun in Boston, and Jumpstart expanded to work with

40 students in New Haven. In June of 1995, Jumpstart opened its program office in downtown Boston to coordinate all Jumpstart programs and identify and explore replication possibilities in different cities. During the 1995-1996 program year, Jumpstart will work with over **130 children** in three different Head Start programs.



Jumpstart wishes to thank the following organizations for their support

echoing green foundation

The Educational Foundation of America

The Ruth Batson Educational Foundation

A.P. Levin Real Estate

Smart Family Foundation

JUMPSTART



An innovative idea.

Young leaders, based on college campuses, can impact the lives of young children if given sufficient structure and support.

A unique approach.

In many community service programs university students perform remedial tutoring with school-age children. Jumpstart is unique in its approach of involving university students in the lives of preschool students as young as three years old.

A program that works.

Jumpstart helps young children who are struggling in preschool develop strengths in school readiness before more serious learning problems occur. Teachers and parents report that 100% of children enrolled in the program make demonstrable gains in school readiness.

What Jumpstart does:



SCHOOL SUCCESS

Jumpstart trains university students to work one-to-one with young children who are struggling in Head Start. Jumpstart counselors, supervised by a team leader, work in teams of eight, twice weekly in two hours sessions after the Head Start preschool day has ended.



PARENT PARTICIPATION

Jumpstart works to increase the involvement of parents in the education of their young children through home visits, support sessions, and collaborative school readiness planning meetings that help parents extend Jumpstart's impact into the home.



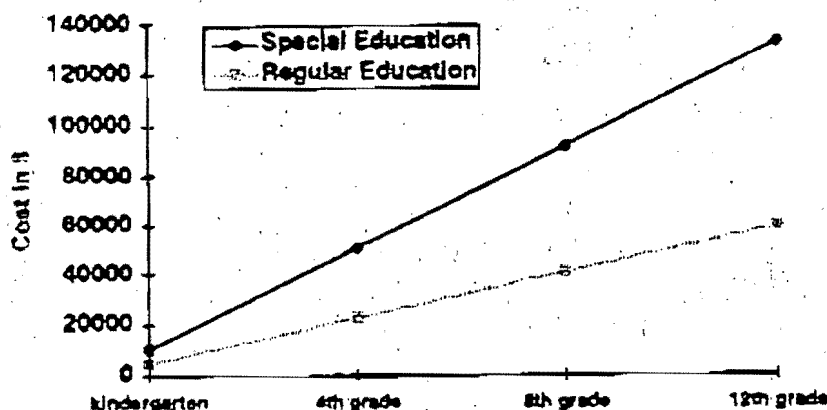
STAFF DEVELOPMENT

Jumpstart's weekly staff development sessions provide intense early childhood instruction. Through these meetings, students have the opportunity to obtain their Child Development Associate Credential, which will allow them to teach nation-wide in Head Start upon graduation.

JUMPSTART



Jumpstart saves money.



Cost per child for one year of elementary education in public school:

\$ 4,510*

Cost per child for one year of Special Education in public school:

\$ 10,147

Additional cost per year for one student in Special Education:

\$ 5,637

Additional cost over a 12 year academic career:

\$ 67,644

Savings to state and federal education funds if Jumpstart prevents just 4 children from requiring Special Education:

\$270,576

Jumpstart's Agency Budget (FY 1995):

\$244,000

Jumpstart leverages resources.

Jumpstart acquires resources totaling \$250,000 per year by using classroom space, supplies, and snack donated by Head Start and using work/study funds set aside by colleges. Thirteen Jumpstart Teams work out of Head Start classrooms, equipped at \$13,000 per room, after school when they are dormant. In addition, Head Start programs in Boston, Cambridge, and New Haven donate supplies and snack for every Jumpstart classroom session and special events. Jumpstart has attracted a diverse group of counselors in part because of work/study positions generously offered by Boston University, Harvard University, Wheelock College, and Yale University. Over one-third of Jumpstart counselor salaries are paid by the colleges which further allows college students who would normally be unable to participate in community service to serve as counselors in the program.

Jumpstart's strategy of helping young children who are struggling in preschool to develop strengths in school readiness before more serious learning problems occur is a smart investment.

* Figures based on information provided by Boston Public Schools (1993-4 school year).

Yale University

Department of Psychology
P.O. Box 308305
New Haven, Connecticut 06520-8305

Campus address:
3 Hillhouse Avenue

March 26, 1996

To Whom it May Concern:

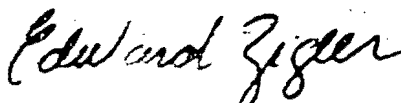
I have been very impressed by the Jumpstart program and its mission of offering individual attention to Head Start children who are struggling in the preschool setting. We know what happens to children who are allowed to fall in preschool: the potential outcomes they confront are daunting: increased placement in special education, increased likelihood of grade retention and, most seriously of all, higher rates of delinquency (often a precursor to later criminality). I believe the one-to-one attention and intensive tutoring Jumpstart offers these children can help reduce developmental risk factors and prepare the children to enter school ready to learn.

Jumpstart complements Head Start in two distinct areas. First, the program provides intensive services to young children at an extremely low cost. Second, Jumpstart serves as a stabilizing factor to help the Head Start children make the transition into public school. For these reasons I believe Jumpstart has the potential to be a valuable addition to any Head Start Program.

Jumpstart also provides an invaluable experience for the college students who work in the program. By placing young, motivated students as workers in Head Start centers, the entire Head Start program stands to gain. Once these young people have seen how Head Start works, some of them will certainly go on to work in early education after graduation, and all of them will have a better understanding of both Head Start and the community it serves. Both of these outcomes are beneficial to the entire Head Start program.

For all of the above reasons, I support the Jumpstart program as a model with the potential for national replication, and I look forward to seeing the results of the current evaluation of the project.

Sincerely,



Edward Zigler, Ph.D.
Sterling Professor of Psychology

EZ/sd

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Mike

SECURITY LIST

9/17 3:30 PM

Faith Wohl

P6/(b)(6)

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[004]

Gail Batt

Alene (Arlie) Hochschild

P6/(b)(6)

Francene Sussner Rodgers

P6/(b)(6)

P6/(b)(6)

9/18 9 AM

Faith Wohl

P6/(b)(6)

P6/(b)(6)

9/18 10 AM

DEPARTMENT OF EDUCATION

Susan Thompson Hoffman

P6/(b)(6)

Adriana de Kanter

Jessica Levin

Terry Peterson

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DEPARTMENT OF HEALTH AND HUMAN SERVICES

Gilda Lambert

Helen Taylor

Dan Williams

P6/(b)(6)

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"READ BOSTON"

Rick Weissbourd

Margaret Williams

???

P6/(b)(6)

P6/(b)(6)

"JUMPSTART"

Jordan Meranis

Aaron Lieberman

Gloria Morales

???

???



Thomas M. Menino, Mayor

EXECUTIVE SUMMARY

DEFINING THE NEED

It is a startling fact that in Boston, the "Athens of America," up to 50% of third grade children do not read at grade level by the end of third grade. Third grade is a critical juncture in a child's education. *Until third grade, a child learns to read. At the end of third grade, a child reads to learn.* It is also well documented that limited literacy, and its relation to school failure, is an extremely accurate indicator of such negative outcomes as juvenile delinquency, teen pregnancy, and future underemployment.

MISSION

Read Boston's mission is to ensure that all Boston's children will be fluent readers by the end of third grade. The effort will take place over a span of ten years and will involve creating a multi-sector, multi-level partnership effort dedicated to achieving this goal. Read Boston's role is to set goals, help jump-start a coordinated effort, and galvanize the community into action.

ORGANIZATION

Read Boston works beyond the boundaries of any one program to strengthen and enhance all early literacy efforts in the city. As an umbrella agency, Read Boston creates common ground for people and organizations to discuss the issues and target their actions in a more strategic and coordinated way. Over 50 organizations have already joined the partnership in addition to the Boston Public Schools, the Library, and major early childhood providers. Read Boston has already been incorporated into the newly released school reform plan which targets literacy as a primary focus in the near term.

KEY STRATEGIES AND TACTICS

Read Boston will focus its efforts in the following five areas which it considers vital to achieve the vision. They are: (1) support and involve parents and families; (2) promote and monitor best practices in home, child care, pre-school and school settings; (3) mobilize community resources; (4) influence policy; and (5) measure progress and publicize results.

ReadBoston

Every Word Counts

43 Hawkins Street

Boston, MA 02111

617/635.9EAD

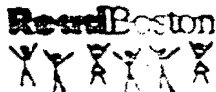
Fax: 617/635.4559

The tactics which support the key strategies include:



Increase Public Awareness

Increasing public awareness and understanding, as well as involvement, in early literacy is a major element of Read Boston. The education campaign will consist of broad reach media efforts as well as targeted programs to families of young children.



EVERY WORD COUNTS

43 Hawkins Street

Boston, MA 02114

517/535.READ

Fax: 517/535.4555

Mobilize Community Support

Read Boston is, at its core, a call to action to the entire community. Opportunities for involvement will include city-wide initiatives as well as neighborhood based efforts. Large scale programs will include annual book drives, volunteer recruitment efforts, and fund raising campaigns. Neighborhood level activity consists of in-depth work with agencies that deal with young children and families to help bring literacy to the forefront of their program focus.

Strengthen Knowledge Base

Read Boston will provide centralized information and technical assistance about early literacy. As the information hub, Read Boston will promote collaboration between partner agencies as well as provide expertise to improve program content. As part of this function, Read Boston will produce a wide range of information including: research materials, provider workshops, forums, and consulting help as well as on-line communication systems for the campaign.

Focus on Achieving Results

Read Boston will also develop assessment methods for the campaign to mark progress along the way to the ten year goal. Because the campaign is about children's progress towards third grade reading, benchmarks will take into account the number of people and organizations taking part in early childhood efforts as well as more individualized measures of student progress in the school system. To complement the more traditional, aggregated "bell-curve" methodologies used by the city schools, Read Boston will promote the use of "performance based" technologies which measures incremental progress by individual students.

GOALS FOR 1996-97

In this formative stage, Read Boston's 3 primary goals for its first 18 months are: (1) establish a public identity; (2) begin community awareness and education through a broad based information campaign; and (3) get books to children and families and resources to caregivers. A roll-out plan which details size and scope of activity can be made available as we move forward.

Our Mission

Mayor Thomas M. Menino, along with several community leaders, announced the ReadBoston campaign last year. ReadBoston's mission is to ensure that all Boston's children will be fluent readers by the end of third grade. The effort will take place over a span of ten years and will involve creating a multi-sector, multi-level partnership effort dedicated to achieving this goal.

ReadBoston's role is to create a culture of literacy throughout Boston. We will set goals, launch a coordinated effort, and galvanize the community into action.

Our Strategy

We will reach the goal by being customer driven. With children always as the central focus, ReadBoston is creating a seamless approach to literacy for children from birth to age eight. This can be accomplished by working on three fronts: early childhood, schools, and community.

Early Childhood Components

Large numbers of children are arriving at kindergarten without the basic competencies required for reading. For example, some kids don't know that books are read from left to right or are unable to connect text with illustrations. ReadBoston is about helping families and early childhood caregivers understand their roles in emergent literacy.

I. Enable Parents to Support their Children's Literacy Development

- Emphasize the importance of reading, telling stories and engaging in conversation.
- Provide guidance on important emerging literacy milestones.
- Give new parents books and other materials that create a literacy rich environment.

II. Enrich Literacy Activities in Preschool and Child Care Settings

- Assure that young children have a variety of experiences with both written and oral language.
- Provide training and materials to professionals that work with young children.

III. Promote Best Practices and High Standards

- Work to assure that early childhood settings are utilizing updated information on effective literacy practices and are adhering to high standards.

School Components

Through ReadBoston, 15 Boston public schools will adopt an approach to primary literacy this school year that involves a number of critical, interlocking elements. The number of schools participating will expand yearly until all school are included.

I. Focus on children

- Document kids who are not reading at grade level and give reasons for delayed reading.
- Track and assess these kids over time.
- Readjust interventions based on continual assessment.

II. Tutoring

- Provide tutoring at varying levels of intensity for kids who are falling behind.

III. Professional Development

- Conduct forums and training on new, effective literacy methods.
- Use coaching and team based approaches for improving teaching practices.

IV. Assessment

- Promote use of assessment instruments that give teachers and parents ongoing, useful information about children's literacy development.

V. Families as Partners

- Work with schools to engage families in supporting their children's literacy development.
- Increase parents' capacity to monitor and advocate for their children.

VI. Service Integration

- Work to integrate health and social services around specific problems that undermine children's capacity to read.

VII. Community Partnerships

- Involve business, universities, city agencies, and many other community organizations in promoting reading in school.

Community Components

ReadBoston is at its core, a call to action to the entire community. Opportunity for involvement consists of city-wide initiatives as well as neighborhood efforts.

I. Public Education

- Use media to highlight importance of literacy.
- Educate families and communities about the sequence of steps in literacy development.

II. Community Mobilization

- Work with a variety of local institutions and agencies to create settings which promote a culture of literacy.
- Recruit community members to actively engage with children through volunteer efforts.

III. Provide Literacy Resources

- Launch book drives and programs that get reading resources to communities and families.

Please send me more information about ReadBoston.

Name _____

Title _____

Organization _____

Address _____

City, State, Zip _____

Telephone _____

Fax _____



THE WHITE HOUSE
WASHINGTON

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The Bi

WEDNE

State sets a test for 3d grade reading

By Kate Zernike
GLOBE STAFF

MALDEN - Starting next spring, all third graders in Massachusetts public schools will have to take a standardized test to prove they can read at their grade level.

And if a lot of third graders in any one school system flunk the test, state education officials could use that as one reason to take control of the district.

"We keep talking about how reading is No. 1 in importance," Education Commissioner Robert V. Antonucci said yesterday after the state Board of Education established the test. "It's time we get serious."

The board will decide next month whether to order schools to hold back students who fail the test.

But board members do plan to use a high failure rate as one of the criteria in deciding whether to intervene in, and even take over, a school district, as allowed in the state's 1993 Education Reform Act.

"It would seem to me that if a school doesn't have 90 percent of its students reading by Grade 3, there's something deficient with that school," said board chairman John

NUCLEAR TEST BA



State education board sets a

■ READING TEST

Continued from Page A1

Although there are no statewide data on how many third graders now read at grade level, there are indications that the test will set a high bar for many public schools, especially urban ones. In Boston, for example, half of the third graders in 1995 read below grade level, according to the

city's own tests.

The unanimous vote to approve the test was the swiftest and most far-reaching action the board has taken since Gov. William F. Weld appointed Silber last year, and it reflected the former Boston University president's influence. Silber has repeatedly said that his primary goal as head of the state board is to have every child reading at the proper

level by the third grade, and he said it again yesterday.

"If a child is not reading by the third grade, the rest of school is going to be remedial," he said.

Having students read by their third full year of school has become something of a national consensus: Read Boston, a pet program of Mayor Thomas M. Menino, has that as its goal, as do similar programs in

\$12⁹⁵
PER MONTH

LOWEST MONTHLY RATE!



WEDNESDAY, SEPTEMBER 25, 1996

reading test for 3d graders

other cities. President Clinton promised to place it high on his second-term agenda last month when he accepted his party's nomination for reelection.

Until third grade, educators say, students are learning to read. After third grade, they are reading to learn, and any student who can't read falls fast and far behind in every subject.

Antonucci proposed the idea for the first time at yesterday's meeting, and Silber seized on it immediately, and so eagerly that he didn't even call a vote on it. Instead, he simply said it was a wonderful idea, and, scanning the faces of the other board members, said he didn't see any reason anyone could disagree with it. In fact, none did.

Board members also said that having a test next spring would send a message to schools, parents and

committed to the Education Reform Act, now in the third of its seven years. The \$2 billion act sets standards for what students should know and requires the state to test students in a range of subjects in Grades 4, 8 and 10 to make sure schools are meeting those standards.

Beginning in the year 2000, students will have to pass a final test to graduate from high school.

Even though the tests are being developed according to the schedule outlined in the education overhaul, Senate President Thomas F. Birmingham and others have complained the board is moving too slowly.

"I want to jump-start this," Antonucci said yesterday. "I think it sends a good message."

Unlike the tests in the upper grades, the third-grade reading test will not be customized to Massachusetts

a test already on the market.

The board will make that choice next month, and also will decide whether schools should hold back students who can't read, or simply provide them remedial help.

Silber asked that the test forms note a child's native language to identify bilingual students, and whether the child completed first or second grades at another school.

Silber also suggested yesterday that the board select three schools - one each from eastern, central and western Massachusetts - and track students' reading progress in the first, second and third grades. The schools would test the students at the end of each year to help state officials identify effective teaching methods.

He asked Antonucci to have a cost estimate on that measure.

EXECUTIVE OFFICE OF THE PRESIDENT

10-Sep-1996 11:41am

TO: cohen_m
TO: benami_j
TO: Beverly.Godwin
TO: Lisa.Mallory
TO: smartt_j

FROM: Nancy.Hoit

→ do

SUBJECT: America Reads

In the spirit of learning from the community level how to make policy effective, and in order to keep us all informed and build a team behind this important initiative, I suggest the following:

I have heard from both Rick Weissbourd at Harvard who is intimately involved in the community development process of "READ BOSTON" and who has worked with us for years on the Family Re-Union initiative, and Jordan Meranis at JUMPSTART whose models are just what the President was describing in his AMERICA READS initiative. JUMPSTART builds on Headstart to identify children at risk and work with them and their families utilizing students and Americorps volunteers. Both Rick and Jordan are authorities in the grassroots process of involving parents as first teachers, individualized tutoring and support of young children and their parents, building capacity in communities and mobilization of volunteers.

I've discussed the value of their input at length with Mike Cohen. I would like to schedule a meeting in the Ceremonial Office on 9/18 in the morning.(date and time still tentative...alternate possible date 9/26. I would suggest that we invite Mike Smith, Judy Wurtzel(if she hasn't just had her baby), Terry Peterson and Jessica Levin from Education, Steve Waldman from Americorps, leadership from HeadStart (who?), all of us, Gene Sperling, Bruce Reed, Greg Simon, Ken Apfel and possibly Skila Harris and Melanne Verveer.

The purpose of the meeting would be for all of us to learn first hand about, and to discuss the implementation process of, this concept at the community level. This meeting would be followed by a more in depth meeting at the Dept of Ed in which Rick and Jordan and their people could help the Department to flesh out plans for roll-out and implementation.

I have also suggested that the President's schedulers may want to consider a public event during his visit to Boston on 9/28 that highlights JumpStarts' kick-off of their new large Americorps grant, which could draw support and attention to America Reads and Americorps.

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② Q - Unus - in portal

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③ blht on chit
Scll?

LIST OF ATTENDEES FOR MEETING SEPTEMBER 18TH 10-11AM

Discussion on Fatherhood Issues: Hartford's Charter Oak Development

White House

Bruce Reed

Gene Sperling

Jeramy Ben-Ami

Jeanine Smartt

Mike Cohen

Vice President's Staff

Greg Simon

National Performance Review

Nancy Hoit

Beverly Godwin

Lisa Mallory

Billie Rollins

Department of Education

Susan Thompson Hoffman

Adriana de Kanter

Jessica Levin

Terry Peterson

Mark Johanes Mathabane

Department of Health and Human Services

Gilda Lambert

Helen Taylor

Dan Williams

"Read Boston"

Rick Weissbourd

Margaret Williams

"Jumpstart"

Jordan Meranus

Aaron Lieberman

Diane Morales

Shannon Bryant

Cherryle Brown

Corporation for National Service

Susan Stroud



JUMPSTART

builds...

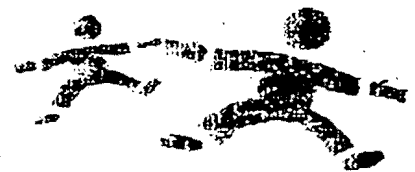
SCHOOL SUCCESS

College students who serve as part-time Jumpstart Corps members work one-on-one during the school year with young children who are struggling in preschool. During the summer, Corps members teach in teams with a mentor teacher in preschool classrooms each with 16 children. Jumpstart corps members strive to help every child in Jumpstart develop the skills all children need to succeed in school.



FAMILY INVOLVEMENT

Jumpstart views families as partners in building school readiness skills with young children. Every Jumpstart Corps member works to actively increase the involvement of family members in the education of their young children.



FUTURE TEACHERS

Jumpstart helps Corps members develop the skills they need to positively impact a young child's life through our Future Teachers training program. Future Teachers is designed to develop new leaders prepared to face the challenge of providing quality early childhood education for all children. Jumpstart encourages Corps members to pursue careers in the field of early childhood education.

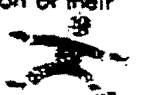


Over the next two years, give
us 900 hours of your time
and we will give you the
chance to make a difference in
the life of a young child.

Jumpstart is a proud member of the AmeriCorps National Service network. Corps members receive a living stipend AND an educational award upon completion of their term of service. WORK STUDY ENCOURAGED TO APPLY.



call 542-JUMP x2 for more info or
visit our website at www.jstart.org



JUMPSTART



Organizational History

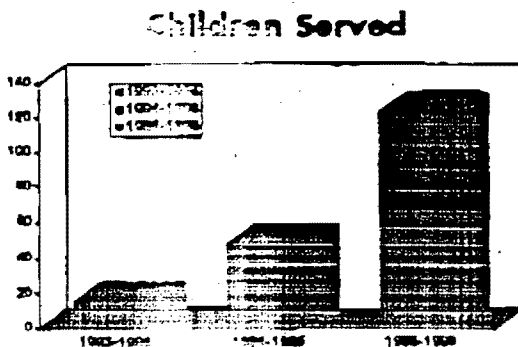
Jumpstart began in January of 1994 when 15 university students began working with 15 preschoolers who were struggling in preschool at the Zigler Head Start Center. The Jumpstart counselors worked one-on-one with their assigned children to teach and reinforce the basic academic and social skills all children need to succeed in preschool and beyond. The counselors also met with the children's teachers and family to provide an integrated effort to help the children enter first grade **ready to learn**.

Almost immediately, it was clear that the program was having a **real impact** on the lives of the counselors and the children with whom they worked. The teaching staff at the Head Start Center reported that **100% of the children** enrolled in Jumpstart

improved in both classroom behavior as well as skill level at crucial pre-academic tasks. Every Jumpstart counselor attended every scheduled Jumpstart session for his or her team, and over 80% of the original counselor group returned to work for a second year in the program.

Jumpstart's initial success prompted aggressive expansion during the 1994-1995 school year. A replication project was begun in Boston, and Jumpstart expanded to work with

40 students in New Haven. In June of 1995, Jumpstart opened its program office in downtown Boston to coordinate all Jumpstart programs and identify and explore replication possibilities in different cities. During the 1995-1996 program year, Jumpstart will work with over **130 children** in three different Head Start programs.



Jumpstart wishes to thank the following organizations for their support:

echoing green foundation

The Educational Foundation of America

The Ruth Batson Educational Foundation

A.P. Levin Real Estate

Smart Family Foundation

JUMPSTART



An innovative idea.

Young leaders, based on college campuses, can impact the lives of young children if given sufficient structure and support.

A unique approach.

In many community service programs university students perform remedial tutoring with school-age children. Jumpstart is unique in its approach of involving university students in the lives of preschool students as young as three years old.

A program that works.

Jumpstart helps young children who are struggling in preschool develop strengths in school readiness before more serious learning problems occur. Teachers and parents report that 100% of children enrolled in the program make demonstrable gains in school readiness.

What Jumpstart does:



SCHOOL SUCCESS

Jumpstart trains university students to work one-to-one with young children who are struggling in Head Start. Jumpstart counselors, supervised by a team leader, work in teams of eight, twice weekly in two hours sessions after the Head Start preschool day has ended.



PARENT PARTICIPATION

Jumpstart works to increase the involvement of parents in the education of their young children through home visits, support sessions, and collaborative school readiness planning meetings that help parents extend Jumpstart's impact into the home.



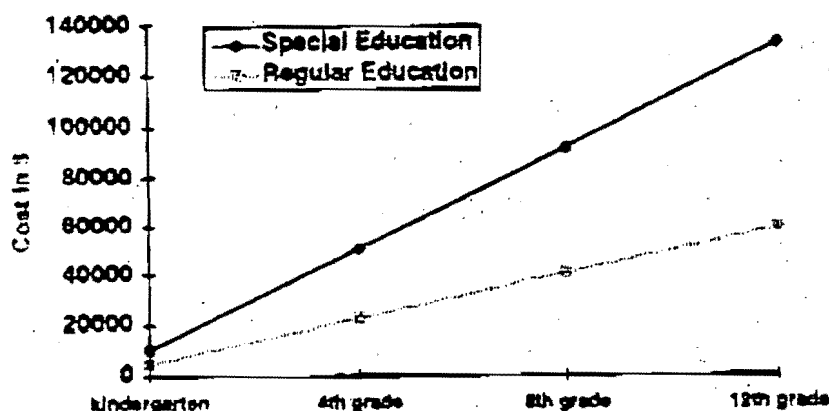
STAFF DEVELOPMENT

Jumpstart's weekly staff development sessions provide intense early childhood instruction. Through these meetings, students have the opportunity to obtain their Child Development Associate Credential, which will allow them to teach nation-wide in Head Start upon graduation.

JUMPSTART



Jumpstart saves money.



Cost per child for one year of elementary education in public school:

\$ 4,510*

Cost per child for one year of Special Education in public school:

\$ 10,147

Additional cost per year for one student in Special Education:

\$ 5,637

Additional cost over a 12 year academic career:

\$ 67,644

Savings to state and federal education funds if Jumpstart prevents

just 4 children from requiring Special Education:

\$270,576

Jumpstart's Agency Budget (FY 1995):

\$244,000

Jumpstart leverages resources.

Jumpstart acquires resources totaling \$250,000 per year by using classroom space, supplies, and snack donated by Head Start and using work/study funds set aside by colleges. Thirteen Jumpstart Teams work out of Head Start classrooms, equipped at \$13,000 per room, after school when they are dormant. In addition, Head Start programs in Boston, Cambridge, and New Haven donate supplies and snack for every Jumpstart classroom session and special events. Jumpstart has attracted a diverse group of counselors in part because of work/study positions generously offered by Boston University, Harvard University, Wheelock College, and Yale University. Over one-third of Jumpstart counselor salaries are paid by the colleges which further allows college students who would normally be unable to participate in community service to serve as counselors in the program.

Jumpstart's strategy of helping young children who are struggling in preschool to develop strengths in school readiness before more serious learning problems occur is a smart investment.

* Figures based on information provided by Boston Public Schools (1993-4 school year).

Yale University

Department of Psychology
P.O. Box 308203
New Haven, Connecticut 06520-8203

Campus address:
3 Hillhouse Avenue

March 26, 1996

To Whom It May Concern:

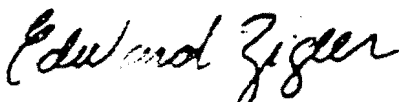
I have been very impressed by the Jumpstart program and its mission of offering individual attention to Head Start children who are struggling in the preschool setting. We know what happens to children who are allowed to fall in preschool: the potential outcomes they confront are daunting: increased placement in special education, increased likelihood of grade retention and, most seriously of all, higher rates of delinquency (often a precursor to later criminality). I believe the one-to-one attention and intensive tutoring Jumpstart offers these children can help reduce developmental risk factors and prepare the children to enter school ready to learn.

Jumpstart complements Head Start in two distinct areas. First, the program provides intensive services to young children at an extremely low cost. Second, Jumpstart serves as a stabilizing factor to help the Head Start children make the transition into public school. For these reasons I believe Jumpstart has the potential to be a valuable addition to any Head Start Program.

Jumpstart also provides an invaluable experience for the college students who work in the program. By placing young, motivated students as workers in Head Start centers, the entire Head Start program stands to gain. Once these young people have seen how Head Start works, some of them will certainly go on to work in early education after graduation, and all of them will have a better understanding of both Head Start and the community it serves. Both of these outcomes are beneficial to the entire Head Start program.

For all of the above reasons, I support the Jumpstart program as a model with the potential for national replication, and I look forward to seeing the results of the current evaluation of the project.

Sincerely,



Edward Zigler, Ph.D.
Sterling Professor of Psychology

EZ/sd



OFFICE OF THE VICE PRESIDENT

WASHINGTON

"AMERICA READS," "READ BOSTON," "JUMPSTART"

AGENDA FOR PROGRAM DISCUSSION

Vice President's Ceremonial Office

10:00 - 11:00 AM, Wednesday, September 18, 1996

- | | | |
|-------------|---|----------------------|
| I. | Welcome and Introductions
Nancy Hoit | 10:00 - 10:05 |
| II. | Introduction to "READ BOSTON:
Rick Weissbourd and Margaret Williams | 10:05 - 10:08 |
| III. | Non-traditional settings for literacy learning | 10:08 - 10:13 |
| IV. | Introduction to "JumpStart"
Aaron Lieberman | 10:13 - 10:18 |
| V. | "JumpStart" Mother | 10:18 - 10:21 |
| VI. | "JumpStart" Mentor | 10:21 - 10:24 |
| VII. | General Discussion <ul style="list-style-type: none">• Opportunities for success...barriers to success• Helpful strategies• Essential Principles• Relationship to "America Reads" and READ*WRITE*NOW! | |

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."

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.

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)

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 |
| II. | <i>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.</i> |
| III. | Providing One Million 3 and 4 year olds with a Head Start. |
| IV. | Challenge to Private Sector. |

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

Two Types of Grant Winners:

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

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

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

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

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

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

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

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

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

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

FEATURE STORY

CHILDREN ACROSS BOSTON!

by Kamalah Fletcher
Jumpstart Counselor

On Saturday April 27, 1996, the vision of Children Across Boston materialized before our eyes. Months of planning, sweat, and tears finally paid off. Despite forecasts of rain, over 600 children and their parents took part in a terrific day of learning on Boston Common.

Children Across Boston was created to spread the message of Jumpstart, give more people from around Boston the opportunity to experience what Jumpstart does and bring together the families of young children from across Boston.

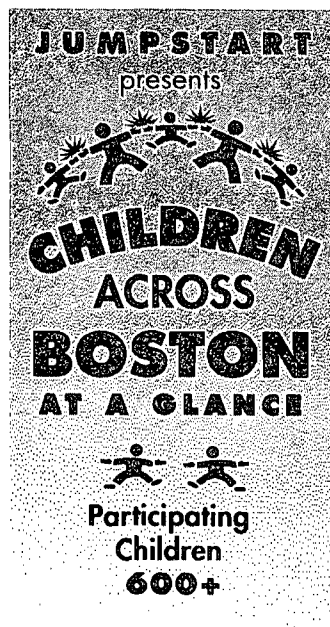
The day began at 6:30 am when crews began setting up the area of the Common that we were to use. At 8:00 all three groups that comprised the event staff were present: volunteers from organizations across Boston who had gotten pledges for the time they would spend working in a learning area; CABBIES, the Jumpstart counselors from each team that took a leadership role and a personal stake in creating two learning areas, organizing the event, and training the volunteers to work with young children; and Jumpstart counselors who would spend the



day teamed with volunteers to run the various learning areas.

I am proud to have been a CABBIE. As CABBIES, we had wanted to give the volunteers a chance

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Total Volunteers
120

**Total Number of
Library Cards Issued**
113

About This Issue

By Jordan Meranus, Program Director

Jumpstart is a non-profit organization that trains, supports, and supervises college students to work one-on-one with preschoolers who need additional individual attention to build vital school readiness skills. This year we have worked with over 110 children and families in Boston, Cambridge, and New Haven. It has been a wonderful year for Jumpstart, full of challenges and achievements. As we



move into the summer months, we can now take a deep breath and, with this newsletter, reflect upon the wonderful moments this year has brought.

Strong relationships among children, counselors, and families have produced an infinite number of such moments. In this issue you can read about one such relationship nurtured over two years between Isaiah, his mother Cherry, and his Jumpstart counselor Ray, and their feelings as Isaiah moves on to Kindergarten (p.4). In addition, as the last few months have brought many opportunities for celebration, you can read about the wonderful experiences generated by both Children Across Boston, the one-day celebration of young children and their families that brought together over 700 people (p.1); and the End of the Year Celebrations, held at each Jumpstart site to recognize and honor the accomplishments of each child (p.5). Interwoven in all of these experiences are the actual early childhood activities, such as the bookmaking project described in pictures on p.3, that you can try at home.

As the academic year ends, most would agree that engaging young children and families is both an emotionally challenging and uplifting experience. And, as is made apparent in the words of so many people in this issue, the benefits can last a lifetime.

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JUMPSTART

NEWSLETTER

WINTER 1996



FEATURE STORY

JUMPSTART: Off to a Great Start...

Improved counselor training and a heightened commitment to family involvement are at the core of Jumpstart's success this past semester. As the following two articles illustrate, Jumpstart has worked with both groups to build collaborative communities focused on the healthy development of young children.

COUNSELOR TRAINING RETREAT

By Rosalind Montanez, Team Leader, New Haven

The Jumpstart year for counselors kicked off in style on September 30, with a morning departure from Boston and New Haven to Ramapo Anchorage Camp for a week-

end training retreat. Like all Jumpstart events, everybody in attendance began by singing a traditional favorite of Jumpstart children, "Ram Slam Slam." Following the song, counselors were inspired by speeches from Jumpstart board members and parents that preceeded a full day of activities.

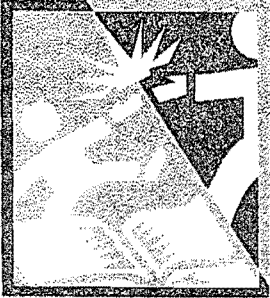
On Saturday, counselors engaged in discussions entitled "How-Children Learn" and "The Classroom Environment," yet undoubtedly, the day's highlight was the challenge course. Counselors learned leadership skills, trust, and cooperation by taking on challenges such as the spider web and platform fall. Stated one counselor, "My favorite aspect of training was the challenge course! We were forced to come together as one

for a common cause—just like we will in the Jumpstart classroom." On Saturday night counselors "doe say doed" their partners during an evening of folk dancing. Even the bus drivers got in on the fun, joining the counselors in dancing the Alley Cat, the Hokie Pokie, and the evening's grand finale, the Balkan Candle Dance performed around the light of a single candle.

Bright and early Sunday morning, counselors started an intensive training day focused on developmentally appropriate early childhood practice and the "nuts and bolts" of the Jumpstart program. Workshops included "Literacy, Name Writing and the Jumpstart Curriculum," and "Working with Parents in Diverse

cont'd →

JUMPSTART



AT A GLANCE

 **Total hours spent working one-on-one 5632**

 **Books read 2816**

 **Songs sung 538**

About This Issue

By Jordan Meranus, Program Director

Jumpstart is a non-profit organization that trains college students to work one-on-one with children who are struggling in Head Start, the federally funded preschool program for children living in poverty. Each Jumpstart team is comprised of 8 children, 8 counselors, and one team leader. Every day, Jumpstart counselors give of their time, energy, and expertise to provide wonderful educational experiences for young children and help them prepare for Kindergarten. It is imperative that such work not take place in a vacuum. It is vital that friends of Jumpstart, both new and old, keep in touch with the issues affecting young children. In order to accomplish this, it is our responsibility to disseminate the thoughts and feelings, tears and smiles, frustrations and accomplishments inspired by Jumpstart. The result — Our first Newsletter!



In this issue, as in all future issues, you will hear about Jumpstart and the interactions with young children from a variety of people, including the counselors, team leaders and parents. Their stories, as you will find out, are poignant and riveting. As you read about baking cookies in a way that is meaningful to young children (p.3), or the words of a Jumpstart parent (p. 5), or even about young Michael and his "rocks in the ear" adventure (p.2), please remember that essential to each anecdote is a strong connection between two people made possible by Jumpstart. That, after all, is what we do best!

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F41 - for your literacy
initiative files - A. Borton
program to highlight,
bring into loop perhaps
Jesam



The Educational Publishing Group, Inc.

HELPING FAMILIES MAKE A DIFFERENCE®

Dr. Lonnie Carton

- Senior Editor of *Education Today*, a nationally distributed publication for families of school age children
- Host of CBS radio's *In the Learning Center* feature, aired in 16 major markets across the U.S.
- Author and publisher of *No is A Love Word*
- Director of Family Support Services at Boston Partners in Education, training volunteer mentors from local businesses to serve as friends, role models, and tutors for at-risk youth
- Recipient of the National Media Award of the American Psychological Association for public recognition of her outstanding contributions to the advancement of psychology as a science, profession, and means of promoting human welfare
- Received a Ph.D. in educational psychology from Pennsylvania State University, MA in child psychology from the University of Maryland, and BS degree from The Johns Hopkins University
- Former Tufts University professor of educational psychology
- Listed in the 1995 edition of *Who's Who in America*

The Boston Globe

THURSDAY, MAY 13, 1993

Mentors' role in education is called vital

By Lisa Atkinson
CONTRIBUTING REPORTER

Heroes are vital to a child's education and "mentors are heroes in today's educational system," a noted educator said yesterday.

Thomas W. Evans, chairman of the board of the Columbia University Teachers College, told a group of educators and business leaders here that when a professional takes the time to talk to a child, that child tends to look up to that person and perhaps realizes that he or she, too, can be like them.

Evans was addressing the first Mathematics and Science Education Network Conference, an initiative of Boston Partners in Education.

Partners in Education, a nonprofit volunteer agency, brought together local business executives and university administrators with Boston public school teachers and administrators to discuss how to combat the dropout rate in the city's schools and to heighten student interest in math and science.

"America by the year 2000 should be first in the world in the area of math and science," said Evans, author of "Mentors: Making a Difference in Our Public Schools."

"I think it's going to be done by private citizens working with the schools," the keynote speaker added.

Partners in Education is trying to bring the community together to enhance the educational experience for children in Boston. "Our mission is to support education of children and work with teachers to do it," said Betsy Nelson, executive director.

Two new programs the agency has implemented are Masterminding Math and Science and AquaSMARTS. In the Masterminding program, mentors who have a background in math or science meet monthly with students. They also take field trips to the Museum of Science and other area institutions.

Dr. Carton
does all the mentor
training for Boston
Partners In Education

**REINVENTING EDUCATION
COLLEGE STUDENTS/BOSTON PUBLIC SCHOOL STUDENTS
MENTORING PROGRAM
Draft**

Norman A. Brown, President of the Kellogg Foundation said it most succinctly with the following words: "The greatest need of young people today is not another program, but another caring, loving human being....as a mentor and role model".

GOAL

- ◆ To pilot a national model program to pair a University/College Freshmen with Boston Public School students through four years of college in order to improve the learning process for both through community service

This goal responds to demographic studies indicating that in the next ten years there will be a 20% (1) increase in the "teenage" population, and an estimated 50% (2) increase in juvenile arrests for violent crimes.

OBJECTIVES

- ◆ To select 2 to 3 schools to carry out program and prepare schools and teachers for up to 15 students per school; principals will be asked to appoint a school coordinator; B.C., a campus coordinator
- ◆ To select 30 to 45 college freshmen who will commit to tutoring and mentoring one or more students over a four year period; these students would be selected from a variety of departments including law and business, not just human services; if the mentor has to drop out of the program, a new mentor will be trained and placed with the mentee
- ◆ To provide a minimum of 26 hours of training and support for college students, including joint sessions with students, in year one and 18 hours in each of years 2,3,and 4
- ◆ To establish a network system among tutor mentors

(1) Kent Markus, Youth Violence Counselor to Attorney Janet Reno, cited recent studies showing that "Young people today are spending less time in the company of adults than ever before. There are not people there to draw limits or be praiseworthy, to be positive or negative."

(2) National Center for Juvenile Justice

OBJECTIVES (cont.)

- ◆ To provide orientation, training and support for teachers
- ◆ To involve parents in activities and training
- ◆ To conduct a program evaluation by a third party evaluator to be used for program expansion at a University/College and for dissemination and replication with other colleges and universities
- ◆ To disseminate for replication through the National Association of Partners in Education, Inc. and Jesuit College Network

PROGRAM

College students will provide tutoring and mentoring services to Boston Public School students for a minimum of 2 hours a week, approximately 1 hour in school and 1 hour by phone, letter or following through on a "shared venture" (separately) such as watching the same television show, listening to the same music, reading the same section of the newspaper, getting information from the library on Boston, past and present, etc., then discussing these things later.

Training sessions for tutor mentors will include, among other topics, orientation to the Boston Public Schools, tutoring techniques, phases of student development, mentoring practices, leadership and organizational skills and multi-cultural and family discussions. A written curriculum will be developed for subsequent groups of students by trainers and tutor mentors. Dr. Lonnie Carton, the conceptual architect of the proposal, will be the lead trainer for Boston Partners in Education, with guest trainers as appropriate from the Boston Public Schools and the community.

College students will meet a minimum of every other month for two hours for support and training. Individual support will be available on a regular basis through Boston Partners. Teachers will receive special preparation and be asked to keep track of the volunteer/student relationship, student progress and special anecdotes. Both teachers and public school students will be asked to participate in focus group sessions at least once a year.

College students will be encouraged to form a support network and will be asked to provide training and support to each other in progressive stages. Both they and their students will be asked to keep a log of their experiences. In years 2,3,and 4 some college students will participate in training of other college students. They might also be asked to speak to at least one other group each year and write one article for publication about the value of their experiences. These activities will help to recruit other students to be involved in subsequent years.

Parents will be invited to participate as appropriate and will be offered workshops in activities such as reading to your child at home, child development, and special opportunities to participate in mentoring program.

Roles and Responsibilities

Boston Partners in Education will be responsible for the overall program:

- Mentor training and support
- Teacher preparation, intervention and training
- Parent involvement
- Reports: financial and narrative
- Communication among all parties
- Assistance with funding
- Replication and dissemination

University/College will be responsible for:

- Recruitment of students
- Troubleshooting with students if necessary (ex: student doesn't show up for appointments)
- Fundraising
- Evaluation/documentation
- Overseeing student mentors record-keeping

Boston Public Schools will be responsible for:

- Selecting mentees
- Agreeing to long-term commitment
- Agreeing to teacher involvement, preparation, training
- Support for parent involvement
- Recording changes in individual students
- Logging mentor attendance

Additional Items to Consider

To offer college credit to college students

To publicize program through tutor mentors and students and college networks

UNIQUE ADVANTAGES OF THIS MENTORING MODEL

- ◆ The elongated time span of the mentor-mentee relationship provides the CONSISTENCY, CONTINUITY AND CONSTANT REINFORCEMENT which research tells us are critical elements in motivating boys and girls to succeed to their fullest potential. The four year impact also encourages the development of better understanding, trust and respect between mentee/mentor, mentor/parent, parent/school, and mentor/school personnel.
- ◆ The supply is almost limitless. Additionally, this program can be easily duplicated country wide at minimal cost.
- ◆ The probability of recruiting multi-ethnic participants from this college student group is very encouraging. Research reveals that while any caring, committed mentor can positively effect a child's life, the "role model" bond is strengthened when the mentor and mentee share the same culture.
- ◆ The closeness in age (a possible six to twelve year difference between mentee and mentor) and the fact that both are "in school", are factors which have been shown to enhance the attitudinal, motivational and social relationship between the two.

Specific benefits to the elementary school child (mentee)

- ◆ He/she has a solid, supportive "educational role model". Research indicates that particularly in urban school systems, children DROP OUT OF SCHOOL not at fifteen or sixteen, but at nine and ten as far as achievement and motivation are concerned. Their physical bodies may remain in the classroom until they reach the teenage years, but their effort, enthusiasm, and effectiveness do not.
- ◆ The mentee has someone "to listen" and some well-trained non-judgmental, non-threatening adult who will share with the child the knowledge, attitudes and skills needed by boys and girls to enrich their lives. Literacy is a major educational problem in America. Being able to talk to a caring, trusted mentor gives the child needed practice in speaking better, thinking more logically and developing or reinforcing the vocabulary, sentence structure and pronunciation skills, etc. required for successful reading.
- ◆ The youngster develops a stronger feeling of self esteem and self worth, because the mentoring process shows the child that he/she MATTERS. This "mattering" is exemplified in both work and deed in the time commitment of the mentor, the activities shared, and by the willingness of the mentor to LISTEN to the child and respect his/her ideas.
- ◆ The mentee learns that there is another value in life besides money. The value is social responsibility, or giving back to the system. In what might be called anew twist on "the golden rule", youngsters are exposed to the importance of "doing the good unto others that was done for you".

Specific benefits to the college student (mentor)

- ◆ His/her "citizenship literacy" is enhanced as he/she learns first hand the social, educational, economic, etc. problems facing the nation.
- ◆ The self esteem of the mentor is enlarged as he/she live out the adage that "It is better to give than to receive". Research indicates that the self worth, even of many college students, is in need of reinforcement. Being important to a mentee provides a solid way to feel good about yourself, a far better way, than turning to some of the other forms of recreation we know college students us in their search to "find themselves".
- ◆ The career choices of mentors may well be influenced by what they see in the real world of the schools. Hopefully, that experience will bring more talented students into teaching and into other child welfare and care giving professions where the need for them is so great.
- ◆ The mentor receives an important experience in service to country/social responsibility, one which is likely to become a regular part of his/her future life-style.
- ◆ Mentoring may prove to be crisis intervention for the college mentor, who, without a goal, without the feeling of importance and self worth which is gained when one feels necessary to someone else, may be less successful, also, in reaching his/her full potential.

Specific benefits to parents of mentees

- ◆ When parents see someone is showing an interest in their child, that youngster somehow becomes more valued in the eyes of his/her own family. The "ripple effect" of this valuing of the boy or girl has proven to be enormous, not only in terms of the parent's greater interest in and time spent with that youngster, but also in terms of the parent's self-esteem.
- ◆ Families often see the mentor as a resource. Many parents do not consider the school a friend, nor do they get involved enough in the school to realize what it offers in services. Family members are often more comfortable speaking with their child's mentor than relying on teachers for guidance.

Specific benefits to teachers/schools

- ◆ Teachers are able to get individualized help for the shy child, the "acting out" child, the underachiever, the gifted youngster, the average child.....**any boy or girl.**
- ◆ Teachers are exposed to new ideas and activities brought in as resources by a mentor.

DR. LONNIE CARTON

Dr. Lonnie Carton is a nationally known and trusted authority on family relationships and their impact at home, school, and in the workplace. She is also a certified mentor trainer, and the "conceptual architect" of the RE-INVENTING EDUCATION proposal.

For more than two decades, she has served as the primary consultant for Boston Partners in Education, in the training of college students, and volunteers from the business world, churches, social service agencies, etc. to mentor/tutor children of all ages in the Boston Public schools. As a private consultant, she has also developed and implemented numerous other trainings, workshops and seminars throughout the nation.

A CBS broadcast journalist since 1974, Dr. Carton researches, writes and presents her radio network program, IN THE LEARNING CENTER, heard by millions of listeners, coast to coast. Among her many prestigious awards are:

THE NATIONAL MEDIA AWARD of the American Psychologist society for "the best radio show in America exploring the what, why and how of human behavior, thereby increasing the public's knowledge of psychology as a science

THE SAN FRANCISCO STATE AWARD for the best "instructional" radio program in the country

THE MAGGIE (Margaret Sanger) AWARD for informational programs dealing with issues of human sexuality education

THE UNICEF AWARD for outstanding contributions to improving the quality of the lives of children/youth in the Greater Boston Community

THE SALESIAN SOCIETY'S DON BOSCO AWARD. "Friend of Youth, Champion of People"

Dr. Carton has taught at all levels of education,.. elementary, secondary, and for fourteen years on the faculty of Tufts University. She is the author of the book, NO IS A LOVE WORD and is listed in WHO'S WHO IN AMERICA.

BOSTON PARTNERS IN EDUCATION, INC.: ORGANIZATIONAL OVERVIEW (1996)
On the Horizon: Change, and a Celebration

During 1996, Boston Partners in Education will celebrate 30 years of service to Boston Public schoolchildren, their teachers, and parents.

Mission: to improve the academic experience of public schoolchildren

History: Founded in 1966 as School Volunteers for Boston, Boston Partners in Education, Inc., is a non-profit agency that has developed a broadly applicable process of matching community resources to school needs. The process yields individual volunteers, including parents; services to individual children and teachers and effective assistance to school administrators, teachers, parents, and external organizations in carrying out school reform.

The organization is singular in having an intimate understanding of the day-to-day operations of the Boston Public Schools, derived from nearly 30 years' involvement with partnership programs and placement of an average 3000 school volunteers annually.

Key Accomplishments:

- ♦ Boston Partners in Education generates an average of \$2.5 to 3.5 million worth of services for public schoolchildren each year--approximately 3 to 4 times its annual operating budget.
- ♦ Boston Partners has a history of innovation and responsiveness; for example, school volunteers established the libraries in Boston's elementary schools.
- ♦ In 1989, Boston Partners in Education was selected as one of 13 exemplary school volunteer programs in the nation, and was profiled in a 1990 study conducted by the National Research Council for the National Academy of Sciences at the request of the US Department of Education.
- ♦ Beginning in 1994, Boston Partners became part of a collaborative of 5 partner organizations which were awarded the contract to provide training and technical assistance for 117 school site councils in the Boston Public Schools.
- ♦ Boston Partners collaborates with many other organizations, some 400 each year. These include corporations, social service agencies, grassroots organizations, churches, universities, alumni groups.

In connection with its volunteer and partnership management, BPE is carrying out two major programmatic initiatives, literacy and

mathematics/science, and a major recruitment effort to attract older adult volunteers. These efforts have attracted funding from an array of sources, among them, Stearns, Citibank, The Boston Globe, Grimes-King, Farnsworth, the US Department of Education, the National Science Foundation, Cox, Hayden, State Street, Ronald McDonald Children's Charities, Dynatech and Millipore corporations.

The organization continues to enlarge its training and technical assistance services to assure that school reform in Boston is a community enterprise. BPE leadership has energetically and consistently worked to be among those who consider the "big picture" of public education. The agency plays active leadership roles in the Massachusetts and the National associations of Partners in Education. BPE's training and technical assistance arm has served school systems beyond Boston.

School Volunteers

Celebrating Character: Constancy through Change

Boston Partners in Education, since its founding as School Volunteers for Boston in 1966, has been unflagging and successful in its efforts to deliver individual volunteer help to students. In thirty years, the urgent needs of our young people have only intensified. No matter what service school volunteers perform--mentoring, tutoring, special presentation--the central message school volunteers deliver to children is the one they most need to receive: the community cares about its children.

In the intense press for systemic change and school reform, our children's urgent pleas for care and concern, for attention, are faint. We must hear them: Boston Partners in Education seeks support for its continuing effort to answer students' call for help through recruitment, placement, training and support for volunteers to work one to one with students.

Programmatic Initiatives

Creative Responses to Public Education's Needs

Since its beginnings, Boston Partners in Education has pioneered new program approaches, among these, English as a second language, school libraries for elementary schools, career education, intergenerational programming, reading aloud series.

Many of these pilot efforts have become institutionalized in the Boston schools. Today, Boston Partners programmatic initiatives include the on-going literacy initiative, Books and Kids and the Math/Science Initiative.

Books and Kids: The literacy initiative includes an array of language arts activities delivered by volunteers: reading aloud, language arts tutorials, reading readiness activities, library assistance, special classroom presentations, book giveaways, outreach to parents. The Books and Kids programs have reached roughly 50,000 children over the last five years.

The Math/Science Initiative: The Initiative is a network of projects which help to improve all students' interest and skills in math and science and encourage many to pursue advanced studies and careers in those fields. It includes:

- interdisciplinary, cooperative learning programs, grades 2-8, which engage students in hands-on activities with volunteer mentors; related field trips and special presentations, and family events;
- professional development for teachers to prepare them to plan for and manage needed community resources, including volunteers; an annual "Resource Expo," a collaboration of BPE, the Boston schools, and Northeastern University's Comprehensive Regional Center for Minorities, introduces inexpensive, relevant community resources available to enhance math/science instruction.

Both the Literacy and the Math/Science initiatives are fed and sustained by BPE programmatic partnerships. These partnerships provide teachers and students with a steady stream of volunteers and in-kind help that facilitate the long-term maintenance and institutionalization of BPE literacy and math/science programming.

Training and Technical Assistance

Experienced Organization...Best Teacher

As the needs of children intensify, so do the needs of public schools themselves increase. Realizing the goals of the Massachusetts School Reform Act in individual class rooms, schools, and school systems is a challenge for many of those charged with implementing change, individual administrators and teachers. They need the support of the community.

For nearly 30 years, Boston Partners has provided dozens of fledgling agencies and enterprises with consulting services that have facilitated their start-up. Today, BPE draws upon its depth of knowledge of public education state- and nationwide as well as in Boston to:

- assist schools and communities to work together for school reform
- provide consulting, training, and facilitation services for:
 - school site management
 - strategic planning for teachers, schools and systems, and community partners
 - volunteer, mentor, and partnership management
 - parent/family and community involvement

The Challenge

The challenge for Boston Partners in Education is to work

collaboratively with schools and the community to improve education for children. To do this, we need the support of the community to enlarge our direct services to Boston Public School students day to day **in the present** while helping schools to achieve needed long-range systemic change.

Partnerships are a strategy for developing and achieving school goals and systemic reforms whether they involve volunteers in one-to-one student activities, curriculum, professional development, strategic planning, parent involvement, or policy decisions.

The Who

In addition to a diverse, committed and active Board responsible for the vision, policies and financial health of the organization, Boston Partners has 12 full time professional paid staff members and special project consultants, a diverse group from a broad range of backgrounds and professions, including education, organizational development, business, parent and community involvement. An average of 3000 BPE volunteers annually provide services ranging from individual tutoring to volunteer management and strategic planning for thousands of children and parents, teachers and administrators, and corporations. Its annual operating budget is approximately three quarters of a million dollars which leverages four times that amount in in-kind services and volunteer support.

Budget

Boston Partners operates with a budget of \$800,000 annually with in-kind contributions of over \$2,000,000. The majority of its funding comes from foundations and business contributions; it has an annual contract with the Boston Public Schools for volunteer services.

BOSTON PARTNERS IN EDUCATION

FAMILY SUPPORT

The Listener Mentor Program

Boston Partners in Education's Listener Mentor Program responds to the needs of many children for more personal attention from concerned and caring adults than is possible in the classroom.

The program pairs volunteer mentors with Boston elementary school children on a one-to-one basis. Mentors meet with their proteges regularly during the school day to converse, listen, and share activities and ideas.

WHO ARE THE CHILDREN?

Youngsters who have been identified by their teachers as being at-risk and who usually have emotional or social problems that are obstacles to their succeeding in school.

WHAT DOES A LISTENER MENTOR DO?

Mentors serve as friends, listeners, advocates, role models, encouragers, and tutors. They work with youngsters to build self-esteem, promote self-confidence, and provide the vital personal attention such children need to cope more effectively with the challenges of their world. Often mentors share their own experiences and interests with their proteges as they build a bond of friendship and trust.

WHO QUALIFIES AS A LISTENER MENTOR?

Any caring, responsible adult who has a strong interest in helping students and is willing to commit the required time may become a listener mentor.

WHAT IS THE TIME COMMITMENT?

Listener mentors are asked to make a commitment for the school year, although the relationship may extend beyond that. During that time they meet with their students each week for one to two hours. The mentors often augment their meetings with post cards and friendly notes to their proteges.

WHAT KIND OF TRAINING DO LISTENER MENTORS RECEIVE?

Listener mentors must participate in two to three hours of training designed by a psychologist and education specialists prior to assignment. Boston Public School guidance counselors and teachers also contribute to listener mentor training and support. In addition, ongoing support workshops, facilitated by educational consultants, are provided throughout the year. Problem-solving and support on an individual basis are also available as needed.

DR. LONNIE CARTON IS THE DEVELOPER AND TRAINER FOR THIS PROGRAM.



BOSTON PARTNERS IN EDUCATION

"The whole people must take upon themselves the education of the whole people."— John Adams

A child's capacity to learn depends on more than the abilities of teachers or the quality of schools. Families and whole communities play a vital role. Boston Partners in Education (BPE) is a nonprofit organization dedicated to involving families and bringing community resources together to enrich the total educational experience of public school youngsters.

Volunteer services are the backbone of the organization which was founded 25 years ago as School Volunteers for Boston. Since then, BPE has expanded its services considerably to include professional management of grass roots programs, particularly those promoting literacy, math and science enrichment, and intergenerational understanding. Family support through parent workshops and events is another vital component of BPE's work. The organization also offers training and technical assistance to schools, community agencies, businesses, and individuals through its affiliate, Education and Management Consultants.

From a small cadre of 28 volunteers recruited, trained, and placed for service in three schools in 1966, BPE's volunteer corps has swelled to nearly 5,000 during 1990/1991 impacting an estimated 40,000 Boston school children each year.

Funding comes primarily from the private contributions of individuals, businesses, and foundations with some additional monies from governmental sources. These funders, as well as the community at large, have come to recognize Boston Partners in Education as an innovative leader in the development of tutoring, mentoring, and family programming.

Supporting it all is the ability to create and nurture grass roots school/community and school/business partnerships that enrich and strengthen the education of public school youngsters in Boston and beyond.

Training sessions will be lead by Dr. Lonnie Carton, an educational psychologist. Dr. Carton has taught at the elementary and secondary school level, as well as at the college level. She has worked with Boston Partners in Education, Inc. for over ten years.

The training session is an opportunity to learn more about working with students, ask questions, and problem solve. All BPE volunteers must attend this training to enhance the quality of volunteer service.

Sign up for training sessions will take place at the end of this orientation. If you are unable to sign up today, call our office at 451-6145 to do so.

145 South Street • Boston, MA 02111 • (617) 451-6145

Donald McKay Elementary School
122 Cottage St., East Boston, MA 02128

Boston Children's Services
867 Boylston St., Boston, MA 02116

✧ PROJECT EXCEL ✧ ✧ PROYECTO DE EXCELENCIA ✧

Ronald R. Jackson, Principal
Susan Klaw, Project Excel Coordinator
(617) 567-3967

Boston Partners in Education
145 South Street
Boston MA 02111

January 17, 1992

Dear Dr. Carton,

Thanks to your mentor-listener program, and the Boston Partners in Education/Project Excel collaboration, during the fall semester we had 16 mentors here at the Donald McKay school in East Boston, helping needy children and teachers for a total of 45 hours per week. Mentors worked with individual children, identified by teachers and the Student Support team, and provided classroom assistance which allowed teachers to better individualize instruction.

The program has been very successful, so much so in fact that teachers have constantly been asking for additional mentor time. In a school like the McKay, which has a particularly disadvantaged student population, one would ideally have a mentor for every student, and it has been hard to prioritize need. I have been especially pleased with the fact that some teachers, not used to opening up their classrooms to assistants or volunteers, have come to see the advantages of additional adult support for their students. A number of teachers have reported seeing either a growth in academic self confidence, or general self esteem, as a result of a particular student having a mentor.

The mentor-listener model is a well thought out one. The children with mentors looked forward to their arrival every week, proudly showed me letters they received from their mentors over

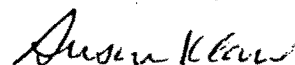
NADA HAY MAS IMPORTANTE QUE UN NIÑO

Christmas, and were very disappointed that some of their mentors would be leaving at the end of their college semester. This, in fact, was the only drawback in the program. Many of our mentors were education majors doing internships which ended in December, just as their relationships with students and classroom teachers were becoming solidified. Some of our mentors had become so attached to the children they were seeing and the classes they were assisting in that they are now trying to work out time in their new schedules to return. However, given their school and work schedules, I am sure it will be hard for many to continue. A year long commitment would obviously be better for the students and teachers.

The Mentor program provides a valuable experience for the mentors, as well as the mentees. My feeling is that all of us, whether or not we are teachers, whether or not we are parents, must become involved in the education and development of our children. As Mentors worked with disadvantaged Boston children this fall, they became more aware of pressing social problems and hopefully will become more involved in helping to advocate for children and for urban schools.

On behalf of the principal, Ronald Jackson, and the McKay staff, I would like to thank you very much for the mentor recruitment and training you have done. There is no question in my mind that the program has been very beneficial for students, teachers, and the school community as a whole.

Sincerely,



Susan Klaw, Coordinator
Project Excel

✓
**Helping
Educating
Revitalizing
Organizing
Energizing
Serving**



C O N F E R E N C E

May 1, 1993

**Boston Latin School
Boston, MA**

✓

Mission: "Improv"able **Room 8**
Noelle Celeste and Ayano Strickland, City Year

Tired of discussion groups? Come to a workshop that is guaranteed to make you laugh and get you moving. We will play improvisational games that will teach you fun new ways to express yourself. NO EXPERIENCE NECESSARY.

**Be a "Mentor-Hero":
Save a Child's Life** **Room 9**
Lonnie Carton, Boston Partners in Education

In this workshop, we will use role playing and discussion to explore the social, emotional, and academic needs of children. Through understanding we can be better prepared to mentor/tutor elementary-school-age boys and girls to make a significant difference in their lives.

**Becoming an Advocate
for Young Children** **Room 10**
*Maura Wolf, Campus Outreach Opportunity
League (COOL)*

Come to discuss ways young people can work with young children to address issues like racism, education, healthcare, and opportunity. Strategize about roles young people can play as advocates for children, such as board members, community organizers, and legislative advocates.

**Public Speaking Without
the Trauma** **Room 11**
*Lori Tsuruda and Ian Agranat, People Making a
Difference*

Do you fear public speaking more than death? If so, you are not alone. Join us as we explore ways to make public speaking easier and even enjoyable. We will cover the basics of public speaking and then focus on facilitation and presentation skills. Be prepared for some fun, practicing together!

Bridging the Generations **Room 12**
Bob Giannino, MAGIC ME/Boston

What do kids hanging out on a street corner and elders hanging out in the lounge of a nursing home have in common? Very little you may think. In fact, they have quite a bit in common. They can do great things together and help each other tremendously. Come hear how one program is building strong ties and community between these groups.

Youth Entrepreneurship **Room 13**
Glynn Lloyd, Youth Entrepreneurship Program

Come discuss what is needed to start a socially conscious business or project. We'll examine the Fair Foods Youth Entrepreneurship Program, which trains youth to run their own food co-ops in Boston neighborhoods.

**AIDS: It's Not Going Away
and You Can Still Do
Something About It** **Room 14**
*Laurie Jo Wallace, Medical Foundation
Prevention Center*
*Rachel Jean-Marie, Angela St. Charles, Valencia
St. Charles, Judith Nazaire, Haitian American
Public Health Initiative (HAPHI)*

This workshop will provide fresh information about AIDS and refresh those who already know a lot about this sexually transmitted disease. We will share some games, fun activities, and creative ideas which can be used as stimulating ways to teach others about this much-discussed topic. Resources will also be provided for youth interested in working in AIDS education or in Peer Leadership Preventing AIDS.

**How to Start a
"Health Club" in Your School** **Room 15**
*Kerri Larocque and Francesca Verri, University
of Massachusetts Lowell*

"Healthy" means being substance-free, knowing how to deal with peer and family problems and everyday stress from school and work, and being physically and emotionally fit. You will be taught how to set up and run the club. Also, there will be examples of plays and skits written, directed, and performed by students.

**Combating Prejudice
and Stereotyping** **Room 16**
*Marc Boucher and Gary Rodney, National
Conference*

This workshop will lead participants through a series of interactive exercises focusing on issues of prejudice and intolerance in our community. Issues of racism, sexism, ableism, ageism, heterosexism, classism and antisemitism will be addressed. Discussion of issues and action plans will also be incorporated into the session.

W E L C O M E

Dear H.E.R.O.E.S.:

Welcome to the first annual Youth H.E.R.O.E.S. Conference!!

People, especially youth, from all over the state of Massachusetts have been working hard to make this event a huge success. We offer you a day of excitement, inspiration, and energy.

Our communities are in need of service, commitment, and excellence from people like you, and thousands of other HEROES from schools, community organizations, and corps programs across Massachusetts. Everyday, we are surrounded by HEROES. These HEROES are ordinary people doing extraordinary, wonderful things. Climbing ladders, painting signs, reading stories to children, smiling at a homeless woman on the street. HEROES know that change happens one person at a time, and they believe in that change.

Today is a day to reflect upon the HERO inside of ourselves, and to feel appreciated for the service we do. No one can single-handedly wipe out the problems in our communities. That is why we are here together to celebrate each other.

We are all H.E.R.O.E.S.: Helping, Educating, Revitalizing, Organizing, Energizing, and Serving.

"A genuine hero is not a paragon who has no fault; he or she is a real—hence flawed—human being who does heroic deeds despite personal limitations. Such a hero is someone ~~youth~~ ^{adults} might actually be inclined to emulate.

—Fred R. van Hartesveldt

Here are some suggestions for a great day:

Have fun!

Encourage yourself and others!

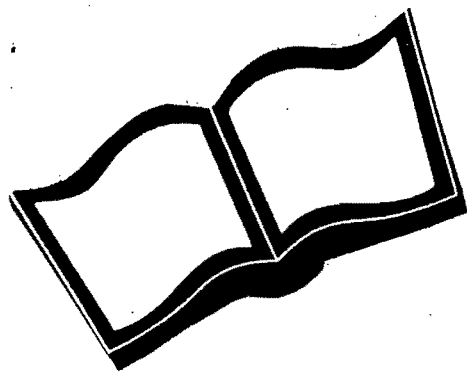
Respect views that may be different from your own!

Open yourself to new ideas!

Educate your mind!

Share your commitment!

Enjoy the day!



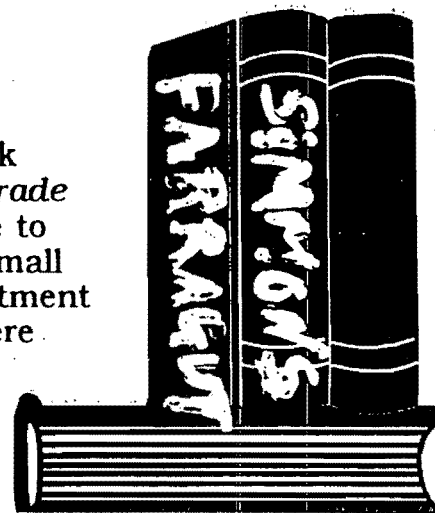
Interested in Volunteering for Read Boston?

Then please sign up for one training session on either March 13th or March 14th. Both sessions meet from 12:00-1:30 in S-309.

Please call Monica at x2320 or Marie at x2258 to register.

Dr. Lonnie Carton of Read Boston will be presenting the training sessions.

Read Boston, launched by Mayor Menino, is a "citywide family, school, community campaign to increase public awareness about the importance of literacy, and to work toward ensuring: *that all Boston children will read at grade level by the end of third grade.*" Read Boston would like to encourage volunteers from Simmons to read aloud to small groups of children at the Farragut School. The commitment is usually one hour a week, but this can be flexible. There are tutoring opportunities as well.

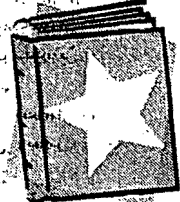


Volunteers begin to make a difference

By Karen Avenoso
GLOBE CORRESPONDENT

Sixty at-risk teen-agers have launched a book drive to put Dr. Seuss and friends on the home bookshelves of second-graders.

Eighty trained volunteers are conducting story hours and one-on-one reading sessions in Boston elementary schools.



**READ
BOSTON**

the library.

These are the earliest, most concrete results of Read Boston, a campaign launched in October by Mayor Thomas M. Menino to get all of the city's schoolchildren reading at grade level by the end of third grade. Though officials concede their ambitious literacy goal may not be reached for years, they now have something to show for four months of planning.

To date, Read Boston has not announced its budget or timetable, and has raised only enough seed money to support a small staff. The program's new director, Margaret Wil-

'We've provided a common ground for people to come together to discuss the issue of literacy without worrying who's getting what piece of the pie.'

MARGARET WILLIAMS
Read Boston director

liams, said she will release a strategic plan for Read Boston in two weeks, and expects to begin funding pilot projects in June.

Much of Read Boston consists of formalizing existing but scattered literacy programs. So far, many organizations have responded to Menino's call for the city to join the campaign by launching or expanding their own literacy initiatives.

The at-risk teen-agers, for example, already were tutoring younger students in reading when they heard Menino discuss Read Boston – and the fact that book-starved children often face a dreary, jobless fate. The teen-agers, enrolled at an East Boston High School alternative program, concluded that their young pupils needed good books at home to encourage good reading habits, according to their program's director, George Stack.

Since December, they have set up book boxes at community centers and local stores and hope to present hundreds of gift-wrapped children's

classics to second-graders at East Boston's Bradley Elementary School in April, Stack said.

On their own, the public housing youth workers also had been trying to boost children's reading skills, as well as running programs on drug and crime prevention. But the mayor's announcement of a citywide literacy initiative made them accentuate the reading component, said Gerald Casey, manager of the Boston Housing Authority's Youth on the Rise program.

On March 15, the youth workers will receive training through Read Boston in reading aloud to children and encouraging them to read for pleasure on their own.

"People assume that kids in public housing don't achieve and we want to set the example that reading and education are important," Casey said.

The story hours and tutoring sessions are part of a larger program by the Boston Partners in Education, which has been placing volunteers in

schools for 30 years. Following the start of Read Boston, offers to read to children increased substantially, organization officials said.

"Read Boston has helped us by attracting more people and high-quality people," said Katherine Baublis, who recruits volunteers for Boston Partners in Education.

Read Boston officials said such efforts are just the start of a long-range collaboration between many organizations, including churches, community groups and corporations, as well as schools.

"We've provided a common ground for people to come together to discuss the issue of literacy without worrying who's getting what piece of the pie," said Williams, who added that 70 groups already have become involved.

In June, Williams said, she will present a budget for the project, as well as several new literacy initiatives and benchmarks for achieving the mayor's goals.

But while many educators praise the program's wide-ranging goals, others say they're eager for more immediate results.

Councilor at Large Peggy Davis-Mullen, chairwoman of the council's education committee, said her constituents are still waiting to see actual improvements in reading.

"The mayor's long-range vision is very important but people are looking for a reason to stay in the city right now," she said.



BANK OF BOSTON

To Whom It May Concern:

Dr. Lonnie Carton is a dynamic, engaging speaker who has annually conducted volunteer training sessions for the Bank of Boston/John W. McCormack School Tutor volunteers. Over the years participants have commented on what they learned in Dr. Carton's training sessions about adolescents, family issues and volunteerism. This year we had over 60 participants from all levels of the corporation attend her training program. The participant evaluations of her presentations have consistently been very good or excellent. I highly recommend Dr. Carton as an accomplished speaker.

Sincerely,

Robin Roman Wright
Bank of Boston Partnership
Program Manager

The Boston Globe

July 17/95

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Criminal facts

The murder rate in New York City has dropped to its lowest level in 25 years. In early July, Seattle, with a population of 516,000, reported no homicides for the previous 30-day period. Closer to home, Lowell trumpeted a murder-free 12-month period, although the recent findings of a medical examiner regarding an infant's death may strike that record. Homicides, rapes and robberies all dipped in Boston during the first three months of 1995 compared with last year. Figures collected by the FBI from 16,000 state and local police agencies show small but steady decreases in all crimes since 1992.

Reasons for the downswing range from a dip in the number of young adults to the rejection of frenetic drugs like cocaine and the resurgence of soporifics like heroin. Community policing has certainly contributed to the drop in crime. So have longer prison sentences. The source of the crime drop is most likely found at this confluence of demographics and public policy measures.

James Fox, dean of the College of Criminal Justice at Northeastern University, predicts rougher waters ahead. The act of murder, he says, is reaching down into the 14- to 17-year-old age group. By the year 2005, when the number of teenagers in the nation increases by more than 20 percent, mayhem will probably rise. Lawmakers and policy makers can't control demography, but they can and should be preparing now for such spikes in the crime rate.

That's what's happening at Boston's Dorchester District Court, which has jurisdiction over a high-crime area. While it is difficult to establish precise correlations, pieces of the crime puzzle are coming together in ways that are worthy of study and repetition.

Workers from the church-based Ten Point Coalition can be found in the court lobby with offers of job training or other help for probationers. They serve in the capacity of the ward bosses of 40 years ago who often scouted the courts, looking to put in a good word for redeemable kids. Ward politics have diminished in Dorchester, but church groups like Ten Point have sagely stepped into the role of order maker.

tion officer, and several of his colleagues are also applying doses of old-fashioned discipline. Probation officers in Dorchester, Roxbury, East Boston and elsewhere are teaming with officers of the Boston police antigang unit on Operation Night Light. Several nights each week they scour the streets or make unannounced visits to mostly youthful probationers to ensure compliance with curfews and other terms of probation. In the past, probation terms often ended in practice at 4:30 p.m. when the staff went home. No longer.

"From a probation standpoint, we're starting to flex our muscles again," says Stewart. One young curfew violator recently came home to find his bed turned down. On his pillow were a default notice, Stewart's business card and a candy lifesaver. "Just like the Red Roof Inn," quipped Stewart.

Some probation officers see the new technique as intrusive and a violation of trust. Stewart says it is legal and sends the message that probationers are no longer out of reach of the law. One consequence is that peer pressure among gang members has weakened. Now young probationers who genuinely want to get off the streets can use the program for cover without fear of mockery.

Many parents like it, too. "You have to let the kids know that crime is no joking matter," says one Dorchester mother whose 17-year-old recently received an evening curfew check. As she spoke in front of her Columbia Road apartment, a special officer from New World Security strolled by with several youngsters walking at his side. The presence of well-trained private security officers in several Dorchester locations is helping to restore confidence. The rent-a-cops of old are being replaced with skilled officers who respect residents and receive respect in return.

The Boston police recently completed the first phase of a comprehensive community policing plan. The pace has been frustrating, but Commissioner Paul Evans expresses determination to see it through. Still, with the projected upturn in the adolescent population, the public must remain watchful for youths who respect neither communi-

Number of Juvenile Murderers Is Soaring

■ **Crime:** The total tripled in the last decade, Justice Dept. study finds. The use of guns quadrupled, underscoring the role of firearms in the violence.

By RONALD J. OSTROW
TIMES STAFF WRITER

WASHINGTON—The number of young murderers in the United States has tripled in the last decade, exceeding 26,000 in 1994, a U.S. Justice Department unit reported Thursday.

Over the same 1984-'94 period, the number of juvenile murderers using guns quadrupled, underscoring the part that availability of firearms appears to be playing in the mayhem.

The report, released by the Office of Juvenile Justice and Delinquency Prevention, gauges in numbers the horror that many cities are experiencing in their streets and emergency rooms—more teenagers armed and ready to pull the trigger than ever before.

An update of a study issued last September by the National Center for Juvenile Justice indicated that an earlier estimate that juvenile arrests for violent crime will more than double by the year 2010 may prove low.

"These figures threaten the success we've had in bringing overall violence down nationwide," Atty. Gen. Janet Reno said in announcing the report at a White House-convened conference on youth drug use and violence. "Congress must step forward and keep its promises to help us put new police on the streets, put hardened young people behind bars, send first-time offenders to drug courts and boot camps and keep kids out of gangs. We can only save our future if we act now."

The report found that in 1994 the states of New York, Florida, California, New Jersey and Maryland had the highest juvenile violent crime arrest rates. But beyond breaking down those rates by offenses, the study gave no other state or local data.

Based on arrests per 100,000 juveniles ages 10 to 17, California had a "violent crime index" for that age group of 760, compared with a national index of 514. The index combined the four offenses of forcible rape, robbery, aggravated assault and murder-nonnegligent manslaughter.

Aside from the firearms correlation, the update made no attempt to analyze the causes of the surge in youth violence.

Kent Markus, counselor to the attorney general for youth violence, cited recent studies showing that young people are spending less time than ever in the company of adults. "There are not people

there to draw limits or be praiseworthy—to be positive or negative," Markus said. In Senate testimony last week, James Alan Fox, dean of the college of criminal justice at Northeastern University, said that a 14-year-old carrying a gun "is far more menacing than a 44-year-old with a gun."

"Although juveniles may be untrained in using firearms," Fox told the Senate Judiciary subcommittee on youth violence, "they are more willing to pull the trigger over trivial matters—a leather jacket, a pair of sneakers or no reason at all—without fully considering the consequences."

Demographics are expected to make the problem of youth violence worse, with the number of teenagers ages 14 to 17 expected to increase by 14% by the year 2005, according to Fox. He said that the increase will be even larger "among people of color—17% among black teens and 30% among Latino teens. Given the difficult conditions in which many of these youngsters grow up—with inferior schools and violence-torn neighborhoods—many more teenagers will be at risk in the years ahead."

Testifying before the same subcommittee, Alfred Blumstein, a leading authority on crime rates, cited the role of drug markets as a primary factor in the youth violence surge. Noting that crack markets began their explosive growth about 1985, he said that youth, primarily African Americans in central cities, were recruited into the markets and relied on carrying a gun to protect themselves and the crack.

This led to a broader diffusion of guns into the larger youth community, primarily for self-defense but also for status, according to Blumstein, now a professor at the H. John Heinz III School of Public Policy and Management at Carne-

Gie Mellon University.

Turning to victims, the study done for the Justice Department found that the number of juveniles murdered increased 82% between 1984 and 1994. While most of the juvenile murder victims were teenagers, the murders of very young children also increased.

More children are being killed by parents, while more older juveniles are killed by strangers and acquaintances, the study found.

Juveniles were murdered at a rate of seven a day in the United States in 1994, compared with five a day in 1980, the study said.

The arrests of female juveniles for violent crimes jumped to more than 21,000 in 1994 from 9,000 in 1985, paced by the sharpest increases in the high-volume crimes of robbery and aggravated assault, which doubled between 1984 and 1994.

President Clinton, meanwhile, told a White House conference on drugs and violence at a Greenbelt, Md., high school that the effort to stop drug use and related violence among the young cannot be done by law enforcement alone. He said that drug treatment, school and community action and millions of individual decisions not to use drugs are needed.

Civil rights leader Jesse Jackson also spoke at the conference, which was beamed to more than 100 schools around the country by satellite.

SITUATION

The number of teenagers in the United States is on the rise. Census Bureau projections suggest that the number of 16-year-olds will increase seven percent by the year 2000; 18 percent by the year 2010. As the youth population increases, we can expect the intensity of youth issues to increase as well. Indeed, these rapidly changing demographics are a call to action for every parent, educator and other concerned adult who wants to help our next generation of teenagers make smart choices -- from resisting negative peer pressures, to respecting the law, to avoiding drunk-driving tragedies.

Among the myriad of recommendations that will surely be made to help address the impending growth of the teenage population, none may be more significant than this: *Shore up parent-child communication during the early years of adolescence and the years immediately prior.* Research suggests that substantive "bonding" experiences between parents and children -- before/as children enter their adolescence -- is an important and much-needed step in the developmental continuum ... an essential bridge between infancy bonding and the tumultuous young adult years.

Further, these "middle-school years" are something of a "final frontier" for parent-child communication. As children enter those years, they are still (largely) receptive to adult guidance -- while parents are still optimistic about, involved and included in their children's lives. As the teen years progress, however, the communications/bonding "window of opportunity" diminishes. Striving to establish their independence, young adults listen less to mom and dad. In turn, their parents' optimism is filtered through the harsh lens of day-to-day struggles -- while, simultaneously, they gradually relinquish direct involvement with their teenagers, out of respect for their necessary and irresistible drive toward self-realization.

Unfortunately, this pre- and early-adolescent (or middle-school) period -- while critical -- is largely "under-served." Experts rush to help parents address what seem to be more compelling challenges on either side of this period. As a result, there is a dearth of resources and guidance for parents of children ages 10 to 14.

PHOTOCOPY
PRESERVATION

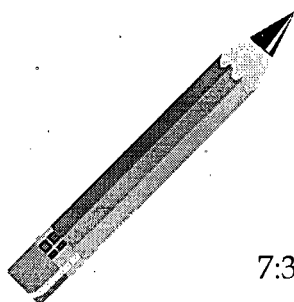
The Middle-School Challenge: Are You and Your Child Ready?

Middle school can be a confusing, even frightening, experience for our children. There are many new things to get used to -- lockers, multiple classes, different teachers and classmates. Plus, our children are experiencing physical and emotional changes. The middle-school years represent a critical time in parent/child relationships -- the final opportunity to bond with our children before they enter high school and move on to become more independent. Interested parents are invited to attend a discussion led by Boston-based family therapist Dr. Lonnie Carton as she offers practical advice on parenting and communicating effectively with children during this crucial and decisive period.

In The Middle

A Program for Parents of Middle-School Children

Presented by Dr. Lonnie Carton



*7:30 to 8:30 p.m.
Tuesday, May 7, 1996
Roberts Middle School
35 Court Street
Medford, Mass.*

7:30 p.m.	Introduction <i>Roy Belson, Superintendent, Medford Public Schools</i>
7:35 p.m.	"In The Middle" <i>Dr. Lonnie Carton</i>
8:20 p.m.	Questions and Answers <i>Audience</i>

Dr. Lonnie Carton is a Boston-based family therapist and senior editor of *Education Today*. She is the host of "In the Learning Center" on the CBS Radio Network, the author of *No! Is a Love Word*, and a member of the Anheuser-Busch "Family Talk About Drinking" advisory panel. She also serves as director of Family Support Services for Boston Partners in Education.

The Medford Public School District appreciates the support of Anheuser-Busch Companies, Inc., in making this event possible.

Jumpstart!

Jumpstart is an early intervention program that offers a one-on-one interaction between *Jumpstart* counselors and four-year-olds who are experiencing difficulty adjusting to Head Start preschool programs.

It has been noted that some Head Start children develop social and emotional problems that manifest themselves in a variety of "acting out" behaviors, which can push the child toward failure in school—the one place that could provide a safe haven for nurturing the child's growth and development.

But *Jumpstart* works to alter this destructive course and put these very young children on a path toward success in school. By pairing each preschooler with his or her own counselor, who is a specially trained college student, even the youngest child with the most difficulty has a chance to succeed with the one-on-one attention that the *Jumpstart* counselor provides. Counselors work to teach the kids the basic academic skills they will need to succeed in preschool, from writing their names, to reading books. But they also teach the young children how to make friends, with both their peers and with adults.

Jumpstart counselors serve as mentors, teachers, friends, and, most importantly, positive role models for the *Jumpstart* children they work with, as often the counselors are former Head Start children or parents themselves. All counselors are volunteer undergraduate students who have committed to two-year terms so that they can follow the children through their last year of Head Start and their first year of public school.

Jumpstart takes place in Head Start classrooms, either after school or during the parts of the day when the classroom is not being used. The

counselor and child meet twice weekly in this setting, for two hours each session. Each classroom houses eight kids, eight counselors, and one coordinator who oversees the curriculum and makes sure everything runs smoothly. Each child is referred to *Jumpstart* by their Head Start teacher and staff.

Jumpstart counselors continue to work with the children after they complete Head Start and move into kindergarten. Counselors will travel to the children's schools and continue to work with them for four hours weekly, lending vital support to help them with the transition from Head Start into the regular public school system.

★

Jumpstart is being tested in Boston, Massachusetts, and New Haven, Connecticut. Currently the program is privately funded, but it is looking for both individual donors and corporations to sponsor the eight-person *Jumpstart* teams that comprise a classroom group.

Jumpstart is an undergraduate-run program operated in collaboration with the public school system. In Connecticut it is affiliated with Dwight Hall at Yale University in New Haven.

For more information on this program, contact Yale undergraduate and co-founder *Rebecca Weintraub at Dwight Hall, Yale University, P.O. Box 209008, New Haven, CT 06520.*

Rebecca is a former volunteer at a local Head Start center which she contacted to offer her services and where she developed the idea of *Jumpstart*, along with co-founder and fellow student Aaron Lieberman. *Jumpstart* was originally thought of as a vehicle to stimulate college students into getting involved in com-

What they're saying about *Jumpstart* ...

"*Jumpstart* has been a wonderful experience for both the children, their parents, and our staff. The children are certainly benefiting from the one-on-one contact they have with the counselors. This is helping to raise their self esteem and, at the same time, increasing their language, literacy, and cognitive skills."

—Ruth Turner
Director of New Haven
Head Start

"[The child I referred to *Jumpstart*] became less aggressive and was calmer after returning to class. He was more verbal and sure of himself, too."

—Head Start Teacher
at the Zigler Head Start
Center, New Haven, CT

"He seemed to do better [during *Jumpstart*] He was a lot more calm, taking his time about learning. In the classroom, when he is around a lot of kids, he gets aggravated, but with one-on-one he can take his time and work things out."

—Neva Caldwell
Jumpstart Parent

munity service. Rebecca states that *Jumpstart* has attracted more volunteer students than they can currently use, so it has been widely successful.

Aaron Lieberman has since graduated from Yale University and plans to teach at a Boston Head Start center this fall. □

Yale University

Department of Psychology
P.O. Box 208205
New Haven, Connecticut 06520-8205

Campus address:
2 Hillhouse Avenue

August 26, 1994

To whom it may concern:

I have been very impressed by the Jumpstart program and its mission of offering individual attention to Head Start children who are struggling in the preschool setting. We know what happens to children who are allowed to fail in preschool: the potential outcomes they confront are daunting: increased placement in special education, increased likelihood of grade retention and, most seriously of all, higher rates of delinquency (often a precursor to later criminality). I believe the one-to-one attention and intensive tutoring Jumpstart offers these children can help reduce developmental risk factors and prepare the children to enter school ready to learn.

Jumpstart complements Head Start in two distinct areas. First, the program provides intensive services to young children at an extremely low cost. Second, Jumpstart serves as a stabilizing factor to help the Head Start children make the transition into public school. For these reasons I believe Jumpstart has the potential to be a valuable addition to any Head Start program.

Jumpstart also provides an invaluable experience for the college students who work in the program. By placing young, motivated students as workers in Head Start centers, the entire Head Start program stands to gain. Once these young people have seen how Head Start works, some of them will certainly go on to work in early education after graduation, and all of them will have a better understanding of both Head Start and the community it serves. Both of these outcomes are beneficial to the entire Head Start program.

For all of the above reasons, I support the Jumpstart program as a model with the potential for national replication, and I look forward to seeing the results of the current evaluation of the project.

Sincerely,


Edward Zigler
Sterling Professor
of Psychology

January 26 1995

TO Whom This May Concern

This letter is to inform you of the progress that Jump-Start has made with my child. My name is Cherrylye Brown, I have a large family. 4 of my children are preschool age, 3 are enrolled in Head-Start in Jamaica Plain they are Benjamin 5yrs., Isaiah 4yrs., Moriah 4yrs., Kituana 6mos.

Isaiah is enrolled in the Jump-Start Program.

He is a hyperactive child

He would give his teacher (Erin) and I a hard time in school and at home

He would knock over chairs, throw things or act very muleish, whine and paw you when he wanted your attention.

Since Ray has been working with Isaiah on his attitude and behavior He has been more cooperative at school and at home.

With Ray he gets the extra Attention he needs

Ray talks to and with him, plays with him

Ray is like a surrogate big brother that he doesn't have to share with the others.

Therefore he is able to burn off some of his extra energy enabling him stay still long enough to listen and participate in more classroom activities

We still have some bad days but they are few

My only regret is that the children only see their friends only twice a week.

This program has definitely been an asset to this daycare center as well as to its recipients and their parents we need more programs like Jump-start active in our children's lives

Sincerely Yours

Cherrylye Brown





New York University
A private university in the public service

Faculty of Arts and Science
Department of Psychology
Doctoral Program in Clinical Psychology

6 Washington Place, 4th Floor
New York, NY 10003
Telephone: (212) 998-7979
FAX: (212) 995-4018

To Whom It May Concern:

I am Project Coordinator of the Task Force on Head Start and Mental Health, a national task force developing strategies to improve the mental health and family support capacities of Head Start. Together with Dr. Jane Knitzer, Deputy Director of the National Center for Children in Poverty, I have been surveying Head Start programs and early childhood mental health initiatives nationwide to write a best practices report on Head Start - mental health partnerships.

I am writing you today in support of the Jumpstart program, which we have selected as one of our 15 model programs to highlight in our report, "Meeting Changing Needs: Strategies to Improve Mental Health in Head Start" (we have spoken with and/or visited over 70 programs in all). Among the array of Head Start - agency partnerships which we have surveyed, this program is unique in utilizing the potential of American college students to enrich the lives of the most troubled Head Start children and their families. We believe the program is of national significance in the early childhood community.

Strengths of the Jumpstart model include its training component, which is intensive and of high quality. Counselors in the program receive not only intensive initial training and weekly meetings with experienced team leaders, but also direct access to support at the central office through the Internet. Counselors are trained to receive Child Development Associate training, and then move on to become Head Start teachers, enriching in this way Head Start's efforts to recruit and retain high-quality staff. Reports of Head Start teachers regarding the programs' effects on children have been uniformly positive.

The Jumpstart program meets a tremendous need within the Head Start program for extra support targeting children who are showing the most emotional and behavioral difficulty in the classroom. These are the children who research shows would most benefit from intensive preventive services during the preschool years, but who often do not receive this support due to the financial constraints of the Head Start program.

In summary, I recommend the Jumpstart program for support without reservation.

Please do not hesitate to call or write me if you have any further questions.

Sincerely,

Hirokazu Yoshikawa, M.A.
Project Coordinator, Task Force on Head Start and Mental Health



CITY OF BOSTON • MASSACHUSETTS

OFFICE OF THE MAYOR
THOMAS M. MENINO

June 21, 1996

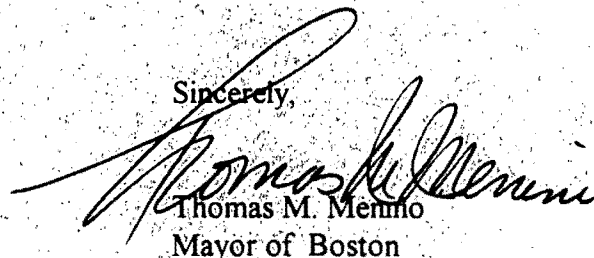
Massachusetts National and
Community Service Commission
87 Summer Street
Boston, MA 02110

Dear Commission Members,

As a member of the Read Boston Executive Committee, I am writing to express my strong support of the Jumpstart /Read Boston /AmeriCorps proposal. By combining Jumpstart's high quality one-on-one service delivery to preschool children and their families with Read Boston's city-wide literacy campaign, this partnership will focus Boston's service movement on building school readiness with the city's youngest children.

The proposed partnership would advance Read Boston's goal to ensure that all Boston children read at grade level by the end of third grade. Currently, over 100 professionals and providers, and countless volunteers, have participated in the campaign. Read Boston's collaboration with Jumpstart is an ideal way to focus this city-wide commitment and implement a proven strategy that builds school readiness with preschool children. Americorps support of this partnership would serve as a model public/private venture for how other cities can profoundly impact the lives of young children and their families through service. This partnership represents a strong step toward establishing Boston as this nation's preeminent city for children.

Sincerely,



Thomas M. Menino
Mayor of Boston