

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
--------------------------	---------------	------	-------------

001. fax	Hiebert to Shirley Sagawa re: phone number [partial] (1 page)	11/25/1998	P6/b(6)
----------	---	------------	---------

COLLECTION:

Clinton Presidential Records
First Lady's Office
Shirley Sagawa
OA/Box Number: 23245

FOLDER TITLE:

Reach Out and Read

2013-0124-S

rc1070

RESTRICTION CODES

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

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]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

FOLEY, HOAG & ELIOT LLP
ONE POST OFFICE SQUARE
BOSTON, MASSACHUSETTS 02109

*copy for
Nicole*

Telephone: (617) 832-1000

TELEX: 940693

Facsimile: (617) 832-7000

FACSIMILE COVER SHEET

June 2, 1999

TO: Shirley Sagawa
FAX #: (202) 456-6244
CONFIRMATION #:

CLIENT SYMBOL-CASE #: 20832-2

FROM: Nick Littlefield

EXT: 1105

USER #: 3274

TOTAL PAGES SENT: 5 (including cover sheet)

MESSAGE

Looking forward to seeing you on Friday in Boston.

Nick

IMPORTANT -- PLEASE READ

The information contained in this facsimile message is intended only for the personal and confidential use of the designated recipients named above. This message may be an attorney-client communication and as such is privileged and confidential. If the reader of this message is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this document in error, and that any review, dissemination, distribution or copying of this message is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone and return the original message to us by mail. Thank you.

IF THERE ARE ANY PROBLEMS WITH THIS TRANSMISSION
PLEASE TELEPHONE US AT

(617) 832-1000 EXT.

- ☐ 7752 ... 17th floor
- ☐ 7734 ... 18th floor
- ☐ 7735 ... 20th floor

FOLEY, HOAG & ELIOT LLP
M E M O R A N D U M

To: Melanne and Shirley
From: Nick Littlefield *Nick*
Date: May 13, 1999
Re: Reach Out and Read

As we did with the First Lady's Longfellow House visit, I hope we can use the visit to Reach Out and Read on Friday as a catalyst to win and hopefully to announce additional public and private support for Reach Out and Read.

I know the Reach Out and Read staff and Steve Cohen at Scholastic are in touch with your office about announcements the First Lady can make, including (1) the Massachusetts legislature's \$500,000 appropriation to make Reach Out and Read services available to all at risk children in Massachusetts; (2) the Boston Medical Center HMO's commitment to cover Reach Out and Read for all its eligible subscribers; (3) a series of new commitments of donated books from Scholastic; and (4) a large dollar commitment to Reach Out and Read from CVS.

That's the local government and private side of the public-private partnership. In addition, there are major ongoing efforts to obtain support from the federal government, and clearly Reach Out and Read will benefit from having the First Lady's support to make these happen. Here are some of the ongoing possibilities:

- Reach Out and Read in March submitted an application to the Office of Educational Research and Improvement ("OERI") at the U.S. Department of Education for a Field Initiated Studies Grant. We are hopeful that OERI will recognize the critical importance of early childhood literacy initiatives, and award a three-year grant to Reach Out and Read. (Attached is a more detailed memo on the OERI application.)
- Reach Out and Read has pursued new funds to be made available under the Reading Excellence Act. The organization helped to ensure that the Act recognized the importance of early childhood literacy, and worked with State education officials to ensure that their applications for federal funds included an early childhood component. In the months to come, Reach Out and Read will work with targeted localities to establish partnerships to serve children in need.
- There is a possibility that Reach Out and Read will be made eligible to secure funds through the pending reauthorization of the Elementary and Secondary Education Act. The organization is working closely with Senator Kennedy and other members of Congress to authorize an appropriation for Reach Out and Read that would parallel the current appropriation for Reading is Fundamental (RIF). The idea is essentially

to expand the so-called Inexpensive Book Distribution Program (21 USC, §8131) which funds RIF to cover children five years of age and younger.

- There is a possibility that Reach Out and Read will also be eligible to receive funds through the Stevens-Kennedy Early Childhood Trust Fund bill now being crafted. This will be a real bipartisan effort, after several Alaska Reach Out and Read sites shared their strong feelings about the program with both Senator Stevens and Senator Murkowski.

Reach Out and Read has a real chance to transform the way Americans think about literacy and education. The First Lady's support has been the prime catalyst for the growth of the program across the country. I hope your office's efforts to help can be redoubled in the months ahead, even with everything else you are all doing!

REACH OUT AND READ BACKGROUND FACTS ON OERI APPLICATION

- The Reach Out and Read Application to OERI.
 - On March 26, 1999, Reach Out and Read submitted an application to the Office of Educational Research and Improvement (OERI) for a Field Initiated Studies (FIS) grant.
 - The proposal has been assigned the following identification:
 - PR/Award No.: R305T990107
 - CFDA Program: 84.305
- Background Information on these Grants.
 - For 1999, approximately \$8 million is available for FIS research grants.
 - The review of applications is already underway, and announcements of successful applicants are expected in late summer.
 - C. Kent McGuire, the OERI Assistant Secretary, indicated in a "Dear Colleague" letter accompanying the application that OERI is "interested in investigations aimed at building new theories or *testing and applying new methodologies.*" (Emphasis supplied.)
 - Assistant Secretary McGuire indicated in the same letter that "*collaborations across disciplines are also encouraged.*" (emphasis supplied)
- Background Information On Reach Out and Read's Proposal
 - Reach Out and Read's application is entitled "Clinic-Based Parent Education in Emergent Literacy."
 - Reach Out and Read seeks slightly more than \$992,000 over three years to conduct its study.
 - Reach Out and Read will conduct its investigation at six community health center sites across the country. In the first year, it will collect information about the literacy-related behaviors and attitudes of 900 families. In years two and three, it will study how those behaviors and attitudes change when pediatricians provide guidance to parents on reading to their children, and give them the tools, in the form of books, to do so.
 - The Project Director will be Dr. Perri Klass, a pediatrician and noted author who has testified before the Senate Committee on Labor and Human Resources about the critical importance of the early childhood years in the later development of reading skills. The Research Director will be Dr. Robert Needleman a leading researcher on the importance of literacy intervention in the pediatric health care setting.
- Some Arguments That OERI Should Award a Grant to Reach Out and Read.

- Reach Out and Read has proposed the most rigorous investigation to date into the impact of integrating book and literacy guidance into pediatric primary care.
- Early childhood literacy is a “new frontier” for educators. Applying and testing the methodologies developed by Reach Out and Read over the last ten years is exactly the type of research that Assistant Secretary McGuire called for in his announcement of this competition.
- Reach Out and Read addresses the early literacy challenge in health centers and hospitals. Awarding it a grant would signify that OERI is serious about collaborations across disciplines.

January 21, 1999

MEMORANDUM

TO: Steve Cohen, Scholastic Books and First Lady's Prescription for Reading
Danica Petroschius, Senator Kennedy's Office
Jennifer Klein, First Lady's Office

FROM: Kristin Bunce, America Reads Challenge, U.S. Department of Education

RE: Reach Out and Read

I wanted to update you on activities and conversations that have occurred over the past few weeks between Department of Education officials and individuals affiliated with Reach Out and Read.

Per the request from Senator Kennedy, Secretary Riley met with Dr. Barry Zuckerman, Terry Peterson and me on Friday, December 4, 1998 to discuss the Reach Out and Read (ROR) program as well as potential ways the Department of Education (ED) could support ROR's efforts. Following the meeting with Secretary Riley, Dr. Zuckerman met with Mary Jean LeTendre, Director of Compensatory Education Programs, Laura Wood, Director of the Federal Work-Study Program in the America Reads Challenge Office and me to continue the discussion that began with the Secretary.

We suggested that Dr. Zuckerman might want to seek support for the Reach Out and Read program in the following ways:

Speak at National Meetings and Conferences: Mary Jean offered to help ROR get on the agenda at various national meetings and conferences such as the Title I State Directors conference and the Great City Schools conference, etc.

Apply for Discretionary Grants. The Even Start Program in the Office of Elementary and Secondary Education (OESE) as well as the Office of Education Research and Improvement (OERI) have discretionary funds. Dr. Zuckerman was encouraged by Mary Jean to submit a proposal for funding to the Even Start Program. Ellen Frawley, Director of the President's Coalition for the America Reads Challenge, has discussed with Steve Cohen that ROR might want to explore possibilities for funding within OERI.

Post Messages on the Reading Summit Listserv. As part of follow-up to the National Reading Summit that was held in September 1998, the America Reads Challenge office has set up a listserv for conference participants. I offered use of the listserv to Dr. Zuckerman as a networking mechanism for ROR.

Highlight ROR at the Reading Excellence Program Application Workshops. As part of the Reading Excellence Program's implementation strategy, the Department of Education will host 4-5 regional application workshops. The Secretary offered to highlight ROR at these regional conferences as potential community-based organizations with which LEAs might want to form partnerships.

Meet with the Office of Indian Education. We offered to set up a meeting with ROR and the Office of Indian Education at the Department.

Use Federal Work-Study Tutors. We suggested that ROR might want to tap into the Federal Work-Study program in America Reads. Laura Wood has agreed to help ROR with this effort.

Additionally, Dr. Zuckerman asked if the Secretary would participate in an advertising campaign that would include HHS, DOJ, and ONDCP. The Secretary said that we would support this effort.

Please let me know if you have any questions or would like further information regarding any of the above mentioned suggestions.

CC: Kent McGuire
Leslie Thornton
Carol Rasco

! Á Ç Ò Á ß μ á ä

*25m → 5m

*25/child

6m - 5yr
a Socio ~~economic~~ ~~status~~
at every pediatric
visit

FY99 Outlays:

- \$119 million for program management at the Department of Health and Human Services (HHS). (CR H11392) The \$1.5 million earmarked in the Act suggests that these funds can be used for the support of programs such as Reach Out and Read.
- \$10 million for the Secretary [of HHS] to carry out research, demonstration and evaluation projects in fiscal year 2000 under the Child Care and Development Block Grant. (CR H11397)
- \$491 million for Goals 2000. (CR H11400)
- \$669.867 million for Education Research, Statistics and Improvement under the Department of Education (DoEd). (CR H11403)
- \$459.242 million for Departmental Management at DoEd. (CR H11404). Less than a quarter of these funds are set aside for the Office of Civil Rights and the Office of Inspector General.
- \$4.66 billion for Head Start. (CR H11441)
- \$135 million for Even Start. (CR H11449)
- \$28.8 million for Education for Homeless Youth and Children. (CR H11451)
- \$10 million for Learning Anytime Anywhere Partnerships. (CR H11460)

Grant Programs:

- Goals 2000 — Parental Assistance Program (Office of Elementary and Secondary Education)
 - Objective: Strengthen partnerships between parents and professionals in meeting the educational needs of pre-school and school-aged children.
- Even Start — Migrant Education (Office of Elementary and Secondary Education)
 - Objective: Improve the educational opportunities of migrant families through family literacy programs
- National Institute for Literacy
 - Objective: Enhance national effort to make all Americans literate by the year 2000.
- Social Services Research and Demonstration (Administration for Children and Families (HHS))
 - Objective: Promote the healthy development and greater social well-being of children and families.

existing demonstration, which is evaluating the benefits of linking the primary care services of community health centers with substance abuse treatment.

It is intended that \$10,000,000 of the funding available for consolidated health centers will be made available for grants to assist health centers in meeting the necessary startup expenses for planning and organizing managed care networks and plans as proposed by the House instead of \$6,000,000 as proposed by the Senate.

The conference agreement has deferred taking action on the recommendation contained in the Senate report regarding the new interstate nurse licensure compact, pending the resolution of several important issues concerning the compact. It is understood that several States have not endorsed the compact and some State Boards of Nursing and other nursing organizations have raised reservations about the compact.

It is intended that the agency may use up to \$3,000,000 of the funding provided for the National Health Services Corps for State offices of rural health.

The conference agreement provides \$304,265,000 for health professions instead of \$303,818,000 as proposed by the House and \$208,000,000 as proposed by the Senate. It is recognized that one of the barriers to meeting the health care needs of underserved and minority populations in urban areas is the inability to fill critical entry level positions in allied health. Many of these positions could be filled by participants in the Welfare to Work program. The conference agreement includes \$1,000,000 within Allied Health Special Projects for the Illinois Community College Board (ICCB) to support a program to train and place welfare recipients in the greater Chicago urban area in the allied health fields using distance technology. It is expected that the ICCB will coordinate its efforts with the Illinois Department of Human Services. The conference agreement also includes \$200,000 to support the demonstration proposal by the Utah Medical Education Council and Utah Area Health Education Centers.

The conference agreement provides \$38,892,000 for rural health outreach grants instead of \$32,592,000 as proposed by both the House and the Senate. Within the total provided, it is intended that funds be allocated for the following: \$3,000,000 to continue the Southwest Alabama Network for Education and Telemedicine project; \$500,000 for a proposal by the Children's Health Fund to implement a rural health initiative that would expand the availability and accessibility of comprehensive primary pediatric care to underserved rural communities, especially in rural areas of Mississippi, West Virginia, south Florida, and Arkansas; \$250,000 for a project by the Low Country Health Care Systems; \$1,000,000 for a proposal by the Louisiana State University Medical Center that would link a school of medicine, a biomedical research center, hospitals, rural clinics, and a strong telecommunications network to provide urgently needed health services, health education regarding genetic diseases, and vital research into hereditary neurodegenerative disorders such as Friedreich's ataxia and Usher syndrome which occur in the rural, medically underserved Acadian population of Louisiana at rates two and a half times the national average; \$2,000,000 for a telemedicine proposal by the San Bernardino County Medical Center; \$100,000 to allow Southeast Community College to wire and equip a state-of-the-art telecommunications center on its Cumberland, Kentucky campus; \$1,000,000 for the Marshfield Clinic to expand women's health services in rural areas through a mobile health clinic and database network; and

\$2,000,000 for the Center for Sustainable Health Outreach at the University of Southern Mississippi in affiliation with Harrison Institute at Georgetown University.

The conference agreement provides \$21,670,000 for Hansen's Disease Services instead of \$18,670,000 as proposed by both the House and the Senate. Within the total provided, \$3,000,000 is to implement and evaluate Diabetes Lower Extremity Amputation Prevention programs in areas served by community health centers in the States of Louisiana, Alabama, Georgia, and Mississippi that also have high incidences of diabetes that result in lower extremity amputations and to include pilot programs in conjunction with the Louisiana State University School of Medicine, the University of South Alabama, and the Roosevelt Warm Springs Institute for Rehabilitation.

The conference agreement provides \$25,000,000 to fully fund the Medicare Rural Hospital Flexibility Grants Program authorized in the Balanced Budget Act of 1997. This program will provide grants to States to help them improve access to essential health care services in rural communities by: (1) developing and implementing a rural health plan; (2) developing networks; (3) designating Critical Access Hospitals (CAHs); and (4) improving rural emergency medical services and other activities. It will provide support for local citizens, employers, and health care providers to conduct the community development activities that are necessary to identify their health care needs and design a local system of care to address them. For hospitals and other providers, this program will provide technical assistance and support to: (1) develop integrated networks of care; (2) examine the conversion to CAHs; and (3) improve information systems, quality assurance programs, and other activities. The conference agreement would provide for the operation of this program as a new activity by HRSA. This activity was included within the Health Care Financing Administration in the Senate bill. The House bill contained no similar provision. The agency is urged to provide assistance to the Bennett County Community Hospital in Martin, South Dakota, in developing innovative ways to improve health care access and outcomes for underserved rural populations, particularly Native Americans.

The conference agreement provides \$119,000,000 for program management instead of \$114,059,000 as proposed by the House and \$120,000,000 as proposed by the Senate. Within the total provided, it is intended that \$1,250,000 will be allocated to continue the efforts of the American Federation for Negro Affairs national education and research fund of Philadelphia and \$250,000 is for the University of Northern Iowa Global Health Corps project.

VACCINE INJURY COMPENSATION

The conference agreement includes \$100,000,000 for Vaccine Injury Compensation, as proposed by the Senate, for compensation of vaccine-related injuries associated with vaccines administered before October 1, 1988. The House bill contained no similar provision.

CENTERS FOR DISEASE CONTROL AND PREVENTION

DISEASE CONTROL, RESEARCH, AND TRAINING

The conference agreement includes \$2,609,520,000 for disease control, research, and training instead of \$2,591,433,000 as proposed by the House and \$2,366,644,000 as proposed by the Senate.

The conference agreement includes bill language identifying \$17,800,000 for Centers for Disease Control and Prevention (CDC) buildings and facilities instead of \$12,800,000

as proposed by the House and \$6,800,000 as proposed by the Senate. Included in this amount is \$11,000,000 for Phase II of the infectious disease laboratory. The conference agreement also includes bill language not proposed in either House or Senate bills to allow the General Services Administration to enter into a single contract or related contracts for the full scope of this laboratory and that the solicitation and contract shall contain the clause "availability of funds" found in the Code of Federal Regulations.

The conference agreement includes a total of \$94,573,000 for the National Center for Health Statistics instead of \$84,573,000 as proposed by both the House and Senate. The conference agreement also includes bill language designating \$67,793,000 of the total to be available to the Center under the Public Health Service one percent evaluation set-aside instead of \$59,232,000 as proposed by the House and \$84,573,000 as proposed by the Senate.

The conference agreement does not include bill language designating \$51,000,000 for a civilian stockpile of antidotes, antibiotics, and vaccines as proposed by the House. Funding for this activity is included in the Public Health Emergency Fund as proposed by the Senate.

The conference agreement includes bill language designating \$51,000,000 for violence against women programs financed from the Violent Crime Reduction Trust Fund as proposed by the House instead of \$43,000,000 as proposed by the Senate. The conference agreement includes funding for the Metropolitan Family Services' Coordinated Community Response to Violence project.

The conference agreement includes bill language not proposed by either House to allow CDC to incur obligations related to agreements with non-Federal entities without receipt of advance payment.

The table accompanying the conference agreement includes a breakout of program costs and salaries and expenses by program as proposed by the House. The Senate report did not include this breakout. Salaries and expenses activities encompass all non-extramural activities with the exception of program support services, centrally managed services, buildings and facilities, and the Office of the Director. It is intended that designated amounts for salaries and expenses are ceilings. The agency may allocate administrative funds for extramural program activities according to its judgment. Funds should be apportioned and allocated consistent with the table, and any changes in funding are subject to the normal notification procedures.

The conference agreement provides \$13,500,000 for prevention centers instead of \$12,000,000 as proposed by the House and \$9,080,000 as proposed by the Senate. It is expected that the agency will fund all previously existing centers and provide them with a modest increase in funding. The conference agreement also provides \$1,000,000 within this amount to establish a tobacco prevention research network.

The conference agreement disapproves the plan of the Department to require States to purchase vaccines for the Vaccines for Children Program with section 317 discretionary funds. All Vaccines for Children vaccines should be purchased with mandatory funding provided in the Omnibus Budget Reconciliation Act of 1993 for that purpose.

CDC is urged to continue working with State and local health agencies to determine the incidence and prevalence of traumatic brain injury and to establish education and prevention programs relating to traumatic brain injury. The conference agreement also supports a study on the cost-effectiveness of trauma systems as described in the House and Senate reports.

The agency is urged to carry out an outreach campaign to increase utilization of pneumococcal and flu vaccines for Medicare beneficiaries as authorized by the Balanced Budget Act of 1997.

HCFA should be commended for its efforts in California and elsewhere to develop and disseminate culturally and linguistically appropriate HIV/AIDS-related education models for minority women of childbearing age and health care providers. HCFA is encouraged to continue its efforts to coordinate the broader development and dissemination of multimedia education materials needed to reach this population, including managed care organizations, community health centers, States and community-based organizations.

ADMINISTRATION FOR CHILDREN AND FAMILIES

FAMILY SUPPORT PAYMENTS TO STATES

The conference agreement includes bill language proposed by the Senate to allow reimbursement payments to States under the old Aid to Families with Dependent Children program, subject to the limitations in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. The House had no similar provision.

LOW INCOME HOME ENERGY ASSISTANCE PROGRAM

The conference agreement does not include the rescission of the fiscal year 1999 appropriation that was contained in the House bill. The Senate bill contained no rescission of these funds which were appropriated in the fiscal year 1998 appropriations bill. The agreement also includes an emergency appropriation for fiscal year 1999 of \$300,000,000 as proposed by the Senate. The House bill included no emergency appropriation. The agreement also includes an advance appropriation for fiscal year 2000 in the amount of \$1,100,000,000 as contained in both the House and Senate bills.

The conference agreement provides that in both fiscal years 1999 and 2000 up to \$27,500,000 is to be used for the leveraging incentive fund.

REFUGEE AND ENTRANT ASSISTANCE

The conference agreement includes \$415,000,000 as proposed by the Senate instead of \$415,165,000 as proposed by the House. It is understood that approximately \$20,000,000 will be available in 1999 from 1997 carryover funds; these funds shall be used under social services to increase educational support to schools with a significant proportion of refugee children and for the development of alternative cash assistance programs that involve case management approaches to improve resettlement outcomes. Such support should include intensive English language training and cultural assimilation programs.

The conference agreement provides \$220,698,000 for transitional and medical services, a decrease of \$10,000,000 below the House and Senate bills. This reduction reflects lower estimates of 1998 program costs that are continued into 1999. The funding level for transitional and medical services is sufficient to continue the policy of providing eight months of assistance to new arrivals.

The conference agreement provides \$139,990,000 for social services, an increase of \$5,000,000 over the House and \$10,000,000 over the Senate. The conference agreement includes \$26,000,000 for increased support to communities with large concentrations of refugees whose cultural differences make assimilation especially difficult justifying a more intense level and longer duration of Federal assistance, and \$14,000,000 to address the needs of refugees and communities impacted by the recent changes in Federal assistance programs relating to welfare reform. The agreement includes \$19,000,000 for

assistance to communities impacted by Cuban and Haitian entrants and refugees whose arrivals in recent years have increased.

The conference agreement includes \$4,835,000 for preventive health as proposed by the Senate. The House bill consolidated this activity into social services.

CHILD CARE AND DEVELOPMENT BLOCK GRANT

The conference agreement appropriates \$1,182,672,000 as an advance appropriation for fiscal year 2000 as proposed by the Senate, instead of \$1,000,000,000 as proposed by the House. The agreement further provides that \$19,120,000 shall be for child care resource and referral and school-aged child care activities as proposed by the Senate. The House had no similar provision. The agreement includes language proposed by the Senate modified to require the States to utilize \$50,000,000 above the amount required by section 658G of the basic law for activities that improve the quality of infant and toddler child care for fiscal year 1999. The House had no similar provision. The agreement includes language to require the States to utilize \$222,672,000 above the amount required by the basic law for activities that improve the quality of child care for fiscal year 2000, including \$50,000,000 specifically for infant and toddler child care. The Senate bill specified \$50,000,000 for that purpose. The basic law requires that not less than four percent of the appropriation be used for such activities. Finally, the agreement includes \$10,000,000 for the Secretary to carry out research, demonstration and evaluation projects in fiscal year 2000.

SOCIAL SERVICES BLOCK GRANT

The conference agreement includes \$1,909,000,000 as proposed by the Senate instead of \$2,299,000,000 as proposed by the House. The agreement modifies a provision included in both bills that limits the ability of States to transfer TANF funds to the Social Services Block Grant. The transfer percentage allowed in fiscal years 1999 and 2000 will be 10 percent.

CHILDREN AND FAMILIES SERVICES PROGRAMS (INCLUDING RESCISSIONS)

The conference agreement appropriates \$6,137,087,000, instead of \$5,946,820,000 as proposed by the House and \$6,113,784,000 as proposed by the Senate. In addition, the agreement rescinds \$21,000,000 from permanent appropriations as proposed by both the House and Senate.

The agreement does not include an advance appropriation of \$1,365,000,000 for Head Start for fiscal year 2000 proposed by the Senate. All Head Start funds in the conference agreement are fiscal year 1999 appropriations.

The agreement appropriates \$105,000,000 from the Violent Crime Reduction Trust Fund as proposed by the House instead of \$101,000,000 as proposed by the Senate.

The agreement includes language proposed by the Senate providing that \$10,000,000 shall be available for establishing Individual Development Accounts, contingent upon the enactment of authorizing legislation. The House had no similar provision. Also included is an additional citation to the Social Security Act as proposed by the Senate.

Within the amount provided for child abuse discretionary activities, \$1,000,000 is available for carrying out activities authorized by section 105(a)(2) of the Child Abuse Prevention and Treatment Act and \$2,000,000 is provided to fund a child abuse prevention resource center for the Southeastern region of the United States to be coordinated by the children's trust fund of Alabama.

Sufficient funds are included to enable the Department to give full and fair consider-

ation to a proposal under the Child Abuse Prevention and Treatment Act for a national network to increase the safety of children. The Public Children Services Association of Ohio would be especially suited as a model for such a network.

Sufficient funds are available within the runaway and homeless youth activities to fund the Center County Youth Services of State College and Three Rivers Youth of Pittsburgh at the fiscal year 1998 funding level.

The conference agreement concurs with the Senate report language calling for a pilot study to carefully examine information systems issues confronting States as a result of welfare reform, such as data collection and reporting requirements, case management systems, and the integration of multiple systems.

The conference agreement provides \$4,000,000 to the Administration on Developmental Disabilities to award competitive grants to conduct training and technical assistance and other national activities designed to address the problems which impede the self-sufficiency of families of children with disabilities.

The conference agreement provides \$1,000,000 for Community Legal Services, Inc., of Philadelphia, PA, to continue providing legal services for the poor.

The conference agreement provides that \$130,000 is to be used for colleges and universities that have enrolled American Indian and/or Alaska Natives in masters degree programs in social work for purposes of providing 20 field practicum placements of masters degree candidates in Indian reservation and rural Indian community settings.

The conference agreement concurs in the Senate Report language concerning the job creation demonstration authorized under section 505 of the Family Support Act of 1988.

The Head Start Bureau is encouraged to coordinate an effort with other agencies aimed at strengthening families and communities in their efforts to reduce the negative effect of substance abuse on the development of young children.

PAYMENTS TO STATES FOR FOSTER CARE AND ADOPTION ASSISTANCE

The conference agreement appropriates \$3,764,000,000 as proposed by the House instead of \$3,964,000,000 as proposed by the Senate. The agreement does not include a \$200,000,000 reserve fund proposed by the Senate.

ADMINISTRATION ON AGING AGING SERVICES PROGRAMS

The conference agreement appropriates \$882,020,000, instead of \$861,020,000 as proposed by the House and \$876,050,000 as proposed by the Senate. The agreement includes legal citations as proposed by the House with respect to the Alzheimer's initiative. The agreement funds this initiative in the Administration on Aging as proposed by the House.

The conference agreement provides funding for the Senior Outreach Program as described in the Senate Committee Report.

The conference agreement includes the following amounts under aging research and training:

- \$1,000,000 for Family Friends
- \$750,000 for a project to monitor and report incidents of elderly abuse and neglect as described in the Senate Committee Report
- \$750,000 for using telemedicine and video conferencing to improve the health of rural elderly Americans and to educate health care personnel in rural areas as described in the Senate Committee Report
- \$1,000,000 for an outcomes evaluation needed for the Government Performance and Results Act

suspends HCFA regulations requiring, as a condition of participation in Medicare, that hospitals notify local organ procurement networks of all deaths occurring in the hospital. The Senate bill contained no similar provision.

LOUIS STOKES LABORATORY

The conference agreement includes a provision contained in the House bill to name the Consolidated Laboratory Building (Building 50) at NIH the Louis Stokes Laboratories. The Senate bill contained no similar provision.

MEDICAID FUNDING FOR VIAGRA

The conference agreement does not include sections 218 and 219 of the House bill. The Senate bill contained no similar provisions. There are concerns about clinical and financial abuse of these drugs that could endanger the health of patients and undermine the public support for the Medicaid program that often cannot adequately provide basic health care for all needy individuals. Therefore, HCFA is encouraged to establish a rigorous system to review utilization of these drugs by working with States, clinicians, consumer advocates, and others to assure consistent collection of data necessary to make the exclusion determination under section 1927(d)(3) if the drug is subject to clinical abuse or inappropriate use.

TITLE X COMPLIANCE WITH STATE LAWS AND REQUIREMENTS FOR PARENTAL CONSENT

The conference agreement does not include a provision contained in the House bill that requires title X clinics to comply with State laws relating to notification or reporting of child abuse, child molestation, sexual abuse, rape or incest and also requires clinics to notify a parent or guardian prior to the provision of contraceptive drugs or devices to minors. The Senate bill contained no similar provision.

MEDICARE+CHOICE

The conference agreement includes a provision contained in both House and Senate bills that assures Medicare+Choice plans are not required to provide abortion services but that such services must be available to beneficiaries outside the plan.

DALE AND BETTY BUMPERS VACCINE RESEARCH FACILITY

The conference agreement includes a provision contained in the Senate bill to name the Vaccine Research Facility (Building 40) at NIH the Dale and Betty Bumpers Vaccine Research Facility. The House bill contained no similar provision.

PROSTATE CANCER RESEARCH

The conference agreement deletes without prejudice a provision contained in the Senate bill that earmarks \$175,000,000 for prostate cancer research at NIH. The House bill contained no similar provision.

SUBSTANCE ABUSE AND MENTAL HEALTH BLOCK GRANT FORMULA

The conference agreement includes a provision not contained in either the House or Senate bills that allows funds allocated to the States for the substance abuse block grant and the mental health block grant to be allocated according to current law which would incorporate the Secretary's decision to change the wage proxy to the use of non-manufacturing wages.

TITLE X COMPLIANCE WITH STATE LAWS

The conference agreement includes a provision contained in the House bill that requires Title X clinics to comply with State laws relating to notification or reporting of child abuse, child molestation, sexual abuse, rape or incest. The Senate bill contained no similar provision.

TITLE III—DEPARTMENT OF EDUCATION EDUCATION REFORM

The conference agreement includes \$1,314,100,000 for Education Reform, instead of the \$861,500,000 proposed by the House and \$1,244,500,000 as proposed by the Senate.

Goals 2000

The conference agreement provides \$491,000,000 instead of \$496,000,000 provided by the Senate and \$245,500,000 provided by the House. This amount includes \$461,000,000 for state grants instead of \$466,000,000 as proposed by the Senate and \$220,500,000 as proposed by the House. For parental assistance, the conference agreement includes \$30,000,000, the same level as in the Senate bill instead of \$25,000,000 in the House.

Education Technology

For education technology, the conference agreement provides \$698,100,000 instead of the \$623,500,000 proposed by the Senate and the \$541,000,000 provided by the House.

Technology Literacy Challenge Fund

For the Technology Literacy Challenge Fund, the conference agreement includes \$425,000,000, as proposed by both the House and Senate.

Technology Innovation Challenge Grants

For the Technology Innovation Challenge Grants, the conference agreement provides \$115,100,000 instead of \$106,000,000 as proposed by the House and the \$126,000,000 proposed by the Senate. Within the amount provided for Technology Innovation Challenge Grants, the conference report specifies funding for the following activities:

\$500,000 for a state-of-the-art demonstration of information technology systems to be carried out by Mansfield University, Mansfield, Pennsylvania;

\$2,500,000 to allow Rutgers, The State University of New Jersey to carry out the RUNet 2000 project that will establish a comprehensive, integrated voice-video-data communications network;

\$1,000,000 for the Krell Institute in Ames, Iowa to help meet the need for a technology-capable workforce through professional development for technology training and summer programs for teachers;

\$850,000 for the State of Alaska Department of Education to develop an Internet-based curriculum and to provide professional development to elementary and secondary school teachers;

\$2,000,000 for Hawaii Department of Education's "Magnet E-School" technology training and curriculum initiative;

\$250,000 for the "Passport to Chicago Community Network" technology training project in Chicago, Illinois;

\$600,000 for the technology in the classroom pilot program for the Green Bay Public School System in Green Bay, Wisconsin to assist four middle schools in enhancing technology access and teacher training;

\$1,200,000 for LEARN North Carolina and the University of North Carolina at Chapel Hill; and \$1,500,000 for the Iowa Department of Education for grants to Community Colleges to provide technical assistance to low-income school districts for technology.

Within the amount provided for Technology Innovation Challenge Grants, the conference agreement also sets aside \$22,000,000 for a broad based competition on promoting the use of advanced technology to improve education for all students and teachers. In administering this initiative, the conference agreement provides that full and fair consideration, consistent with current practices and policies will be given to applications submitted by the institutions identified in the House Report (105-635) and the Senate Report (105-300) and applications

submitted by institutions identified under this heading in this statement of managers.

The conference agreement encourages the Department to provide \$2,500,000 for a demonstration project on information technology that integrates computer and media technologies with traditional scholastic disciplines for grades K-16. The University of Colorado would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement encourages the Department to provide \$200,000 for an innovative project to assist parents in technology-based instruction. The Alhambra School District in California would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement contemplates an innovative effort to establish a multi-state demonstration program to guide the development of statewide technology-rich education and learning systems in the United States. The State of Washington, in consortium with Arkansas, Illinois, California and Pennsylvania, would be especially suited for this program and should be given full and fair consideration for funding.

The conference agreement encourages the Department to provide \$360,000 for an innovative project designed to engage students in language arts projects using technology as an instruction tool. The Alhambra School District in California would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement contemplates a collaborative teacher development initiative in Minnesota that would include KTCA, a community-based public television station; the Green Institute for Teaching and Learning; and the Minnesota Department of Children, Families and Learning. The conference agreement encourages the Department to provide \$1,400,000 to this initiative which would demonstrate the potential integrated use of digital television, online computer services and community resources to teachers as both training and educational tools.

The conference agreement urges the Secretary, when awarding educational technology grants, to give consideration to school districts around the country that exemplify: (1) high concentrations of at-risk youth; (2) empowerment zones and enhanced enterprise communities; and (3) significant investment to establish infrastructure with aggressive plans to utilize educational technology. The Houston Independent School District in Houston, Texas is an example of such a school that has made a substantial effort in this area.

Regional technology in education consortia

For Regional technology in education consortia, the conference agreement includes \$10,000,000, as proposed by both the House and Senate.

National Activities

The conference agreement includes \$87,000,000 for three new national education technology initiatives: \$75,000,000 for teacher training in technology, \$10,000,000 to establish computer learning centers in low-income communities, and \$2,000,000 for national technology leadership activities. The House bill and the Senate bill contained no similar provisions.

Star Schools

For Star Schools, the conference agreement provides \$45,000,000, instead of the \$46,500,000 in the Senate bill. The House bill provided no funding for this program.

Within the conference agreement, \$800,000 shall be provided to the School of Agriculture and Land Resources Management of

A demonstration to establish a state-of-the-art science and technology program that will explore the application of novel electronic materials that are used in the development of high temperature supercomputers; and

Enhanced distance education and teacher training activities at the Technology Enhancement Initiative at Elmira College in New York.

The conference agreement includes \$3,000,000 for American Indian Tribally Controlled Colleges and Universities, recently authorized under Title III of the Higher Education Act, and \$5,000,000 for demonstration project to ensure students with disabilities receive a quality education, recently authorized under part D of title VII. The conference agreement includes \$3,000,000 for Native Alaskan and Native Hawaiian-Serving Institutions, recently authorized under Title III of the Higher Education Amendments of 1998.

The conference agreement includes \$120,000,000 for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), recently authorized under Chapter 2 of subpart 2 of Part A of Title IV of the Higher Education Amendments of 1998. The conference agreement includes \$10,000,000 for the Learning Anytime Anywhere Partnerships, recently authorized under Subpart 8 of part A of Title IV of the Higher Education Amendments of 1998.

The conference agreement includes \$75,000,000 for Teacher Quality Enhancement Grants, recently authorized under Title II of the Higher Education Amendments of 1998. The conference agreement includes \$5,000,000 for Child Care Access Means Parents in School, recently authorized under subpart 7 of Part A of Title IV of the Higher Education Act, and \$5,000,000 for demonstration projects to ensure students with disabilities receive a quality education, recently authorized under Part D of title VII. The conference agreement provides \$450,000 for a Web-Based Education Commission, recently authorized under part J of Title VIII of the Higher Education Amendments of 1998. The Commission shall conduct a thorough study to assess the educational software available in retail markets for secondary and post-secondary students who choose to use such software.

The conference agreement also includes \$1,750,000 for the Underground Railroad Educational and Cultural Program, recently authorized under part H of Title VIII of the Higher Education Amendments of 1998.

The conference agreement includes \$5,000,000 for the St. Petersburg Junior College for a demonstration of a national method for increasing access to four year degrees and workforce training for students attending community colleges. The conference agreement also includes \$2,000,000 for a demonstration project in using high-technology equipment to increase educational achievement at the Technology Assisted Learning Campus in New Rochelle, New York.

The conference agreement includes \$250,000 for a demonstration that promotes cooperative educational activities at the Center for Urban Research and Learning at Loyola University of Chicago. The conference agreement also includes \$1,150,000 for Southeast Community College in Letcher, Kentucky for the acquisition of telecommunications and networking equipment.

The conference agreement includes \$3,000,000 for the Oregon State University Distance Education Alliance. The conference agreement also includes \$1,000,000 for the Appalachian Center for Economic Networks in Athens, Ohio to implement a technology training program.

The conference agreement includes \$6,000,000 for the Robert J. Dole Institute for Public Service and Public Policy on the University of Kansas campus in Lawrence, Kansas. The conference agreement includes \$1,000,000 for the Oregon Institute of Public

Service and Constitutional Studies at the Mark O. Hatfield School of Government at Portland State University. The conference agreement includes \$2,150,000 for technology-enhanced learning at the College of Natural Resources, University of Wisconsin at Stevens Point.

The conference agreement includes \$1,500,000 for Touro Law Center in Central Islip, New York for the use of technology to bridge the gap between legal education and the actual practice of law. The conference agreement includes \$1,000,000 for the International Center for Educational Technology and Distance Learning at Empire State College for design, development, production and dissemination of instructional materials to faculty and students worldwide.

The conference agreement includes \$500,000 for a national model of adaptive technologies at the National Institute of Technology for Inclusive Education at the University of Northern Iowa. The conference agreement also includes \$500,000 for a demonstration project to expand the successful college student preparation and retention programs for academically at-risk students at Prairie View A&M University.

The conference agreement also includes \$750,000 for a demonstration project to identify and provide models of alcohol and drug abuse prevention and education programs in higher education at the college level. The conference agreement also includes \$1,000,000 for the Paul Simon Public Policy Institute. The conference agreement includes \$500,000 for a teacher training program in experiential learning to be administered by the Department of Language Teacher Education, School for International Training, Brattleboro, Vermont.

The conference agreement also includes \$4,800,000,000 under Title III, for Salem State College in Salem, Massachusetts to integrate computer technology into an institutional facility to create a smart building.

The Secretary is encouraged to include funding for a demonstration project to fund expansion of a Computer Science and Information Processing Center for undergraduate and graduate degree programs. Montana State University in Billings, Montana would be especially suited for such a project.

The conference agreement includes \$4,637,000 for Urban Community Service. This funding will complete the grant cycle for noncompeting project continuations. No further funding will be provided for the Urban Community Service program.

HOWARD UNIVERSITY

The conference agreement provides \$214,489,000 for Howard University as proposed by the House instead of \$210,000,000 as proposed by the Senate. The agreement includes a provision proposed by the Senate that designates for the endowment and makes available until expended not less than \$3,530,000. The House bill permitted Howard University to allocate funds for the endowment as authorized by law.

HISTORICALLY BLACK COLLEGE AND UNIVERSITY CAPITAL FINANCING PROGRAM ACCOUNT

The conference agreement provides \$96,000 for the Historically Black College and University Capital Financing Program Account as proposed by the Senate instead of \$196,000 as proposed by the House.

EDUCATION RESEARCH, STATISTICS AND IMPROVEMENT

The conference agreement includes \$669,867,000 for Education Research, Statistics and Improvement, instead of the \$447,667,000 as proposed by the House and \$479,338,000 as proposed in the Senate.

Research

The conference agreement provides \$82,567,000 for research, instead of \$72,567,000 as proposed by both the House and Senate. Within this amount, the conference agree-

ment includes \$10,000,000 for the research institutes to support well-designed, rigorous field studies of the student achievement effects of various comprehensive school reform models, and design competition(s) for the development of new models for comprehensive school reform, particularly at the middle and high school levels.

The conference agreement recommends that the Department of Education use the First in the World Consortium as a model to conduct further research on the Consortium's TIMSS data in grades 4, 8 and 12.

Statistics

The conference agreement provides \$68,000,000 as proposed by the House, instead of \$59,000,000 proposed by the Senate.

Regional Education Laboratories

The conference agreement includes \$61,000,000 for the regional education laboratories, instead of \$56,000,000 as proposed in both the House and Senate bills. The conference agreement provides that \$5,000,000 of this amount shall be used to strengthen and expand the capacity of the laboratories to provide technical assistance to states, school districts and schools on implementing comprehensive school reform. Such assistance shall include a focus on helping school districts develop strategies to remove institutional barriers to school-wide reform, reallocate and coordinate resources to support comprehensive school reform, and share "lessons learned" among districts. Further, the conference agreement provides that the regional laboratory governing boards set the research and development priorities to guide the work funded and the funds be obligated and distributed in accordance with the fiscal year 1998 allocations by December 1, 1998.

Fund for the Improvement of Education

For the fund for the improvement of education (FIE), the conference agreement provides \$147,000,000 instead of the \$90,000,000 as proposed by the House and \$115,000,000 as proposed by the Senate.

Within the funds provided, the conference agreement includes \$15,000,000 to improve the national dissemination of information on comprehensive school reform, including the establishment of a national clearinghouse, and to ensure that all schools, particularly rural schools, can effectively implement the comprehensive school reform approach of their choice. Of this amount, not less than \$12,000,000 shall be used to expand the supply of high quality technical assistance providers through a variety of mechanisms that may include forming partnerships with states, regional service centers, regional education laboratories and consortia of local educational agencies; providing matching funds to technical assistance providers to enable them to serve more schools; and using technology or distance learning approaches to reach rural schools. The conference agreement also provides \$25,000,000 for continuation grants for schools in their second year of implementing comprehensive school reform.

The conference agreement includes \$2,000,000 for a demonstration of full-service community school sites in Charles County, Maryland, Westchester County, New York, Cranston, Rhode Island, and Skagit County, Washington.

The conference agreement also includes \$2,000,000 for the First Book program that makes new books available to local literacy programs and \$1,750,000 for the Whitaker Center for Science and the Arts in Harrisburg, Pennsylvania to be used for the teaching of science through the arts.

The agreement also includes \$350,000 to be awarded to the University of Montana and

the Montana Board of Crime Control for community-based initiatives to promote non-violent behavior in schools. Also included is \$1,000,000 for NetDay, to assist in connecting K-12 classrooms to the Internet and \$1,000,000 for the National Museum of Women in the Arts.

The agreement also includes \$1,000,000 for Youth Friends of Kansas City to improve attendance and academic performance, \$750,000 for the Thornberry Center for Youth and Families in Kansas City, MO to assist at-risk children and \$400,000 for the Bay Shore, New York Literacy Education and Assessment Partnerships.

The agreement also includes \$1,150,000 to provide technology assistance for the operation of a math/science learning center in Perry County, Kentucky and \$1,000,000 for the Heckscher Museum of Art, Long Island, New York for incorporating arts into education.

The agreement also includes \$1,200,000 for a demonstration project to improve learning among students at all levels of education at the Southeastern Pennsylvania Consortium of Higher Education.

The agreement also includes \$1,000,000 for the Dowling College Global Learning Center at the former LaSalle Academy for a master teacher training and education center to improve teacher capabilities in applying technology.

The agreement also includes \$100,000 for state-of-the-art library materials and equipment that focus on innovative approaches to learning at the Presidio School District in Texas.

Within FIE, the agreement specifically endorses the language contained in the House report (105-635) relating to the Jump Start program and the Model Youth program and has provided \$225,000 for the National Student and Parent Mock Elections.

The conference agreement supports school-based, physician led health education programs as well as a maritime history training project.

The conference agreement also encourages the extension of the Mentoring for School-Age children study. The conference agreement also supports the expanding of the National Crime Prevention Council's violence prevention program in schools and communities.

The conference agreement sets aside \$16,000,000 for a broad based competition on innovative programs in education. In administering this competition, the conference agreement contemplates that the Department of Education will provide full and fair consideration, consistent with current practices and policies to applications submitted by the institutions identified in the House Report (105-635) and the Senate Report (105-300). In addition the conference agreement contemplates that similar consideration will be given to applications submitted by the following institutions:

The conference agreement urges the Department to provide \$250,000 for a community center program that offers various on-site services, including educational tutoring and parental outreach, consistent with underlying statutes. Yolo and Solano Counties in California would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement encourages the Department to provide \$600,000 for a program that integrates standards, curricula and assessment development, consistent with underlying statutes. United Teachers-Los Angeles Academy for Integrating Standards, Curricula and Assessments would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement encourages the Department to provide \$1,000,000 for a pilot program for at-risk and economically disadvantaged youth, consistent with underlying statutes. "An Achievable Dream" project in Newport News, Virginia would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement encourages the Department to support a non-profit organization with a proven track record as an authority in quality teacher training programs to undertake a comprehensive review of research-based educational programs. The purpose of the review is to identify, assess, synthesize and catalogue educational tools and strategies that have been proven effective through research at teaching students with learning deficits.

Within the funds provided for FIE, there is included \$10,000,000 for continuing a demonstration of public school facilities repair and construction administered by the Iowa Department of Education and \$10,000,000 for the District of Columbia Public Schools education reform initiative.

International Education

The conference agreement includes \$7,000,000 the same as the Senate bill, rather than \$5,000,000 included in the House bill. Included within this amount is \$1,000,000 to implement cooperative education programs in both the Republic of Ireland and Northern Ireland and \$500,000 to increase support for activities in Bosnia-Herzegovina.

Civics Education

For Civics Education, the agreement provides \$7,500,000 the same level as in the Senate, rather than the \$6,300,000 included in the House bill. The conference agreement concurs with the Senate report language which includes \$1,000,000 for a new violence prevention initiative.

Within the amounts provided, the conference agreement includes \$50,000 for a feasibility study and initial planning and design by the Center for Educational Technologies of an effective CD ROM product that would enliven the U.S. Constitution and bring knowledge of that esteemed document to the young people of the nation. Such a product should be unique and not duplicative, and should complement the book "We the People: The Citizen and the Constitution" which has been authorized by Congress and produced by the Center for Civic Education.

21st Century Learning Centers

The conference agreement includes \$200,000,000 for the 21st Century Learning Centers, compared to \$60,000,000 in the House bill and \$75,000,000 in the Senate bill. The conference agreement is based on the understanding that the Department received applications in fiscal year 1998 far in excess of available funds. Additional funds have been provided to establish new after school learning centers in approximately 1,600 schools. The conference agreement contemplates that these funds will be targeted to high-need rural communities, urban communities and small cities that have low achieving students and lack resources to establish after school centers to ensure the greatest benefit from this federal investment. The conference agreement contemplates that communities with high rates of juvenile crime, school violence, and student drug abuse should also receive a priority for funding. Further, the Secretary is encouraged to consider applications that involve community-based partnerships with business and other agencies that can collaborate to meet the needs of students and other community members.

The conference agreement contemplates that the Secretary will, to the extent prac-

ticable, assure that these districts have available to them the technical and other assistance needed to prepare competitive applications. For those that receive grants, the agreement also contemplates that support from the broad array of assistance and information resources will be made available to assure the successful implementation of the after school centers program at the local level.

The conference agreement contemplates that federal funds should be expended for after school programs that are aligned with state and local academic standards, document student progress and utilize trained instructors.

The conference agreement includes \$500,000 to provide 3 years of support for the Chipewa Falls Area Unified School System, Wisconsin after school program, \$400,000 to provide 3 years of support for the Wausau School System, Wisconsin after school program; \$350,000 for the New Rochelle School System after school program; \$100,000 for the New York Hall of Science, Queens, New York, after school program; \$300,000 for the Bay Shore Community Learning Wellness and Fitness Center for Drug Free Lifestyles in Bay Shore, New York; \$400,000 for the Green Bay Public School System, Wisconsin after school program; \$2,500,000 for an after school anti-drug pilot program in the Chicago Public Schools; \$25,000 for the Louisville Central Community Centers Youth Education Program to support after-school programming; and \$25,000 for Canaan's Community Development Corporation in Louisville, Kentucky for the Village Learning Center after school program.

DEPARTMENTAL MANAGEMENT

The conference agreement includes \$459,242,000 for Departmental Management, instead of the \$453,742,000 as proposed by the House and \$456,742,000 as proposed by the Senate. Within this amount, the agreement provides \$66,000,000 for the Office of Civil Rights and \$31,242,000 for the Office of Inspector General.

The conference agreement recognizes that Public Service Recognition Week has educated America as to the value of the career workforce that carries out the day-to-day operations of government. This program, which has existed for over ten years, plays an important role in educating our nation's youth and providing them with timely information about their government. The agreement contemplates that the Secretary will support the elementary and secondary education projects of Public Service Recognition Week.

GENERAL PROVISIONS

VOLUNTARY NATIONAL TESTS

The conference agreement includes a provision not contained in either the House or the Senate bills. The House bill prohibited the development, planning, implementation (including pilot testing or field testing) or administration of any national test without specific and explicit statutory authority.

The Senate bill prohibited field testing, implementation and administration of national tests, but would allow pilot testing to go forward in FY 1999. The Senate bill also continued to grant authority to the National Assessment Governing Board (NAGB), as opposed to the Department of Education, to oversee limited test development activities.

The conference agreement permits the National Assessment Governing Board to proceed with very limited test development activities, but specifically prohibits any pilot testing, field testing, administration or distribution of individualized national tests that are not specifically and explicitly provided for in authorizing legislation enacted

	FY 1998 Comparable	FY 1999 Request	House	Senate	Conference	----- Conference vs ----- FY 1998	House	Senate	Mand Disc
CHILDREN AND FAMILIES SERVICES PROGRAMS									
Programs for Children, Youth, and Families:									
Head Start.....	4,347,433	4,660,000	4,500,000	3,295,000	4,660,000	+312,567	+160,000	+1,365,000	D
Advance funding (FY99/00).....	---	---	---	1,365,000	---	---	---	-1,365,000	D
Subtotal, Head start.....	4,347,433	4,660,000	4,500,000	4,660,000	4,660,000	+312,567	+160,000	---	
Runaway and Homeless Youth.....	43,574	43,653	43,574	44,653	43,653	+79	+79	-1,000	D
Runaway Youth -- Transitional Living.....	14,922	14,949	14,922	14,949	14,949	+27	+27	---	D
Subtotal, runaway.....	58,496	58,602	58,496	59,602	58,602	+106	+106	-1,000	
Child Abuse State Grants.....	20,988	21,026	25,000	21,026	21,026	+38	-3,974	---	D
Child Abuse Discretionary Activities.....	14,128	14,154	---	14,154	14,154	+26	+14,154	---	D
Abandoned Infants Assistance.....	12,229	12,251	12,229	12,251	12,251	+22	+22	---	D
Child Welfare Services.....	291,458	291,989	291,458	291,989	291,989	+531	+531	---	D
Child Welfare Training.....	5,989	6,000	5,989	8,000	7,000	+1,011	+1,011	-1,000	D
Adoption Opportunities.....	22,958	27,363	27,363	25,000	25,000	+2,042	-2,363	---	D
Adoption Incentive.....	---	20,000	20,000	20,000	20,000	+20,000	---	---	D
Family Violence.....	9,982	---	---	---	---	-9,982	---	---	D
Social Services and Income Maintenance Research.....	25,953	10,000	26,000	21,000	27,000	+1,047	+1,000	+6,000	D
Community Based Resource Centers.....	32,775	32,835	32,775	32,835	32,835	+60	+60	---	D

	FY 1998 Comparable	FY 1999 Request	House	Senate	Conference	Conference vs FY 1998	House	Senate	Mand Disc

EDUCATION FOR THE DISADVANTAGED (1)									
Grants to Local Education Agencies (LEAs):									
Basic Grants									
Advance from prior year.....	(1,298,386)	(1,448,386)	(1,448,386)	(1,448,386)	(1,448,386)	(+150,000)	---	---	NA
Forward funded.....	4,821,326	4,822,114	4,498,094	4,070,500	422,114	-4,399,212	-4,075,980	-3,648,386	D
Current funded.....	3,500	3,500	3,500	3,500	3,500	---	---	---	D
Subtotal, Basic grants.....	6,123,212	6,274,000	5,949,980	5,522,386	1,874,000	-4,249,212	-4,075,980	-3,648,386	
Advance FY99/2000 (3).....	1,448,386	1,448,386	1,448,386	2,500,000	6,148,386	+4,700,000	+4,700,000	+3,648,386	D
Concentration Grants.....	1,102,020	1,200,000	1,125,252	1,102,020	1,102,020	---	-23,232	---	D
Targeted Grants.....	---	293,000	300,000	---	---	---	-300,000	---	D
Comprehensive School Reform.....	120,000	150,000	120,000	120,000	120,000	---	---	---	D
Subtotal, Grants to LEAs.....	7,495,232	7,917,000	7,495,232	7,796,020	7,796,020	+300,788	+300,788	---	
Capital Expenses for Private School Children.....	41,119	10,000	10,000	35,000	24,000	-17,119	+14,000	-11,000	D
Even Start.....	124,000	114,992	135,000	124,000	135,000	+11,000	---	+11,000	D
State agency programs:									
Migrant.....	305,473	354,689	354,689	320,473	354,689	+49,216	---	+34,216	D
Neglected and Delinquent/High Risk Youth.....	39,311	40,311	40,311	40,311	40,311	+1,000	---	---	D
Evaluation (2).....	6,977	8,900	8,900	6,977	7,500	+523	-1,400	+523	D
Transition to School Demonstrations (2).....	---	35,000	---	---	---	---	---	---	D

Total, ESEA.....	8,012,112	8,480,892	8,044,132	8,322,781	8,357,520	+345,408	+313,388	+34,739	

(1) Forward funded except where noted.

(2) Current funded.

(3) Advance applies to Basic and Concentration Grants.

	FY 1998 Comparable	FY 1999 Request	House	Senate	Conference	----- Conference vs ----- FY 1998	House	Senate	Mand Disc
SCHOOL IMPROVEMENT PROGRAMS									
Professional development (1).....	335,000	335,000	285,000	335,000	335,000	---	+50,000	---	D
Program innovation (1).....	350,000	---	400,000	350,000	375,000	+25,000	-25,000	+25,000	D
Class size reduction (1).....	---	---	---	---	1,200,000	+1,200,000	+1,200,000	+1,200,000	D
Safe and drug-free schools:									
State Grants (1).....	531,000	526,000	531,000	381,000	441,000	-90,000	-90,000	+60,000	D
National Programs.....	25,000	30,000	25,000	175,000	90,000	+65,000	+65,000	-85,000	D
Coordinator Initiative.....	---	50,000	---	---	35,000	+35,000	+35,000	+35,000	D
Subtotal, Safe and drug-free schools.....	556,000	606,000	556,000	556,000	566,000	+10,000	+10,000	+10,000	
Inexpensive Book Distribution (RIF).....	12,000	13,000	18,000	14,000	18,000	+6,000	---	+4,000	D
Arts in Education.....	10,500	10,500	10,500	10,500	10,500	---	---	---	D
Other school improvement programs:									
Magnet Schools Assistance.....	101,000	101,000	101,000	104,000	104,000	+3,000	+3,000	---	D
Education for Homeless Children & Youth (1).....	28,800	30,000	30,000	28,800	28,800	---	-1,200	---	D
Women's Education Equity.....	3,000	3,000	3,000	3,000	3,000	---	---	---	D
Training and Advisory Services (Civil Rights).....	7,334	8,300	7,334	7,334	7,334	---	---	---	D
Ellender Fellowships/Close Up (1).....	1,500	---	1,500	1,500	1,500	---	---	---	D
Education for Native Hawaiians.....	18,000	18,000	---	22,000	20,000	+2,000	+20,000	-2,000	D
Alaska Native Education Equity.....	8,000	8,000	---	12,000	10,000	+2,000	+10,000	-2,000	D
Charter Schools.....	80,000	100,000	100,000	80,000	100,000	+20,000	---	+20,000	D
Subtotal, other school improvement programs.....	247,634	268,300	242,834	258,634	274,634	+27,000	+31,800	+16,000	

(1) Forward funded.

	FY 1998 Comparable	FY 1999 Request	House	Senate	Conference	----- FY 1998	Conference vs House	Senate	Mand Disc
Interest Subsidy Grants for Prior Year Construction...	13,700	13,000	13,000	13,000	13,000	-700	---	---	D
Special grants:									
Mary McLeod Bethune Memorial Fine Arts Center.....	6,620	---	---	---	---	-6,620	---	---	D
Federal TRIO Programs.....	529,667	583,000	600,000	554,667	600,000	+70,333	---	+45,333	D
National Early Intervention Scholarships and Partn	3,600	---	---	3,600	---	-3,600	---	-3,600	D
GEAR UP.....	---	140,000	---	75,000	120,000	+120,000	+120,000	+45,000	D
Scholarships:									
Byrd Monors Scholarships.....	39,288	39,288	---	39,288	39,288	---	+39,288	---	D
Graduate fellowships:									
Graduate Assistance in Areas of National Need.....	30,000	37,500	---	31,000	31,000	+1,000	+31,000	---	D
Youth Offender Grants.....	12,000	---	---	16,723	16,723	+4,723	+16,723	---	D
Early Awareness Information.....	---	15,000	---	---	---	---	---	---	D
Learning Anytime Anywhere Partnerships.....	---	30,000	---	10,000	10,000	+10,000	+10,000	---	D
Access and Retention Studies.....	---	20,000	---	---	---	---	---	---	D
Improving Teacher Quality:									
Teacher Quality Enhancement Grants.....	---	---	---	37,500	75,000	+75,000	+75,000	+37,500	D
Teacher training partnership grants (1).....	---	---	---	37,500	---	---	---	-37,500	D
Child Care Access Means Parents in School.....	---	---	---	---	5,000	+5,000	+5,000	+5,000	D
Demonstration in Disabilities / Higher Education..	---	---	---	---	5,000	+5,000	+5,000	+5,000	D
Web Based Education Commission.....	---	---	---	---	450	+450	+450	+450	D
Underground Railroad Program.....	---	---	---	---	1,750	+1,750	+1,750	+1,750	D

Total, Higher education.....	943,738	1,288,405	944,198	1,138,944	1,307,846	+364,108	+363,648	+168,902	

(1) The Higher Education Act Amendments of 1998 specify that this program will receive 45% of Teacher Quality Enhancement Grants.

:010 84.310 Goals 2000: Parental Assistance Program

:030 FEDERAL AGENCY: OFFICE OF ELEMENTARY AND SECONDARY EDUCATION,
DEPARTMENT OF EDUCATION

:040 AUTHORIZATION: Goals 2000: Educate America Act, Title IV,
Public Law 103-227.

:050 OBJECTIVES: To provide grants to nonprofit organizations and nonprofit organizations in consortia with local education agencies (LEAs) to assist them in establishing parental information and resource centers. These centers strive to: (1) increase parents knowledge of and confidence in child-rearing activities such as teaching and nurturing their young children; (2) strengthen partnerships between parents and professionals in meeting the educational needs of preschool and school-aged children and the working relationships between home and school; and (3) enhance the developmental progress of the children assisted under this program.

:060 TYPES OF ASSISTANCE: Project Grants.

:070 USES AND USE RESTRICTIONS: Each grantee receiving funds under this program must use at least 50 percent of the funds provided to serve areas with high concentrations of low-income families in order to serve parents that are severely educationally or economically disadvantaged. Other requirements include the establishment of a special advisory committee and design requirements. For funding in subsequent years, grantees must demonstrate that a portion of the services provided under this project is supported through nonfederal contributions.

:080 ELIGIBILITY REQUIREMENTS:

:081 Applicant Eligibility: Nonprofit organizations and nonprofit organizations in consortia with LEAs may apply.

:082 Beneficiary Eligibility: Preschool and school-aged children and their parents will benefit.

:083 Credentials/Documentation: None.

:090 APPLICATION AND AWARD PROCESS:

:091 Preapplication Coordination: This program is eligible for coverage under E.O. 12372, "Intergovernmental Review of Federal Programs." An applicant should consult the office or official designated as the single point of contact in his or her State for more information on the process the State requires to be followed in applying for assistance, if the State has selected the program for review.

:092 Application Procedure: Applications must be prepared and submitted in accordance with the notice published in the Federal Register. Contact the program office for more information.

:093 Award Procedure: Applications are reviewed by panels of field readers. Points are awarded according to the selection criteria for discretionary grants contained in the Education Department General Administrative Regulations (EDGAR). Applications are ranked based on the number of points awarded and are selected for funding based on their rank order and geographic location in order to satisfy statutory provisions. Grants are distributed, to the greatest extent possible, to all geographic regions of the country.

:094 Deadlines: Contact the program office for application deadlines and information.

:095 Range of Approval/Disapproval Time: The range of approval/disapproval time is approximately 60 through 90 days following the application deadline.

:096 Appeals: None.

:097 Renewals: Renewals are based on the review of annual performance reports and the recommendation of the project officer. All renewals are subject to the availability of funds.

:100 ASSISTANCE CONSIDERATIONS:

:101 Formula and Matching Requirements: Grantees are required to contribute, from nonfederal sources, a portion of the services provided under the project after the first year.

:102 Length and Time Phasing of Assistance: Projects generally may be supported for 1 to 4 years. Funds are granted on a 12 month basis.

:110 POST ASSISTANCE REQUIREMENTS:

:111 Reports: Annual financial and progress reports must be submitted as required by grant award terms and conditions.

:112 Audits: In accordance with the Education Department General Administration Regulations (EDGAR), 34 CFR 74, nonprofit organizations are subject to the audit requirements in OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

:113 Records: As required by the Education Department General Administrative Regulations.

:120 FINANCIAL INFORMATION:

:121 Account Identification: 91-0500-0-1-501.

:122 Obligations: (Grants) FY 97 \$15,000,000; FY 98 est \$25,000,000; and FY 99 est \$25,000,000.

:123 Range and Average of Financial Assistance: \$50,000 to \$500,000; \$350,000.

:130 PROGRAM ACCOMPLISHMENTS: Awards have been made for parent information and resource centers in 40 States to help link families and schools to support children's learning. The nonprofit organizations conduct training activities, referral networks, and other projects to support parents and schools.

:140 REGULATIONS, GUIDELINES, AND LITERATURE: Education Department General Administrative Regulations (EDGAR). For more information contact the program office.

:150 INFORMATION CONTACTS:

:151 Regional or Local Office: None.

:152 Headquarters Office: Goals 2000, Office of Elementary and Secondary Education, Department of Education, 600 Independence Ave., SW., Portals Bldg., Room 4000, Washington, DC 20202. Contact: Daisy Greenfield. Telephone: (202) 401-0039.

:160 RELATED PROGRAMS: None.

:170 EXAMPLES OF FUNDED PROJECTS: No examples are available.

:180 CRITERIA FOR SELECTING PROPOSALS: The selection criteria contained in the Education Department General Administrative Regulations are used to evaluate this program. For more information contact the program office.

:010 84.214 Even Start_Migrant Education

:030 FEDERAL AGENCY: OFFICE OF ELEMENTARY AND SECONDARY EDUCATION,
DEPARTMENT OF EDUCATION

:040 AUTHORIZATION: Elementary and Secondary Education Act of 1965,
Title I, Part B, 20 U.S.C. 6362 et seq.

:050 OBJECTIVES: To improve the educational opportunities of migrant families through family literacy programs that integrate early childhood education, adult literacy or adult basic education, and parenting education.

:060 TYPES OF ASSISTANCE: Project Grants (Discretionary).

:070 USES AND USE RESTRICTIONS: Funds are used for activities such as recruitment and screening of children and parents, design of programs, instruction for children and parents, staff training, support services, evaluation, and coordination with other programs.

:080 ELIGIBILITY REQUIREMENTS:

:081 Applicant Eligibility: Any entity may apply. The Secretary specifically invites application from State educational agencies (SEAs) that administer migrant programs; local educational agencies (LEAs) that have a high percentage of migrant students; and nonprofit community-based organizations that work with migrant families.

:082 Beneficiary Eligibility: Parents who are migratory agricultural workers or fishers and their children, from birth through age 7. Parents must also be eligible for participation under the Adult Education Act or be within the State's compulsory school attendance age range.

:083 Credentials/Documentation: None.

:090 APPLICATION AND AWARD PROCESS:

:091 Preapplication Coordination: None. This program is eligible for coverage under E.O. 12372, "Intergovernmental Review of Federal Programs." An applicant should consult the office or official designated as the single point of contact in his or her State for more information on the process the State requires to be followed in applying for assistance, if the State has selected the program for review. The standard application forms as furnished by the Federal agency and required by OMB Circular No. A-102 must be used for this program.

:092 Application Procedure: Application forms are available from the Department of Education, Office of Migrant Education. Applications must be prepared and submitted in accordance with the regulations, instructions, and forms included in the application package. The applications are reviewed and evaluated by a panel.

:093 Award Procedure: A panel appointed by the Secretary reviews each State educational agency's application for the financial information required and evaluates the application on the basis of selection criteria published in the Federal Register. The Secretary makes awards based on applicant scores and migrant streams.

:094 Deadlines: Contact the Department of Education for application deadlines.

:095 Range of Approval/Disapproval Time: Approximately three months.

:096 Appeals: None.

:097 Renewals: Grants are awarded for four years, with annual renewals subject to the approval of the Secretary.

:100 ASSISTANCE CONSIDERATIONS:

:101 Formula and Matching Requirements: There is no statutory formula. The Federal share of the cost of a project is not more than 90 percent in the first year, 80 percent in the second, 70 percent in the third, and 60 percent in the fourth and final year.

:102 Length and Time Phasing of Assistance: Grants may be made for up to 48 months. Funds are awarded for a twelve month period from October 1 to September 30 of the following year.

:110 POST ASSISTANCE REQUIREMENTS:

:111 Reports: Annual performance report is required.

:112 Audits: In accordance with the Education Department General Administrative Regulations in the Appendix to 34 CFR 80, State and local governments that receive financial assistance of \$100,000 or more within the State's fiscal year shall have an audit made for that year. State and local governments that receive between \$25,000 and \$100,000 a year shall have an audit made in accordance with the Appendix to Part 80, or in accordance with Federal laws and regulations governing the programs in which they participate.

:113 Records: In accordance with the General Education Provision Act and the Education Department General Administration Regulations, certain project records must be maintained for three years.

:120 FINANCIAL INFORMATION:

:121 Account Identification: 91-0900-0-1-501.

:122 Obligations: (Grants) FY 97 \$3,059,760; FY 98 est \$3,720,000; and FY 99 est \$3,449,760.

:123 Range and Average of Financial Assistance: \$109,500 to \$270,000; \$230,000.

:130 PROGRAM ACCOMPLISHMENTS: In 1997, 13 projects are operating.

:140 REGULATIONS, GUIDELINES, AND LITERATURE: 34 CFR 200. For more information contact the program office.

:150 INFORMATION CONTACTS:

:151 Regional or Local Office: Not applicable.

:152 Headquarters Office: Office of Elementary and Secondary Education, Migrant Education, Department of Education, 600 Independence Avenue, SW., Portals Bldg., Room 4100, Washington, DC 20202-6135. Contact: Francisco Garcia. Telephone: (202) 260-1164. Use the same number for FTS.

:160 RELATED PROGRAMS: 84.011, Migrant Education_Basic State Grant Program; 84.141, Migrant Education_High School Equivalency Program; 84.149, Migrant Education_College Assistance Migrant Program; 84.213, Even Start_State Educational Agencies; 93.246, Health Centers Grants for Migratory and Seasonal Farmworkers; 93.600, Head Start.

:170 EXAMPLES OF FUNDED PROJECTS: Funded projects integrate early childhood education with adult education for parents.

:180 CRITERIA FOR SELECTING PROPOSALS: Likelihood of success in meeting the purpose of the authorizing statute; extent of need for the project; plan of operation; quality of key personnel; budget and cost-effectiveness; evaluation plan; and adequacy of resources.

:010 84.257 National Institute for Literacy

:020 (NIL)

:030 FEDERAL AGENCY: NATIONAL INSTITUTE FOR LITERACY, DEPARTMENT OF EDUCATION

:040 AUTHORIZATION: Adult Education Act, Section 384(c), Public Law 102-73, 20 U.S.C. 1201.

:050 OBJECTIVES: To enhance the national effort to reach the National Education Goal -- that all Americans will be literate by the year 2000 -- through the coordination of efforts for literacy across Federal agencies, and through support for the creation and dissemination of information to improve literacy practice, policy, and technical assistance to literacy providers. In advancing this broad purpose, NIL is authorized to pursue many different specific activities. They include: funding research and development, creating a database of current information on policy and practice, providing technical assistance, funding fellowships, and supporting a national literacy hot line. An over-arching principle is that NIL will carry out its activities through collaborating with and building on existing public and private efforts.

:060 TYPES OF ASSISTANCE: Project Grants; Project Grants (Contracts); Project Grants (Fellowships).

:070 USES AND USE RESTRICTIONS: Projects cannot duplicate activities being performed by the Secretary of Education. This program is governed by an interagency group made up of the Departments of Education, Health and Human Services, and Labor.

:080 ELIGIBILITY REQUIREMENTS:

:081 Applicant Eligibility: Public and private nonprofit institutions may apply.

:082 Beneficiary Eligibility: State literacy resource centers, individuals, universities, and education organizations will benefit.

:083 Credentials/Documentation: None.

:090 APPLICATION AND AWARD PROCESS:

:091 Preapplication Coordination: This program is eligible for coverage under E.O. 12372, "Intergovernmental Review of Federal Programs." An applicant should consult the office or official designated as the single point of contact in his or her State for more information on the process the State requires to be followed in applying for assistance, if the State has selected the program for review.

:092 Application Procedure: Application procedures are set forth in the announcements in the Federal Register or the Commerce Business Daily.

:093 Award Procedure: Announcements are made in the Federal Register or the Commerce Business Daily. Contact the headquarters office for details.

:094 Deadlines: Dates are published in the Federal Register. Contact the headquarters office for particular project deadlines.

:095 Range of Approval/Disapproval Time: The range is approximately 60 days.

:096 Appeals: Appeals can be made directly to the Director of the National Institute for Literacy.

:097 Renewals: If funding is available, renewals are possible for multi-year grants.

:100 ASSISTANCE CONSIDERATIONS:

:101 Formula and Matching Requirements: None.

:102 Length and Time Phasing of Assistance: The length of grants vary depending upon the type of project.

:110 POST ASSISTANCE REQUIREMENTS:

:111 Reports: Quarterly reports are required.

:112 Audits: Audits are contingent upon EDGAR.

:113 Records: In accordance with Section 443 of the General Education Provisions Act, as amended by the Improving America's Schools Act, grantees must maintain records for 3 years.

:120 FINANCIAL INFORMATION:

:121 Account Identification: 91-0400-0-1-501.

:122 Obligations: (Grants and Contracts) FY 97 \$4,491,000; FY 98 est \$5,491,000; and FY 99 est \$6,000,000.

:123 Range and Average of Financial Assistance: Varies considerable depending on the project.

:130 PROGRAM ACCOMPLISHMENTS: The Institute has created a unique and innovative state-of-the-art information and communication network on Internet that provides literacy programs in every State with current reliable information on effective literacy practices.

:140 REGULATIONS, GUIDELINES, AND LITERATURE: Federal Acquisition Regulations and EDGAR apply.

:150 INFORMATION CONTACTS:

:151 Regional or Local Office: Not applicable.

:152 Headquarters Office: National Institute for Literacy, 800 Connecticut Avenue, NW., Washington, DC 20006. Telephone: (202) 632-1500.

:160 RELATED PROGRAMS: 94.006, AmeriCorps.

:170 EXAMPLES OF FUNDED PROJECTS: A three to five year effort on behalf of adults with learning disabilities was funded. Capacity-building grants to 14 States to design and implement interagency systems for either staff development or outcome-based performance management were funded. The development of an electronic Internet-based literacy information and communication system is currently available as a prototype.

:180 CRITERIA FOR SELECTING PROPOSALS: For specific criteria on individual grants, the institution should be contacted.

:010 93.647 Social Services Research and Demonstration

:030 FEDERAL AGENCY: OFFICE OF PLANNING, RESEARCH AND EVALUATION, ADMINISTRATION FOR CHILDREN AND FAMILIES, DEPARTMENT OF HEALTH AND HUMAN SERVICES

:040 AUTHORIZATION: Social Security Act, Title XI, Section 1110, as amended by Public Laws 86-778, 88-452, 90-248, 96-265, and 99-190; 42 U.S.C. 1310.

:050 OBJECTIVES: To promote the ability of families to be financially self-sufficient, and to promote the healthy development and greater social well-being of children and families.

:060 TYPES OF ASSISTANCE: Project Grants; Project Grants (Cooperative Agreements); Project Grants (Contracts).

:070 USES AND USE RESTRICTIONS: Grants, cooperative agreements, and contracts are awarded for innovative research, demonstrations, and evaluations that are responsive to the Administration for Children and Families (ACF) program priorities. All applications must meet standards of excellence in research, demonstration, or evaluation design.

:080 ELIGIBILITY REQUIREMENTS:

:081 Applicant Eligibility: Grants and cooperative agreements may be made to or with governmental entities, colleges, universities, nonprofit and for-profit organizations (if fee is waived). Contracts may be awarded to nonprofit or for-profit organizations. Grants or cooperative agreements cannot be made directly to individuals.

:082 Beneficiary Eligibility: Low-income individuals, children, youth, families, individuals with developmental disabilities, and Native Americans.

:083 Credentials/Documentation: Applicants must present written evidence of other agencies' willingness to cooperate when the project involves the use of other agencies, facilities, or services. Nonprofit organizations which have not previously received ACF program support must submit proof of nonprofit status. For State and local governments, costs will be determined in accordance with 45 CFR Part 92 and OMB Circular No. A-87. For other grantees, applicable costs and administrative procedures will be determined in accordance with 45 CFR Parts 74 and 92.

:090 APPLICATION AND AWARD PROCESS:

:091 Preapplication Coordination: This program is eligible for coverage under E.O. 12372, "Intergovernmental Review of Federal Programs." An applicant should consult the office or official designated as the single point of contact in his or her State for more information on the process the State requires to be followed in applying for assistance, if the State has selected the program for review.

:092 Application Procedure: All information and forms required to prepare a grant or cooperative agreement application are published in the Federal Register. Copies of the program announcement may be available on the Internet or from the Office of Planning, Research and Evaluation, ACF, 7th Floor, 370 L'Enfant Promenade, SW., Washington, DC 20447. All information needed to submit a proposal for a contract is provided through a Request for Proposal published in the Commerce Business Daily.

:093 Award Procedure: Official notice of approved grant or cooperative agreement is made through issuance of a Financial Assistance Award. Official notice of an accepted contract proposal is made through award of a contract.

:094 Deadlines: Established when grants, cooperative agreements, and

contracts are solicited. Deadlines for grants and cooperative agreements are announced in the Federal Register as part of the solicitation of applications. Deadlines for requests for contract proposals are announced in the Commerce Business Daily.

:095 Range of Approval/Disapproval Time: From 60 to 365 days. Generally, solicited grants, cooperative agreements, and contracts will be acted upon within 120 days.

:096 Appeals: Appeals are processed in accordance with HHS regulations in 45 CFR Part 16.

:097 Renewals: Extensions and continuations are available if formally applied for and approved. If an application is recommended for approval for 2 or more years, the grantee or contractor must submit each year a formal request for continuation accompanied by a progress report which will be evaluated prior to a recommendation of continuation.

:100 ASSISTANCE CONSIDERATIONS:

:101 Formula and Matching Requirements: Grantees are generally required to share in the cost of projects. Cost sharing of 25 percent of the total approved project cost is generally required for grants or cooperative agreements; contracts are not required to share in the project cost.

:102 Length and Time Phasing of Assistance: Funds are granted on a 1- to 3-year basis, with support beyond the first year contingent upon acceptable evidence of satisfactory progress, continuing program relevance, and availability of funds.

:110 POST ASSISTANCE REQUIREMENTS:

:111 Reports: Reports of progress and expenditures are required on all projects. Comprehensive final reports are due within 90 days of completion of the project.

:112 Audits: Audits are conducted in accordance with the requirements in 45 CFR 74 and 92.

:113 Records: Proper accounting records, identifiable by grant or contract number and including all receipts and expenditures, must be maintained until all questions are resolved.

:120 FINANCIAL INFORMATION:

:121 Account Identification: 75-1536-0-1-506.

:122 Obligations: (Grants and Contracts) FY 97 \$44,000,000; FY 98 est \$26,000,000; and FY 99 est \$10,000,000.

:123 Range and Average of Financial Assistance: (Grants and Contracts) \$30,000 to \$1,000,000.

:130 PROGRAM ACCOMPLISHMENTS: In fiscal year 1997, grants and contracts were awarded funding research and evaluation related to welfare reform, employment initiatives, child well-being, child care, and child welfare and state technical assistance. In fiscal years 1998 and 1999, grant and contract awards are expected in child care, child welfare, welfare reform, child impact studies, employment evaluations, home visitation studies, and evaluations of State waiver demonstrations.

:140 REGULATIONS, GUIDELINES, AND LITERATURE: Guidelines and other information are published in the Federal Register and Commerce Business Daily.

:150 INFORMATION CONTACTS:

:151 Regional or Local Office: Appropriate ACF Regional Administrator.

(See Appendix IV of the Catalog for ACF Regional Offices.)

:152 Headquarters Office: Dr. K.A. Jagannathan, Office of Planning, Research and Evaluation, Administration for Children and Families, Department of Health and Human Services, 7th Floor, 370 L'Enfant Promenade SW., Washington, DC 20447. Telephone: (202) 205-4829. Use the same number for FTS.

:160 RELATED PROGRAMS: 93.558, Temporary Assistance for Needy Families; 93.595, Welfare Reform Research, Evaluations and National Studies.

:170 EXAMPLES OF FUNDED PROJECTS: (1) State Welfare Reform evaluations; (2) Evaluation of welfare-to-work strategies; (3) Job placement and retention demonstrations; (4) Changing culture of welfare; (5) Training and technical assistance in administering welfare reform programs; (6) Temporary Assistance to Needy Families (TANF) implementation studies; (7) Responsible fatherhood; (8) Home visitation program demonstrations; (9) Child Welfare; and (10) Child Care.

:180 CRITERIA FOR SELECTING PROPOSALS: The criteria for selecting projects to be funded under this program are published in the Federal Register grant announcement and in the solicitation for requests for proposals for contracts.

**First Lady Launches New York's Citywide Expansion of Reach Out and Announces
New Efforts to Encourage Parents to Read to their Children
December 1, 1998**

"There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade young parents of all educational and economic levels to take this mission of reading to and talking with their young babies seriously."

-- First Lady Hillary Rodham Clinton, January 10, 1997

New research shows that reading to children in their first few years of life actually helps their brains grow in addition to enhancing their emotional and social development. Based on this research, First Lady Hillary Rodham Clinton called on booksellers, publishers, libraries, hospitals, pediatricians, health centers, and others to work together to make sure that infants and toddlers who come to the doctor have access to books and are read to regularly. From her challenge, the Prescription for Reading Partnership was born, of which Reach Out and Read, Scholastic and others have come together to promote early learning through literacy development. Today, the First Lady will launch Reach Out and Read of Greater New York, which represents 27 area hospitals and community health centers with over 40/60 Reach Out and Read sites in the New York City area. Mrs. Clinton also announced a series of commitments by Scholastic, another key member of the Prescription for Reading Partnership, who have donated books to promote reading by parents to their children.

Effort Will Expand Citywide Reach Out and Read Programs Across Chicago by the Year 2000. The First Lady will launch the Reach Out and Read Coalition of Greater New York, which will make literacy development part of regular pediatric care for children. This program combines reading to children waiting for medical appointments, with counseling parents on the importance of reading to children, and giving children a book to take home. This launch of the Reach Out and Read Coalition of Greater New York represents 27 area hospitals and community health centers with sites in the five boroughs of New York City, as well as in Westchester and northern New Jersey. A number of community based literacy and health related organizations have also joined the initiative to form a membership of 40/60 Reach Out and Read sites.[check] At these sites over 700 pediatricians will provide books at approximately 200,000 well visits per year to an ethnically diverse and low income population. In addition, the Coalition has adopted a goal of prescribing reading to one million kids by the millennium.

Scholastic Expands Commitment to Prescription for Reading Partnership by Creating Multi-Lingual Books. In addition, the First Lady will also announce Scholastic's new commitments to the Prescription for Reading Initiative (check/ are these new?). First, Scholastics will donate 50,000 books to the Reach Out and Read Coalition of Greater New York, and will commit to donating a new book for every child newly served by Reach Out and Read for the next five years. They will also extend their

local challenge grant program to New York City so that for every \$5,000 raised locally, Scholastic will donate 500 books to that location. And they will also continue their national challenge grant program, through which they donate 5,000 more books for every \$100,000 raised nationally. Finally, Scholastic will expand their multi-lingual book program to include two additional languages -- Bengali and Serbo-Croatian -- in order to serve growing communities in New York. Scholastic already provides Arabic, Cambodian, Chinese, Haitian Creole, Korean, Polish, Portuguese, Spanish and Vietnamese—each with an English translation on every page.

The Prescription for Reading Partnership Responds to the President's America Reads Challenge and the First Lady's Call for a National Effort to Prescribe Reading to Infants and Toddlers. The Prescription for Reading Partnership responds to the First Lady's call in January, 1997 for a national partnership to build on existing efforts to prescribe reading -- by programs like Reach Out and Read and the American Library Association's Born to Read -- and the President's America Reads Challenge to help parents be their children's first teachers and ensure that every child can read will by the end of third grade. The national partnership, led by Reach Out and Read, Scholastic, Inc., and First Book, includes the American Academy of Pediatrics, National Association of Community Health Centers, National Association of Children's Hospitals and Related Institutions, American Library Association, Random House, Irving Harris and the Harris Foundation, Annie E. Casey Foundation, American Booksellers Association, Association of American Publishers, Mellon Trust, Dreyfus Corporation, ABC television, Reading is Fundamental, National Association of Chain Drug Stores, and the National Community Pharmacists Association.

Reach Out and Read

[Intro and acknowledgements]

Coalition of Greater

It was my great privilege to kick-off city-wide Reach Out and Read partnerships in Baltimore and my home town of Chicago -- those projects are going strong, as are others in x communities around the country. But I could not be more pleased to be here to help launch Reach Out and Read in New York, the home of so many great publishing houses, hospitals, community health centers, and nonprofit organizations. While needs here are big, your hearts are bigger. The breadth of your coalition is remarkable. You have bridged many worlds. Because of your generosity, one million children in the five boroughs, New Jersey, and Westchester county will receive books by the millennium.

I especially want to thank Scholastic for its generous donation. [Assume the details of the donation will be provided by other speakers? Scholastic has donated 50,000 books to Reach Out and Read New York, and has made a commitment to donate a new book for every child newly served by the partnership over the next five years. It will donate 500 books for every \$5,000 raised locally, and has expanded its mult-lingual book program, which I had the honor of announcing last April in Chicago, to two additional languages to serve growing communities in New York -- Bengali and Serbo-Croatian.]

Many of you have heard me talk about my fond memories of reading to Chelsea when she was a little child. Bill and I used to stretch out on her bed, hold her in our arms and either read her books or make up new tales about imaginary characters who embarked on breathtaking adventures. Just like our parents and grandparents did with us.

What we didn't know back then was that the stories we read to children during their first years of life do even more than strengthen our emotional bonds with them. As last year's White House conference on Early Childhood Development and Learning made clear, reading and talking to our infants and toddlers helps them learn words and concepts. It actually fires up the synapses and stimulates the growth of their brains. And it lays the foundation for a lifetime of reading and imagination.

Last year, the President set a goal that all children will read independently and well by the end of 3rd grade. This challenge, coupled by new research about how best to teach reading, has sparked changes in elementary school classrooms around the country. But as any kindergarten teacher will tell you, children begin their elementary education with vastly different levels of skill. Some know how to read and are able to write full sentences. Others don't know how to hold a book, have a small vocabulary, and can't recite the alphabet. These children are playing catch up

Check -
how many
for sites?

You
are
bringing
together
over
100 members
and today
committing
youself
to meet
a wonderful
goal -- to
prescribe
books to

Say a
bit
more.

and in [insert number] of communities all around the United States.

These efforts will make a difference. [Announce evaluation results?]

Congratulations on this successful launch of your new partnership. I eagerly await the results of your first year, and many years to come.

Mention Computer
Literacy piece

before they ever start.

In a world where well-off families can provide their preschoolers with computer software that teaches them phonics and can buy whole libraries of quality children's literature, it should not surprise anyone that children from families without big pocketbooks may be at a disadvantage when it comes to reading. We need to do more to equalize the scales -- supporting high quality early childhood development programs, providing education for parents, and offering all children the chance to own books of their own.

Of course, many important building blocks for reading don't cost anything. Talking to young children from birth opens their minds to words, concepts, and the sounds that make up words that enable them later on to make sense of written language. Reading to young children from birth exposes them to a dramatically larger vocabulary and teaches them that print represents words -- a fundamental concept for the beginning reader. But most of all, they learn the joy of holding a book and hearing a favorite story -- habits begun in preschool that open the doors to a lifetime of learning through books.

/ Minimizes book
contributions

Yet when we speak to young parents about the importance of reading and talking to their young children, many are puzzled by the thought of reading to someone who can't understand or talk back. Some worry that they're not good readers themselves or, sadly, that they can't read at all. We must tell them, "It doesn't matter." All parents can open a book, point to the pictures, and make up a story. All parents must hear the message: Reading and talking are as important to our children's brains as car seats and immunizations are to their health.

But how do parents know this? They won't always have access to the latest research about child development. But they do take their children to the doctor, and listen to their advice. Taking a page from Reach Out and Read's play book, our idea was that pediatricians should prescribe reading just like other good medicine. And that they should fill that prescription on the spot by handing a parent or caregiver a book. But we knew they couldn't do this alone.

So 20 months ago, I issued a challenge to publishers, booksellers, pediatricians, librarians, health centers, and other dedicated citizens to work together to make sure that every infant and toddler who goes to a doctor returns home with a book. We called this the Prescription for Reading Partnership, and its members didn't want to study the problem or write a report. They made real commitments and they have followed through on them. Today, across the country, the number of children who have been served by Reach Out and Read doctors has swelled to [insert number]. The number of doctors trained to prescribe reading has jumped to [insert number]. The number of libraries participating in the Born to Read program has increased tenfold. And as you heard today, these numbers are multiplying here



BRODERBUND SOFTWARE
500 Redwood Boulevard
Novato, CA 94948

FACSIMILE

Date 11/23/98

To: Jennifer Klein

FAX NUMBER 202 - 456 - 2818

FROM Arthur Armstrong

Broderbund Fax #(415) 382-3099

Number of pages (including this one) 3

At (415) 382 - 3039

COMMENTS: US Kids Compute! A Computer Literacy
Campaign
Thanks for your help. You will be receiving
an invitation for The First Lady, as well
as Dr. Seuss software tomorrow (Tuesday).
I'll phone you today to discuss any
question



Jennifer Klein
Office of The First Lady
202-456-2878

November 23, 1998

Dear Ms. Klein:

Thank you so much for agreeing to support U.S. Kids Compute! by having The First Lady make an announcement about our event at her 2:30pm engagement on Tuesday, December 1st. We are thrilled to have an endorsement from The First Lady for this important literacy campaign. U.S. Kids Compute!, and The Learning Company are committed to supporting families make the right software and hardware choices for their children, and helping community organizations provide access to children who might not have computers at home.

Following is a brief overview of the campaign. If possible, I would like the opportunity to have 3 people attend the event at which the First Lady will be making her remarks, so that we can videotape. Can you send me permission, and logistics information about the event at 2:30pm? I will follow up with you tomorrow to see if there is any additional information we can provide you with, or to answer any questions you may have.

U.S. Kids Compute! – A National Computer Literacy Campaign

Background

U.S. Kids Compute! is a national computer literacy campaign led by The Learning Company, which will contain the following components:

Campaign Kick-Off Event

- Party for kids, media, policymakers, educators and Dr. Seuss Enterprises celebrating computer literacy at the Seuss! Exhibit, Children's Museum of Manhattan, 5:30pm December 1998.
- 60, 00 children will be playing with Dr. Seuss software on the day of the event
- Guests at the event will get a preview of the US Kids Compute! web site containing information on computer literacy, and skill building activities for children

White Paper Document

Seeks to educate and inform by addressing issues such as:

- What is computer literacy for young children?
- When can or should children start to use a computer, and what are the the benefits and the issues surrounding learning on the computer?
- What is the role of parents and the role of software in influencing computer literacy for children?

Web Site And Challenge

uskidscompute.com is a web site that will provide families with information and tips on computer literacy for young children, with a Seussian flair. As a "challenge" element of the campaign, the web site will also provide children with fun and educational activities, that will help increase their computer skills.

Community Outreach

The U.S. Kids Compute! Campaign will help launch First Byte, a program created by First Book, in Washington, DC that will provide software to over 200 community organizations around the country, improving access for children who, for economic or other reasons, have had little or no access to computers and educational software. The Learning Company will be donating 10,000 pieces of software to community organizations for children who may not have access to computer technology.

Sponsors

Sponsors and partners of the U.S. Kids Compute! Campaign include The Learning Company, Computertots, FamilyPC Magazine, CkidsNet, First Book, and Apple Computer.

Please do not hesitate to call me if you have any questions or if you need more information. I look forward to talking to you soon.

Best Regards,

Andrea Armstrong

Broderbund Software, A division of The Learning Company
415-382-3039
andrea_armstrong@broder.com

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
--------------------------	---------------	------	-------------

001. fax	Hiebert to Shirley Sagawa re: phone number [partial] (1 page)	11/25/1998	P6/b(6)
----------	---	------------	---------

COLLECTION:

Clinton Presidential Records
First Lady's Office
Shirley Sagawa
OA/Box Number: 23245

FOLDER TITLE:

Reach Out and Read

2013-0124-S
rc1070

RESTRICTION CODES

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

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]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

The University of Michigan

School of Education
610 E. University, Room 1323
Ann Arbor, MI 48109-1259
Secretary: 734-763-1342
FAX: 734-763-1368

DATE: 11/25

TO: Shirley Sagawa

FAX TELEPHONE NUMBER: 202-456-6244

NUMBER OF PAGES: 3
(Including this sheet)

SENDER'S NAME: Hiebert

SENDER'S PHONE: [REDACTED] [001]

MESSAGE:
(If any)

Please deliver this facsimile transmission to the above addressee(s). If you did not receive all pages in good condition, please advise:

SCHOOL OF EDUCATION
EDUCATIONAL STUDIES PROGRAM
734-763-1342

Account number to be charged: [REDACTED]

Approval for account charges: _____

Monthly billing charges: Date: _____

Total Amount: _____



CIERA

Center for the Improvement of
Early Reading Achievement

University of Michigan School of Education

610 E University Av, Rm 1600 SEB
Ann Arbor, MI 48109-1259

voice 734.647.6940

fax 734.763.1229

ciera@umich.edu

www.ciera.org

November 25, 1998

To: Shirley Sagawa
From: Freddy Hiebert
Re: Vocabulary development and reading aloud

Thanks for thinking of us at CIERA. I trust that your queries were interpreted correctly by my associates. I've got two responses. I will also keep reading and investigating the topic of "vocabulary development and reading aloud." Do give me a call or e-mail (hiebert@umich.edu) if you want further information.

The vocabulary of school books: What independent readers need to be able to read after Grade 3

At the Learning First Alliance, I talked about the number of words in school books, grades 3 through 8. That is, if children are reading independently and well by the end of 3rd grade, what vocabulary will they need to be able to read? I referred to a study (which is summarized in Every Child a Reader) in which the vocabulary of school books, grades 3 through 8, was analyzed.

Number of words	Examples of words	Percentage of words in overall texts
25	I, the, for, a, was	33%
100	had, long, time, day	50%
300	well, came, every, after, know	65%
1,000	music, order, listen, farm, done, decided, plane	75%
5,000	vibrate	90%
86,700	sweater, remark, disappointment, astronomer, pebble, iceberg, wink	100%

Shirley Sagawa
page 2
November 25, 1998

I have not found any similar study of the vocabulary of books that are read aloud to preschoolers. I would predict that the vocabulary distribution would be similar to the one above. Typically, picturebooks that interest young children include "interesting" words. For example, In Mama, do you love me?—a popular book with the preschool set—these words occurred: *raven, puffin, umiak, ptarmigan, lemmings, ermine, parka, mukluks, walrus, musk-ox, polar* (all in the 81,700 that make up last 10% of the vocabulary in grade-three to grade-eight books). Another favorite of mine for read-alouds, The Magic Maguey, includes: *spiky, bouquet, sandals, cactus, marvel, market, corncob, poinsettias, ornament* and words from Spanish—*maguey, tamales, pinatas, adobe, pueblo*—that were likely not in the original sample of school books.

The oral language vocabularies of preschoolers—with and without regular reading aloud:

Since your phone call, my research assistant and I have been going through journals and books to establish the number of words that preschoolers might be expected to hear and learn from regular reading aloud. While a specific number has been difficult to identify, there are some research findings that may be relevant to your topic:

- Children enter school with an oral language vocabulary of 3,000 to 5,000 words (with the figure highly variable among children).
- In one study, children from affluent communities began first grade with vocabularies that were almost double those of their age peers from low-income communities (as cited in Snow et al., Preventing Reading Difficulties).
- After several read-alouds of a story (with no explanations of new words), primary children learned a handful of previously unknown words (i.e., words in the 81,700 group). When reading aloud was accompanied by discussions of the unknown words, children's learning of new words almost tripled (Elley, 1989).

References:

- Elley, W.B. (1989). Vocabulary acquisition from listening to stories, *Reading Research Quarterly*, 24, 174-187.
- Hiebert, E.H., Pearson, P.D., Taylor, B.M., Paris, S.G., & Richardson, V. (1998). *Every child a reader*. Ann Arbor, MI: CIERA.
- Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

know how to read and are able to write full sentences. Others don't know how to hold a book, have a small vocabulary, and can't recite the alphabet. These children are playing catch up before they ever start.

In a world where well-off families can provide their preschoolers with computer software that teaches them phonics and can buy whole libraries of quality children's literature, it should not surprise anyone that children from families without big pocketbooks may be at a disadvantage when it comes to reading. We need to do more to equalize the scales -- supporting high quality early childhood development programs, providing education for parents, offering children the chance to own books of their own and working towards another type of literacy- computer literacy. Right here, today in New York City, a new computer literacy program is under way. U.S. Kids Compute in conjunction with the Learning Company will provide software to community organizations around the country, improving access for children who, for economic or other reason, have had little or no access to computers and educational software. Over 10,000 pieces of software are being donated. I know that donations like these will collectively make a difference.

Talking to young children from birth opens their minds to words, concepts, and the sounds that make up words that enable them later on to make sense of written language. Reading to young children from birth exposes them to a dramatically larger vocabulary and teaches them that print represents words -- a fundamental concept for the beginning reader. But most of all, they learn the joy of holding a book and hearing a favorite story -- habits begun in preschool that open the doors to a lifetime of learning through books.

Yet when we speak to young parents about the importance of reading and talking to their young children, many are puzzled by the thought of reading to someone who can't understand or talk back. Some worry that they're not good readers themselves or, sadly, that they can't read at all. We must tell them, "It doesn't matter." All parents can open a book, point to the pictures, and make up a story. All parents must hear the message: Reading and talking are as important to our children's brains as car seats and immunizations are to their health.

But how do parents know this? They won't always have access to the latest research about child development. But they do take their children to the doctor, and listen to their advice. Taking a page from Reach Out and Read's play book, our idea was that pediatricians should prescribe reading just like other good medicine. And that they should fill that prescription on the spot by handing a parent or caregiver a book. But we knew they couldn't do this alone.

So 20 months ago, I issued a challenge to publishers, booksellers, pediatricians, librarians, health centers, and other dedicated citizens to work together to make sure that every infant and toddler who goes to a doctor returns home with a book. We called this the Prescription for Reading Partnership, and its members didn't want to study the problem or write a report. They made real commitments and they have followed through on them. Today, across the country, the number of children who have been served by Reach Out and Read doctors has swelled. The number of doctors trained to prescribe reading has jumped to 700. This translates to books being prescribed at approximately 200,000 well visits a year. In the meantime, the number of libraries

Need
transition
from

by putting in the hands of those who care for children, the tools, critical.

+ ROK
Scolastic book club

thanks to the initiative of some people here today and others...

participating in the Born to Read program has increased tenfold. And as you heard today, these numbers are multiplying here and in [insert number] of communities all around the United States.

Congratulations on this successful launch of your new partnership. I eagerly await the results of your first year, and many years to come.

Reach Out and Read

[Intro and acknowledgments]

It was my great privilege to kick-off city-wide Reach Out and Read partnerships in Baltimore and my home town of Chicago -- those projects are going strong, as are others in ~~x~~ communities around the country. But I could not be more pleased to be here to help launch the Reach Out and Read Coalition of Greater New York, the home of so many great publishing houses, hospitals, community health centers, and nonprofit organizations. While needs here are big, your hearts are bigger. The breadth of your coalition is remarkable. You have bridged many worlds. Because of your generosity, you are bringing together over 100 members, and today, committing yourself to meet a wonderful goal -- to "prescribe" books to one million children in the five boroughs, New Jersey, and Westchester county by the end of the millennium. Thank you for all you have done and all you will do.

I am especially honored to be able to announce that Scholastic, a leader of the national Prescription for Reading Partnership, is ~~once~~ again recommitting itself to our cause. I am pleased, ~~in fact I am proud~~ to announce that Scholastic is not only donating 50,000 books to the Reach Out and Reach Coalition of Greater New York, they are donating one new book for every child served by the program over the next five years. In conjunction with this effort, Scholastic is extending ~~their~~ local challenge grant program to New York City so that for every \$5,000 raised locally, 500 books will be given locally. And, for every \$100,000 raised nationally, 5,000 books will be given nationally. Lastly, Scholastic will expand their multi-lingual book program, which I had the honor of announcing last April in Chicago, to include two additional languages- Bengali and Serbo-Croatian- as a means to serve these growing communities of New York. These contributions collectively will place more books in the hands of children- encouraging them to read, encouraging them to learn, and encouraging them to grow in new and expansive ways. I commend Scholastic for their efforts and am ~~honored~~ to bring you this great news.

Many of you have heard me talk about my fond memories of reading to Chelsea when she was a little child. Bill and I used to stretch out on her bed, hold her in our arms and either read her books or make up new tales about imaginary characters who embarked on breathtaking adventures. Just like our parents and grandparents did with us.

What we didn't know back then was that the stories we read to children during their first years of life do even more than strengthen our emotional bonds with them. As last year's White House conference on Early Childhood Development and Learning made clear, reading and talking to our infants and toddlers helps them learn words and concepts. It actually fires up the synapses and stimulates the growth of their brains. And it lays the foundation for a lifetime of reading and imagination.

Last year, the President set a goal that all children will read independently and well by the end of 3rd grade. This challenge, coupled by new research about how best to teach reading, has sparked changes in elementary school classrooms around the country. But as any kindergarten teacher will tell you, children begin their elementary education with vastly different levels of skill. Some

waiting
for
#

Sense and Dispensability

My Patients Want More Than a Medical Diagnosis—and So Do I

By PERRI KLASS

Sage advice is my business, my true stock in trade. Sure, I give shots, look into ears and listen to chests, but by far the largest part of my job involves listening to people talk about their children and then responding with guidance, recommendations—what I hope I can call expertise.

Each time I respond to questions and concerns from parent or child, I bear in mind that all these, depending on how you look at them, are either opportunities for guidance and help, or intrusions of professionalism and expertise into people's private lives. Most of these are conundrums without one all-purpose—and scientifically proven—answer. So what gives me the right to speak out? Who made me the expert, after all, on family harmony or helping with homework? I talk about limit-setting all the time, but where should I set my own limits?

As a pediatrician, I start from the assumption that my job is to avert danger and promote my patients' healthy growth and development. I believe that healthy children are more than the sum of immunizations and safety pre-

cautions, and that parents want more for their children (and from their pediatricians) than the absence of disease and injury. So conversations in the exam room veer easily from medications and child-proofing to emotions and discipline and on to behavior and bonding, and even to books and reading—a topic that has become my special obsession even though it seems remote from the medical realm. Regularly and faithfully, I counsel parents about the importance of reading aloud to their children, about beginning early with books and helping their toddlers grow up to love the printed page.

Of course, when it comes to giving strictly medical advice, the answer is relatively easy. It's all part of my professional duty. I know it's my responsibility to teach parents how to take a baby's temperature, or explain the difference between a cold and a serious bacterial infection. And I feel I have a right and responsibility to cover areas that the pediatric profession has increasingly taken on: sleep position, say, or car seats, speech and language. I have the wisdom of pediatric textbooks and a weight of experience in the office and on the hospital wards on my side.

But it's not so simple when it comes to sibling rivalry or television watching (even though, remarkably, these and many other subjects fall within our purview according to the professional organizations such as the American Academy of Pediatrics). And what about those persistent thoughts of my own sometimes-slapdash child-rearing methods that make me feel like a hypocrite whenever I sound off with particular righteousness?

Well, I do believe that parents these days often look to pediatricians to provide the sort of expertise that once was given by a resident grandparent or neighboring aunt. The ability to temper received wisdom with hard-won reality is by and large welcomed, so my colleagues and I often function in the role of an extended family, offering up our own problems and parental shortfalls. Whenever I start to offer wise counsel on the subject of sibling rivalry, for example, the sound of my three children in the back seat of the car rises before me: "She put her finger over the line on the seat! That means I get to hit her!" And I replay in my head the considered, measured response of their mother, the pediatrician: "If you don't stop this I'm going to pull the car over to the side of the road and..." I work with one doctor who cheerfully chronicles the vicissitudes of potty training her own sons, and the persistence of nocturnal enuresis (that's bed-wetting) into the fifth year of life.

And yet, and yet. Parents who come to me for advice deserve more than my prejudices and parental stories, filtered perhaps through a net of medical authority. Just because I didn't handle something very well at home doesn't mean they shouldn't try to do it better; just because a problem never came up in my own home doesn't mean I can shrug off the question. And just what weight should my words carry? Today's experts on behavior and development often begin their talks with a reference to the folly of yesteryear: "They used to tell people, 'Don't kiss your children.'" "They used to tell people, 'Put babies on a rigid schedule by one month of age.'" Child-rearing practices reflect their times—the science but also the social beliefs and the prevailing culture. And some of what I recommend will sound good today and funny 50 years from now, when new experts quote my sage counsel as obvious folly to enliven the beginnings of their lectures.

So I read and I learn. I believe it's my responsibility to tell parents when there are strong differences of opinion; I also tell them when there's good advice that I know will be hard to follow. And I guess I choose my issues carefully. I am rather weak on schedules and routines (which we have never managed to institute at my house), weak on baby food (which none of my children was ever willing to eat), and weak on timeouts (which I don't seem to have the personal authority to proscribe). But I'm stronger on breast-feeding (I have the personal authority I do have), toilet training (been there, done that), excellent on day care (ditto), and now perhaps strongest of all on reading to young children—bringing books into babies' lives by 6 months of age, helping them grow up un-

The Washington Post

SUNDAY, NOVEMBER 29, 1998

1/2

derstanding that books are sources of pleasure and information, stories and rhymes and words and adventures.

I believe in reading because of personal experience, but I feel justified in promoting the message to my patients because that personal experience is compounded and reinforced by reading theory, by the reports of primary school teachers, by scientific studies on what educators call the intergenerational transmission of literacy and by a new and growing body of research on the effectiveness of pediatric literacy programs. This research shows that early exposure to books promotes language development, that children who are read to are more likely to learn to read "on schedule," that children who have grown up with books start school with an array of

early literacy skills. In studies of pediatric literacy programs targeted at children growing up in poverty (and therefore at significantly higher risk of reading problems), getting advice and a

book from the pediatrician has been associated with dramatic increases in parents reading aloud.

It wasn't ever part of my planned career path, but now I'm even running a pediatric literacy program. Reach Out and Read currently has doctors in more than 400 health centers, hospital clinics and practices around the country giving advice about the importance of reading aloud at every routine checkup from 6 months to 5 years and giving children a beautiful new book at every one of those visits. Not only do I give this advice (and these books) to my own patients and their parents; a large part of my professional life these days is spent training other doctors and nurse-practitioners about how to encourage parents to read to their children (and scrounging for money from foundations and donors and for discounted books from publishers). Ten checkups (and don't even ask how many shots) from age 6 months to 5 years means 10 books in the home by kindergarten, I say to groups of doctors and nurses. And they think about their patients and reach for the books eagerly. And likewise, when my 4- and 5-year-old patients come

in for their checkups, they often remind me: "Am I getting a book? What book do I get this time?"

And I wonder, as I think about the larger issue of giving advice, whether the message resonates with me in part because this is not only advice I can give, but can honestly claim to have followed. No, I don't think it's my place to eliminate junk food, or to make brothers love their little sisters, and I hesitate to speak out too forcefully about bedtimes; but I have watched my children grow up with books, seen the passionate attachments formed by 18 months, when memorizing "The Very Hungry Caterpillar" went along with learning language and naming objects. I've seen that grow into the ability to follow complex stories and then into the determination to decipher print, and then finally into that most gratifying outcome—a child who begs to stay up late at night in order to finish a good book.

Of course I take note of the extensive brain research on the vital importance of stimulation in the first years of life to foster what the scientists call cognitive development and synaptic density. But the real intensity of this message for me is rooted in my own experience: Children need books. Children love books. Children who grow up with books have something wonderful in their lives.

The blend of personal experience, prevailing norms, medical training, common sense and true research-based practice which guides the advice I give is not a static mixture. I'll be struggling with this for the rest of my life, giving some kinds of advice more securely than others, looking for the most important messages and for the most effective ways to get them across. With confidence, I tell parents to read to their children, secure in the knowledge that there's good evidence that it will help their language development, help them be ready to read when the time comes, and help parents and children spend loving moments together; but even more secure in the certainty, based in my own life and the lives of my children, that reading together is simply a good thing. And at least, when it comes to bedtime (and yes, that was my 3-year-old running laps around the living room last night at 11), I can say to the parents who seek my counsel on how to rear their children, and say honestly, it helps to read a story. Even a story about a truck.

I'm telling you this. I'm an expert.

2/2

The Washington Post

SUNDAY, NOVEMBER 29, 1998



Noa A. Meyer

11/30/98 01:05:11 PM

Record Type: Record

To: Christine N. Macy/WHO/EOP, Shirley S. Sagawa/WHO/EOP, Neera Tanden/WHO/EOP

cc:

Subject: numbers for Reach Out and Read remarks

The folks at Reach Out and read do not define their successes through communities, but rather through "sites" served. So, there are 390 sites in 47 states serving 782,000 kids. Currently approximately 5,000 doctors are trained to presecrbe reading.

Let me know what gaps still remain.



Jennifer L. Klein
11/25/98 02:23:27 PM

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP

cc:

Subject:

Here's the info -- she obviously doesn't need to say all this, but she should compliment their efforts.

Launching the Reach Out and Read Coalition of Greater New York. The coalition's goal is to "prescribe" reading to one million children in the NY area by the year 2000. The coalition will include 27 area hospitals and community health centers with more than 40 sites in the 5 boroughs of NY as well as Westchester and Northern NJ. A number of community-based literacy and health related organizations have also joined the initiative -- to reach over 100 participating members.

Scholastic will announce: a donation of 50,000 books to ROR New York; a further commitment to donate a new book for every child newly served by ROR over the next 5 years; an extension of Scholastic's local challenge grant program to NY City -- for every \$5,000 raised locally, Scholastic will donate 500 books; and an expansion of their multi-lingual book program (they produce books in English and other language and distribute to ROR) to include two additional languages to serve growing communities in New York -- Bengali and Serbo-Croatian.

Finally, there may be some new research to talk about. they have just finished an evalaution of ROR in two sites in NY. They are briefing me shortly on the results. If they are good, she should say . . . new research shows that this is working, how exciting to expand...



Jennifer L. Klein
11/25/98 02:32:52 PM

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP

cc:

Subject:

The real new piece is the challenge of 1 million kids. Laud the breadth of the Coalition and talk about the important new challenge.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR PRESCRIPTION FOR READING EVENT
UNIVERSITY OF CHICAGO FAMILY FRIEND HEALTH CENTER
CHICAGO, ILLINOIS
APRIL 28, 1998

Thank you. It's always great to be home, especially during the NBA playoffs. And especially when we're celebrating a true success story. What this report says, and what today's launch of Reach Out and Read citywide means, is that we are placing the power of reading within the hands of children in every corner of Chicago and America. Nothing could be more important.

And none of it would have been possible without the people in this room. You are showing that the city of big shoulders is still the city of big hearts. Let me especially thank Dr. Needleman, for all he's done to make Reach out and Read such a success. To my friend and mentor Irving Harris, who, thank God, continues to go above and beyond the call of duty...to the benefit of families throughout Chicago.

My thanks also to Dr. Richard Solomon, who today is launching Chicago's largest Reach out and Read program at his Friend Family Health Center. Directly after this, I'm going over there to hear the wonderful children's author, Jo Minow, read her book, "Marty: The Broken Hearted Artichoke" to a group of 3-5 year olds. As a special treat to the children -- and to me -- we will be joined by Jim Flanagan, of my favorite football team, the Bears. Jim has adopted the Center and is donating

5,000 books to it this year. Both of them are here...and I want to thank you.

When Chelsea was growing up, Bill and I used to stretch out on her bed, hold her in our arms and either read her books or make up new tales about imaginary characters who embarked on breathtaking adventures. Just like our parents and grandparents did with us.

What we didn't know back then was that the stories we read to children during their first years of life do even more than strengthen our emotional bonds with them. As the White House Conference on Early Childhood Development and Learning made clear, reading and talking to our infants and toddlers helps them learn words and concepts. It actually fires up the synapses and stimulates the growth of their brains. And it lays the foundation for a lifetime of reading and imagination.

Yet, when we speak to young parents about the importance of reading and talking to their young children, many are puzzled by the thought of reading to someone who can't understand or talk back. Some worry that they're not good readers themselves or, sadly, that they can't read at all. We must tell them, "It

doesn't matter." All parents can open up a book, point to the pictures, and make up a story. All parents must hear the message: Reading and talking are as important to our children's brains as car seats and immunizations are to their health.

We knew that parents won't necessarily go to a bookstore to hear this message. They won't always have access to the latest research about child development. But they do take their children to the doctor...and listen to their advice. Taking a page from Reach Out and Read's play book, our idea was that pediatricians should prescribe reading just like other good medicine. And that they should fill that prescription on the spot by handing a parent or care giver a book. But we knew they couldn't do this alone.

So one year ago, I issued a challenge to publishers, booksellers, pediatricians, librarians, health centers, and other dedicated citizens to work together to make sure that every infant and toddler who goes to a doctor returns home with the key to a new world of books and reading.

From that, the Prescription for Reading Partnership was born last April.

Members of the Partnership didn't just want to study the problem or commission a study or write a report that gathers dust on a shelf. They made real commitments. And, today, I am pleased to announce they are fulfilling them...and then some. As this first annual report makes clear, [hold up] what you have accomplished in one year will make a lifetime of difference to countless children across the country.

The number of children who have been served by Reach Out and Read doctors has increased from 150,000 to 750,000. The number of doctors trained to prescribe reading has jumped from 500 to 4,500. The number of libraries participating in the Born to Read program has gone from 30 to a full 300. And Scholastic and First Book have now donated more than 235,000 books to Reach Out and Read. But, as Irving Harris made clear, all of us can and must do more.

The President's has challenged the nation to ensure that every child -- of every background, income, and region of the nation -- can read independently by the end of third grade.

That's why today's launch of Reach Out and Read across Chicago is so important. Again, I want to thank Irving Harris and his Foundation for their

extraordinary new commitment to it. Mayor Daley, for his leadership on child care and child development. And everyone in this room. Because the city of Chicago has come together today, the children of Chicago will fare much better tomorrow. When they visit a public health clinic or a community based health center, they'll be read to while they're there and given a book when they leave. And their parents will also get something: priceless lessons about why it's important to read to their children and the most effective ways to do it.

I am also honored to announce this morning that Scholastic has created the Multi-Lingual Book Collection, which will begin with four children's books in 10 different languages -- translated into English on every page. That means children speaking Spanish, Vietnamese, Portuguese, Russian, Arabic, Chinese, Cambodian, Haitian Creole, Polish, and Korean, will all be lifted up by the magic of reading.

Because as each of us knows, there is nothing more magical than watching a child's mouth open wide and eyes come alive when they're read a story or receive their very own book. And there is nothing more magical than seeing the first sparks of creativity that will burn brightly for a lifetime. I want to thank all of you for creating that magic in Chicago and across the nation.

FIRST LADY HILLARY RODHAM CLINTON
PRESCRIPTION FOR READING ANNOUNCEMENT
THE WHITE HOUSE
APRIL 16, 1997

I am delighted to welcome each of you to the White House. Today, I am pleased to announce the Prescription for Reading Partnership, a new national effort which we believe will make an important difference in the lives of children and families all across our country. Through this partnership, pediatricians, hospitals, health centers, book publishers, libraries and literacy organizations, many of whom are represented in this room, have pledged to work together to encourage and enable more parents across our country read to their children regularly.

As many of you know, this is a crucial task. New research has shown that talking and reading to infants and toddlers is vital to their neurological, intellectual, and emotional development. Time spent sharing a favorite book with a child -- even a newborn -- strengthens the bond between a parent and child, prepares him or her for reading, and literally helps a baby's brain grow.

Unfortunately, too many children are still missing this early stimulation. Over the years I have heard parents -- parents who clearly want to do everything they can for their children -- tell me they never really talked to their babies because they thought the infants were too young to understand what they were saying. I've met parents who believed that they could not read well enough to read a book to a child.

We have to help parents understand that, no matter their educational level or reading ability, they can stimulate their children's emotional and intellectual growth by talking to and reading to their children, even when they stumble over a few words here or there. Most likely, their children won't even notice. But they *will* notice the power of reading and books to take them on fascinating adventures and introduce them to interesting ideas.

Today's initiative was inspired by the national Reach Out and Read program and the American Library Association's Born to Read program. Both efforts recognized the vital role the medical community could play in encouraging parents to read to their infants and toddlers. Doctors are often the first professionals our children see on a regular basis. While parents may not take a child to a library or a preschool program until he or she is three, they will most likely take a child to a doctor or a nurse for vaccinations and checkups. These regular visits present medical professionals with important opportunities to instill good reading and learning habits -- along with good health habits -- in parents and children.

So it makes sense for our doctors and health professionals to use their authority and influence -- yes, those white uniforms and stethoscopes -- to "prescribe" daily reading to young patients and their parents during every visit. Research has shown that these prescriptions are followed: Parents and children who are given books by their doctors are more likely to read

aloud at home.

When I first heard about these efforts to “prescribe” reading and provide books to low-income families, I was very impressed. I realized that it was an idea that could easily be brought to many more children and parents in communities all across our country. So I wrote about it in my book and in Time magazine, talked about it in visits to hospitals, and, earlier this year, invited representatives from the health, library and publishing communities to come to the White House to discuss ways to make this a truly national effort.

The national Prescription for Reading Partnership is the result of these discussions. With the leadership of Reach Out and Read, Scholastic, Inc. and First Book, as well as the hard work of so many others represented here, we have built a diverse coalition of organizations who have pledged to make this idea a reality in doctors’ offices, hospitals and health clinics across the country.

These commitments come from the worlds of publishing, medicine, health, and even, television. And I’d like to take a few moments to highlight some of them:

- The American Academy of Pediatrics will formally recommend to its 53,000 members that they make prescribing reading part of standard pediatric care and well-child visits. They have also agreed to provide their members with specially-designed reading prescription pads -- slightly smaller versions of the one in this room.
- The Reach Out and Read National Training Center at Boston Medical Center will train 10,000 pediatricians and pediatric residents by the year 2000 to implement the program in their communities. Under the Reach Out and Read program, volunteers read to children in waiting rooms while health care providers prescribe reading, use books in well-child exams, and give books to children at the end of each visit.
- The National Association of Community Health Centers’ 950 members will implement Reach Out and Read programs in centers serving a total of one million parents and children by the year 2000. In a similar effort, the National Association of Children’s Hospitals and Related Institutions will challenge its members to triple the number of hospitals using Reach Out And Read.
- Scholastic, Inc., has promised to contribute 100,000 new books to health care professionals and clinics participating in the Reach Out and Read or the Born to Read programs. Scholastic’s pledge is part of its already-announced commitment to provide one million books to the President’s America Reads challenge. The company has also promised to match new donations to the Partnership with additional books.
- In addition to working tirelessly to bring all of today’s groups together, First Book, a non-profit organization dedicated to providing disadvantaged children with their own

books, has also donated 100,000 books to the effort.

- Another publishing company, Random House, will contribute 5,000 books **a month** for twelve months to Reach Out and Read
- The American Library Association will work with the nation's 16,000 public libraries to establish Born to Read programs with health professionals in their communities. And let me add my own call to our country's health clinics and libraries to work together to make sure every child has books to read and people to read to them.
- The National Association of Chain Drug Stores and the National Community Pharmacists Association will distribute reading tips and suggested book titles to parents who visit their pharmacies.
- I'd also like to thank the Association of American Publishers, The American Booksellers Association, The Annie E. Casey Foundation, Irving Harris and the Harris Foundation of Chicago, Mellon Trust, the Dreyfus Corporation, Reading Is Fundamental and ABC Television for their individual commitments to the Partnership.

These commitments are just the beginning. I have no doubt the Partnership, which seems to be growing everyday, will also help our children grow and develop their full potential to learn, to feel, to communicate and relate to others. It will also bring us a giant step closer to answering the President's America Reads challenge to make sure that every child can read independently by the end of third grade. Early reading at home, in the comfort of a parent's lap, is some of the most important preparation a child can have for reading in school. That's why the President has made the Parents as First Teachers Grants a vital part of the America Reads Challenge proposal.

But let's remember that it won't take just parents, but all of us to make sure every child reaches his or her full potential. I thank all of you for recognizing the important roles you could play in bringing books into more homes, preparing children for the future and serving your communities.

Tomorrow, leading neuroscientists, pediatricians, child development specialists, child care providers, business and religious leaders from across the country will be gathering here to discuss the new and exciting scientific discoveries about the brain and early childhood development. One of the primary goals of the White House Conference is to find ways to put the research to practical use, and to call upon all sectors of society to make sure our children benefit from this new knowledge. I believe that the Prescription for Reading Partnership is one of the best answers to that call. It is a wonderful way to begin our conference.

Now I'd like to introduce Dr. Robert Hanneman, President of the American Academy of Pediatrics.

###

FIRST LADY HILLARY RODHAM CLINTON
REACH OUT AND READ
BALTIMORE, MARYLAND
JUNE 10, 1997

Talking Points

[Acknowledgments: **Mayor Schmoke**; **Dr. David Ramsay**, President, University of Maryland at Baltimore; **Dr. Donald Wilson**, Dean, University of Maryland School of Medicine; **Dr. Morton Rapoport**, President and CEO, University of Maryland Medical System; **Dr. Michael Berman**, Professor and Chairman, Department of Pediatrics, University of Maryland School of Medicine, Maryland's Hospital for Children.]

- I am delighted to be back in Baltimore. During my visit in September, I received a bumper sticker and pin declaring Baltimore 'the city that reads'. So I am very pleased to be here today to further the tradition of reading in the City of Baltimore and help launch the Baltimore Prescription for Reading Partnership.
- This day is possible because of the efforts of so many people working together. I would like to thank the Annie E. Casey Foundation for their generous support; Reach Out and Read, without whose leadership this day may not have come; Scholastic Publishing and First Book, who have been such important partners in our efforts to 'prescribe reading'; the American Academy of Pediatrics for recommending that pediatricians prescribe reading to infants and toddlers as part of standard pediatric care; and all the wonderful institutions in Baltimore who are joining the Partnership.
- We are beginning to understand just how important reading is to a child's emotional and cognitive development. We now know that a baby's brain is a work in progress. And that brain, like the baby's body, needs to be nourished through activities with parents or caregivers like reading books, singing songs and telling bedtime stories. These activities actually help the baby's brain grow and strengthen emotional bonds.
- We know that most parents come into contact with a pediatrician. They might not take their child to a library or preschool program until the child is over the age of three, but they will, in all likelihood, come into contact with a health care provider. If that doctor or nurse were to prescribe reading-- and take it a step further by handing that parent or caregiver a book-- in most cases, the parent will try to follow through on the doctor's prescription.
- We have to help parents understand that, no matter their educational level or reading ability, they can stimulate their children's emotional and intellectual growth by talking to and reading to their children, even when they stumble over a few words here or there. Most likely, their children won't even notice. But they *will* notice the power of reading and books to take them on fascinating adventures and introduce them to interesting ideas.

- In an event at the White House in April, I had the privilege of announcing the Prescription for Reading Partnership-- a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. The partnership-- which we are launching today in Baltimore-- challenges communities across the country to bring together pediatricians, hospitals, health centers, book publishers, libraries and literacy organizations to encourage and enable parents to read to their children on a regular basis.
- The National Partnership has already secured more than a quarter of a million books to be distributed through health clinics around the country and commitments to train pediatricians and health centers to prescribe reading and provide books to hundreds of thousands of children.
- Baltimore is a city that reads. Your efforts to work provide every child in Baltimore with a strong foundation to thrive in a new century serves as a model for cities all across the country.
- I know that there are already many institutions in Baltimore doing wonderful things to encourage reading. For example, the Greenspring Pediatric Association at Sinai Hospital has been training medical residents on the role that health professionals play in reading. Beginning today, all of the participating hospitals in Baltimore will adopt the program.
- And today, we are joined by David Kirk, author of *Miss Spider's New Car*, which he and I will read to some of Baltimore's youngest citizens in just a few minutes.

FIRST LADY HILLARY RODHAM CLINTON
PRESCRIPTION FOR READING EVENT
LEARNING IDEAS
DISTRICT HEIGHTS, MARYLAND
MARCH 2, 1998

- It's a pleasure to be here at Learning Ideas, and to join Representative Stenny Hoyer; Barbara Bonds Thomas (American Booksellers Association); Bob Chase (National Education Association) and all of you, to celebrate the joy -- and importance -- of reading to children. Thank you for coming.
- We're gathered here today to mark the culmination of the Prescription for Reading Partnership's *Read to Your Bunny* Campaign -- a unique effort to bring the book industry and the health care industry together to ensure good reading habits -- along with good health habits -- for our nation's children. Since last November, doctors have given "prescriptions" redeemable at participating bookstores for a copy of *Read to Your Bunny* to about 200,000 children. Over 1500 bookstores have participated. And today, we're announcing that at least 5,000 remaining books will be donated to local hospitals in this area, health centers across the country, and to Prescription for Reading partners Reach Out and Read and First Book.
- We are also here to join children and parents in communities nationwide who are participating in the National Education Association's "Read Across America" project, as a way to celebrate the birthday today of Dr. Seuss, one of the world's most beloved children's authors.
- The Prescription for Reading Partnership grew out of a simple idea: Nearly every new parent has contact with a pediatrician or a health care provider during those first critical years of a child's life. If that doctor or nurse were to prescribe reading -- and take it a step further by handing that new parent or caregiver a book -- parents are likely to follow the doctor's advice. And what a difference that simple prescription for reading will make in a child's life.
- We learned at last year's White House Conference on Early Childhood Development and Learning that science proves what we've always known instinctively -- that time spent sharing a favorite book with a child, even a newborn, not only strengthens the bond between a parent and child. It also helps a baby's brain to grow, and prepares him or her for a lifetime of reading and learning.
- I believe that few things will make a more dramatic difference over the next ten years in this country than to persuade young parents -- of all educational and economic levels -- to take seriously this mission of reading to and talking with their young babies. So a year ago, I challenged booksellers, publishers, libraries, hospitals, pediatricians, health centers and others to work together to make this simple idea a reality.

- The result was the formation of the Prescription for Reading Partnership -- a national coalition of health care organizations, booksellers, libraries, publishers and foundations, who have spearheaded wonderful programs like this *Read to Your Bunny* campaign.
- The success of the *Read to Your Bunny* campaign is due in large part to the strong commitment of the American Bookseller's Association; in partnership with the Association of Booksellers for Children; Scholastic Publishing and First Book; the Ingram Book Company, and local bookstores and educational centers like this across the country. Thank you all for your valuable contributions. Special thanks also to Rosemary Wells, author of *Read to Your Bunny* -- whom I will join in a moment to read her wonderful book.
- As America moves into the Information Age and the global economy, our children will be presented with boundless opportunities and unprecedented challenges. It's up to us to ensure that every one of them has the skills and confidence to seize those opportunities, and meet those challenges. All of these reading initiatives that we're talking about today are bringing us closer to fulfilling the President's America Reads challenge for the nation: to make sure that every child -- of every background and income -- can read independently by the end of third grade.
- I'm very excited to announce that in a moment, we will be joined by some very special guests -- 15 children from the John Howard Elementary School Head Start Program. Accompanying them will be a very special friend to all children -- the Cat in the Hat. The Cat is wonderful reminder of how many children over the years have fallen in love with reading and books because of zany Dr. Seuss characters like him.
- Dr. Seuss once said: "A person's a person, no matter how small." Today, let's renew our commitment to ensure that every child in America -- no matter how young or how small -- gets the love and attention and stimulation they need to grow and flourish. And one of the best ways to give them those building blocks for the future is to do what Rosemary Wells and I are going to do right now: read to our children.

Prescription for Reading

Noa -

11/20

Another, book + anecdotes
have to be added. Gaps are
noted w/ an X.

Cheers

Judith

337-4666

(E)
FIRST LADY HILLARY RODHAM CLINTON
~~PREScription FOR LEARNING KICKOFF~~
REACH OUT AND READ COALITION OF GRATER NEW YORK LAUNCH
BELLEVUE HOSPITAL CENTER, NEW YORK CITY
DECEMBER 1, 1998

at the kick off of

It's a pleasure to be here today at Bellevue Hospital ~~and to join the Reach Out and Read Coalition of Greater New York as you kick off your "Prescription for Reading Partnership" and to join~~
(X). Thank you all for coming.

I believe that few things will make a more dramatic difference over the next ten years in this country than to persuade young parents--of all education and economic levels--to take seriously this mission of reading to and talking with their babies. So a year and a half ago, I challenged booksellers, publishers, libraries, hospitals, health centers, pediatricians and others to work together to make this simple idea a reality.

The result was the formation of the Prescription for Reading Partnership--a national coalition of health care organizations, booksellers, libraries, publishers, and foundations who have spearheaded wonderful programs like this (X) kickoff. In the past year, doctors have given "prescriptions redeemable at participating bookstores for a copy of Read to Your Bunny (?) to nearly 200,000 (?) children. More than 1500 bookstores have participated; 5,000 books were donated to local hospitals, health centers, and to Prescription for Reading partners Reach Out and Read and to First Book.

The Prescription for Reading Partnership grew out of a simple idea: Nearly every new parent has contact with a pediatrician or health care provider during those first critical years of a child's life. When that doctor or nurse prescribes reading--and then takes it a step further by handing that new parent or caregiver a book--parents are likely to follow the doctor's advice. And what a difference that simple prescription for reading will make in a child's life.

We learned at last year's White House conference on Early Childhood Development and Learning, that what happens to a child in the earliest years can make all the difference in a child's life and that the difference lasts a lifetime. Just 16 years ago, even scientists thought that a baby's brain structure was virtually complete at birth. Now neuroscience tells us that a baby's brain is a work in progress and that everything we do with a child has some potential physical influence on that rapidly forming brain. As one participant at the White House Conference put it, "Nature and nurture don't compete, they cooperate." We now know what we've always known instinctively--that time spent sharing a favorite book with a child, even a newborn, not only strengthens the bond between parent and child, but it also helps a baby's brain to grow and it prepares her or him for a lifetime of taking pleasure in reading and learning.

Children's earliest experiences, the sights and sounds and smells and feelings they encounter, the challenges they meet, all these things determine how their brains are wired. And the more

needs
update

?
where
get
this?

Shorten

something is repeated, the stronger that wiring in their brains becomes! And those connections in turn can be permanent. So, even the seemingly unimportant, totally forgettable events in our first years are anything but trivial. It is during this time that children learn to soothe themselves when they're upset, to empathize, to get along with others, to become and we hope they will become, human beings of the finest order.

Experience in the first three years of life can also determine how well a child learns. When someone speaks, reads or plays with an infant or toddler, whether that person is a mother, father, older sister or brother, grandparent, or care giver, she or he is activating the connections in that child's brain that will one day enable her to think and read and speak and solve problems for herself.

When Chelsea was a young child, Bill and I used to cuddle up with her and either read her books or make up new tales about imaginary characters who embarked on breathtaking adventures--just as our parents and grandparents did with us.

What we didn't know back then was that the stories we read to children during their first years of life do even more than strengthen our emotional bonds with them. As the White House Conference made clear, reading and talking to our infants and toddlers helps them learn words and concepts. It actually fires up the synapses and stimulates the growth of their brains. And it lays the foundation for a lifetime of reading and imagination.

Yet, when we speak to young parents about the importance of reading and talking to their very young children, many are puzzled by the thought of reading and talking to them, many are puzzled by the thought of reading to someone who can't understand or talk back. Some may worry that they're not good readers or, some, themselves, may not even be able to read. We must tell them, "It doesn't matter. All parents can open up a book, point to the pictures, and make up a story." All parents must hear the message: "Reading and talking are as important to your baby's brain as car seats and immunizations are to their health." We know that most parents come into contact with a pediatrician--they may not take their child to a library, they may not take their child to a preschool program until the child is over three, but they will, in all likelihood, take their child to a health care provider. If the doctor or nurse who is administering the well-baby checkup or the vaccination prescribes reading, and then takes it a step further--not merely prescribing reading, but handing that parent and child a book, we know that in most cases the parents will try to follow through on the doctor's prescription.

One of the great observers of American democracy, Alexis de Tocqueville, wrote about what he thought made American democracy work. He talked about the way men and women felt they could participate in making their own lives better, how they formed associations, how they worked for some common good. And he referred to the habits of the heart that are necessary for any democracy to flourish. It is these habits of the heart that must

be nurtured and one of these habits, I think, is the love of freedom, of democracy. Reading teaches children and adults to think. It opens up a whole new world to them. It teaches them about being citizens, not just of their family, neighborhood, community, state and nation. It teaches to be citizens of the world. It expands their horizons as far as they can go. Reading is the key, the first step to the expanded universe that we would all wish for our children.

Today, the Reach Out and Read Coalition of Greater New York is doing a marvelous thing, starting children out on the right path, equipping parents to begin the learning process with and for their children. You now have the potential to place the power of reading within the hands of children in every corner of New York City, Westchester, and Northern New Jersey. I congratulate and salute you and wish you great success in your efforts. Our children are counting on you.

JMichaels

Open up a child's world with the gift of books

BARRY ZUCKERMAN and PERRI KLASS

“Christmas won't be Christmas without any presents,” grumbles Jo March on the first page of “Little Women,” her family facing the prospect of a grim holiday season. Christmas season is a time of giving – to our friends, relatives, and organizations that make sure poor children get presents.

Now think about a needy child unwrapping a package. Then think about the best presents you ever got – not necessarily the ones you nagged for or even greeted with the wildest whoop, but the ones you remember, the ones you may still own and honor.

For most of us, the most remarkable gifts include books, books that were somehow the right book at the right time, books that thrilled us, shook us, changed our notions of the world, or introduced us to char-

acters and places we never forgot. We saved them, reread them secretly during adolescence, maybe took a couple off to college. The giver who gives the right book to the right child at the right moment can kindle joy, create memories, even change a life.

So individuals and organizations should give books to children this Christmas season. They are gifts that help open up a child's world, take residence in a child's brain, offer stories and information, rhymes and magic.

Young children especially are eager for a parent's full and close attention, which book reading provides, and that attention gilds and enhances any activity. As pediatricians, we tell parents that what their toddlers want is to be on their laps, to be cuddled close – to be read to.

A book may be the present a child enjoys the most. It may be loved, read, and reread when all batteries have expired and all new toys been dismembered. But it also has important implications for a child's future. Before children learn the alphabet – in fact, be-

fore children really start talking – they can start learning to love books, because the books come with parental love and attention (or because parental love and attention comes with the books).

Infants and young children enjoy books and play with them according to each developmental stage. Six-month-old babies need board books they can put in their mouths, and they become excited when they see pictures of faces and common objects.

As infants become toddlers, parents ask children to point to certain pictures, make the sounds of the animals in the pictures, and at age 18 to 24 months, name objects. Soon, children will be filling in words in familiar books, then memorizing passages and repeating them to whoever is reading to them. And, as anyone who has read to a 2-year-old knows, God protect you if you change a word.

Giving a book helps children to be successful in school and life. It provides the child with a key to the world of written lan-

guage. In 1991, the Carnegie Foundation reported that “35 percent of children entering kindergarten are unprepared to learn, and most lack the language skills that are prerequisite for literary acquisition.”

Research indicates that children living in poverty bear a disproportionate burden of this literacy problem. As an antidote for these early language and reading deficiencies, there is widespread consensus that reading by parents is, according to the National Institute on Education, “the single most important activity for building the knowledge required for eventual success in reading.”

Additionally, parents raising children in poverty are more likely to face barriers to their children's early exposure to books, such as scant discretionary income to buy books, a dearth of bookstores in the community, and lack of awareness of the importance of reading to young children. Reading failure often leads to school failure, which may contribute to other problems during

adolescence.

That's why pediatricians across the country have begun talking to parents about the importance of reading aloud and giving away books at pediatric checkups. Children light up when they see books (even in the doctor's office, worried about getting a shot). They grab them and turn the pages, they cling to them as if they'll never let go.

Individuals and organizations that contribute money for gifts or collect gifts for children could make a major contribution to literacy by buying and giving books this year. They would be giving much more than can be contained in one small package of toys, however brightly wrapped.

It may well lead to a lifelong addiction to learning and the printed word.

Barry Zuckerman, MD, is chairman of the pediatrics department at Boston University's School of Medicine. Perri Klass, MD, is a pediatrician at Boston Medical Center and Dorchester House.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 17, 1997

REMARKS BY THE FIRST LADY
AT WHITE HOUSE CONFERENCE ON
EARLY CHILD DEVELOPMENT AND LEARNING

The East Room

10:45 A.M. EDT

MRS. CLINTON: Please be seated. Welcome to the White House and to this very special White House Conference on Early Childhood Development and Learning. We are delighted that you can join us today not only here in the East Room, but I want to give a special welcome to the thousands of people who are joining this conference via satellite from universities, hospitals and schools around the country. There are nearly 100 sites in 37 states.

Now, at first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk. But that discussion has never been more important, because science, as we will hear from the experts who are with us today, has now confirmed what many parents have instinctively known all along, that the song a father sings to his child in the morning, or a story that a mother reads to her child before bed help lay the foundation for a child's life, and in turn, for our nation's future.

So the President has convened this conference with a clear mission: to give the leading experts in the field of early childhood development, the scientists and pediatricians, the researchers and all of the others, the opportunity to explain their discoveries and to put this invaluable body of knowledge at the service of America's families.

But this is not just for America's families. This information is crucial for anyone in the position of leaving an impression on a young child's growing mind -- day-care workers, teachers, doctors and nurses, television writers and producers, business leaders, government policy-makers, all of us.

It is astonishing what we now know about the young brain and about how children develop. Just how far we have come is chronicled in a report being issued today by the Families and Work Institute, entitled, "Rethinking the Brain."

Fifteen years ago, we thought that a baby's brain structure was virtually complete at birth. Now, we understand that it is a work in progress, and that everything we do with a child has some kind of potential physical influence on that rapidly-forming brain.

A child's earliest experiences, their relationships with parents and care-givers, the sights and sounds and smells and feelings they encounter, the challenges they meet determine how their brains are wired. And that brain shapes itself through repeated experiences. The more something is repeated, the stronger the neuro-circuitry becomes, and those connections, in turn, can be permanent. In this way, the seemingly trivial events of our earliest months that we cannot even later recall -- hearing a song, getting a hug after falling down, knowing when to expect a smile -- those are anything but trivial.

And as we now know, for the first three years of their life, so much is happening in the baby's brain. They will learn to soothe themselves when they're upset, to empathize to get along. These experiences can determine whether children will grow up to be peaceful or violent citizens, focused or undisciplined workers, attentive or detached parents themselves.

We now have reached the point of understanding that a child's mind and a child's body must be nourished. During the first part of the 20th century, science built a strong foundation for the physical health of our children -- clean water and safe food, vaccines for preventable diseases, a knowledge of nutrition, a score of other remarkable other lifesaving achievements. The last years of this century are yielding similar breakthroughs for the brain. We are completing the job of primary prevention, and coming closer to the day when we should be able to ensure the well-being of children in every domain -- physical, social, intellectual, and emotional.

I have very high hopes not only for this conference, but for what I hope will come from it. But there are, however, two things I hope this conference will not do. The first is I hope this information will not burden or overwhelm parents. Parenting is the hardest job in the world, and the information we offer today is meant to help parents, not to make them anxious or imprison them in a set of rules. If you forget to read to your child one night, please, that's okay. (Laughter.)

Think of this conference as a map. And like any good map, it shows you a lot of different ways to get where you need to go. Many American parents have been asking for just such a map. A new survey, "From Zero to Three," the National Center for Infants, Toddlers and Families shows a real hunger on the part of parents for knowledge on how they can play a positive role in their child's early development. And I hope this conference in one of the ways we answer that call.

The second thing I hope does not happen is to create the impression that once a child's third birthday rolls around, the important work is over. The early years are not the only years. The brain is the last organ to become fully mature anatomically. Neurological circuitry for many emotions isn't completed until a child reaches 15. So there is always room for appropriate stimulation, loving and nurturing care by adults who are invested in a child.

There's always something that concerned adults can do.

And that has special relevance for adoption. Adoptive parents can make an enormous difference for a child at any time, and especially for older children.

That said, here is what I hope the conference will accomplish. I hope it will get across the revolutionary idea that the activities that are the easiest, cheapest and most fun to do with your child are also the best for his or her development -- singing, playing games, reading, story-telling, just talking and listening. Some of my best memories are reading to our daughter, even if I fell asleep in the nine hundredth reading of "Goodnight, Moon." But reading to her when she was young was a joy for Bill and me, and we think also a joy for her. But we had no idea 15, 16, 17 years ago that what we were doing was literally turning on the power in her brain, firing up the connections that would enable her to speak and read at as high a level as she possibly could reach.

I hope that the science presented in this conference will drive home a simple message, one supported in great detail by a report being issued today by the President's Council of Economic Advisors. If we, as a nation, commit ourselves now to modest investments in the sound development of our children, including especially our very youngest children, we will lay the groundwork for an American future with increased prosperity, better health, fewer social ills and ever greater opportunities for our citizens to lead fulfilling lives in a strong country in the next century.

There's a quote I particularly like from the Chilean poet, Gabriela Mistral, that reminds us, "Many things we need can wait; the child cannot. Now is the time his bones are being formed, his blood being made, his mind being developed. To him, we cannot say, tomorrow. His name is today." We have known this instinctively, even poetically; now we know it scientifically.

And I'm pleased to introduce someone who has been saying this and practicing it for a long time -- maybe not in poetry, but certainly in the countless stories and books and songs that he has shared not only with our daughter, but with our nephews and, really, any small child who ever crosses his path. As the President of the United States and as a father, he has acted on these beliefs, putting the well-being of children at the very center of national policy. So it pleases me greatly to introduce my fellow reader of "Good Night, Moon," the President, Bill Clinton. (Applause.)

###

Regs in literature - Reach at school
\$230m

Omika
in my sleep

Ad campaign - go to college

Sep campaign for Army

Dept of Ed line