

The Washington Education
Project, Inc.
224 Third Street, S.E.
Washington, D.C. 20003
January 2, 1984

(202) 547-3011

Dear Jim,

If the President wants to put this project into
his State of the Union Address, please tell him
it's O.K. with me.

All good wishes for the New Year.

Sincerely,



Norman Manasa
Director

Mr. James Cicconi
The White House
Washington, D.C. 20500

How to help stamp out illiteracy? Read on!

By Norman Manasa

The answer to the nation's massive illiteracy problem lies within the colleges and universities of America. It is not because they know something special but because they have something special—10 million undergraduates who make excellent tutors

when provided a sensible structure within which to work.

The Washington Education Project is working to develop projects at colleges across the country that will register undergraduates in 3-credit elective courses and send them into community agencies to teach reading, writing and mathematics to the illiterate poor. This national project is based on a model program that ran at the University of Miami from 1969-73, using more than 1,000 undergraduates.



Norman Manasa

I founded the Miami project in 1969 and started The Washington Education Project in 1977. Like the Miami model, the Washington project is designed to improve the humanities training of undergraduates by providing experience in the community that will supplement their classroom instruction. This, of course, is nothing new. A mix of experience and theory has been considered the highest form of learning in Western culture since the time of Galileo.

The Miami project taught people in jails, inner-city schools, migrant camps and institutions for the emotionally disturbed to read, write and do simple mathematics. It was a remarkably adaptable program that fit into almost any community agency. The undergraduates did tutoring (rather than painting the houses of poor people or throwing Christmas parties for orphans) since tutoring transfers to the illiterate poor the power to create wealth in the technological age. And *that* is what these people need.

From a list provided at registration, the undergraduates chose the community agency in which they wanted to work for the semester. They then registered in a pass/fail elective course that already had been matched with that particular agency. The course might be in economics, sociology, educational psychology, management or in another university department.

The undergraduates were required to tutor six hours per week for the semester on a regular schedule, signing in and out for each session. Academic credit, of course, guaranteed their attendance. They also were required to meet once each week in a seminar with their monitoring professor where their experience in the community was explained in light of the discipline in which

they had registered. To the "theory" of the seminars, the students brought the "experience" of their work in the community and learned from the comparison of one with the other.

The tutoring took place in community agencies that already had an education program in operation. This meant several things:

- The project was inexpensive to run; there were no capital expenditures, no storefronts to rent, no special books to buy.
- There was no time wasted looking for people to be tutored.
- There was no experimentation with methodology. The undergraduates simply used the methods of the classroom teacher.

The undergraduates reported to the agency classroom on a regular schedule where the teacher told them whom to tutor, what book to use and what page to turn to. The tutoring took place in the back of the classroom, and if the undergraduates had any problems, the teacher would be 20 feet away at the front of the classroom to help out.

Under this concept, most of the tutoring is done at the level of helping the kids from the neighborhood with their homework. As a result, the undergraduates do not need to be "trained" in order to be tutors. The undergraduates act as a supplement to educational programs in existing community agencies and are effective from almost the first week of the semester.

The success of the Miami project demonstrates this. In 1972, the principal of a special school for emotionally disturbed adolescents wrote:

"The service that the tutors perform is irreplaceable. They bring a vital freshness and objectivity to our students' situation, which is often lost with 'volunteer' organizations. Their help makes possible the individual attention and instruction that our students so need. Because of these factors, our remedial reading students have had reading level gains of one to two years within a three- to five-month period of tutorage."

It should be emphasized that these are not "internships" for a few select undergraduates but elective courses, making *all 10 million college students eligible to participate*. The nation's undergraduates (who generally must take eight elective courses to get a degree) thus represent the only manageable resource that can match the country's illiteracy problem on its own scale.

Each undergraduate in this project tutors 60 hours per semester (six hours per week x 10 weeks in a semester). If 1 percent of the nation's college students enrolled in these courses, they would produce six million hours of tutoring each semester, and at no cost to the community. The undergraduates, by the way, are not paid; indeed, they pay tuition to take these courses. As a result, the undergraduates themselves provide a financial pool to continue the project after seed monies are terminated.

It goes without saying that people who can't read don't buy newspapers. But it is these same people who will not be able to do the work that will be required in the coming technological era. They not only will be unemployed but *unemployable* (and, perhaps, ungovernable, as well); they will need to be fed and housed and cared for by society for their entire lives. We must teach these people to read. Otherwise, they will create a constant drain upon the economy and exact massive social costs that I do not think the nation can bear.

Manasa is director of The Washington Education Project. Publishers interested in seeing his type of literacy program established at a college in their communities may obtain a detailed outline of "How to Get This Project Started" by contacting him at 224 Third St. SE, Washington, D.C. 20003; (202) 547-3011.

— JGC —
The Washington Education
Project, Inc.
224 Third Street, S.E.
Washington, D.C. 20003
August 15, 1983

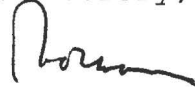
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Dear Jim,

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Thank you again.

Sincerely,



Norman Manasa
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Mr. James Cicconi
The White House
Washington, D.C. 20500



DAYTON-MIAMI VALLEY CONSORTIUM

1810 Harvard Blvd. #A-6 Dayton, Ohio 45406 Phone (513) 278-9105

*Wash.
Ed. Project*

August 8, 1983

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The Washington Education Project, Inc.
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Antioch College
Wittenberg University
University of Dayton
Central State University
Wilberforce University
Xavier University
Edison State College
Urbana College
United Theological Seminary
Kettering College Medical Arts
Southern State College
Clark Technical College

Each institution will be prepared to place a minimum of twenty students in agencies or schools for supervised tutoring of either illiterate persons or of students needing special assistance. Thus, with 15 colleges and universities committed, we will have 300 students participating in the program by Fall, 1984. A faculty member on each campus will assume responsibility for a three hour credit seminar which will help the college student relate the tutoring experience to his/her particular academic major field. A Consortium coordinator will establish the necessary relationships with varied agencies and schools in the region.

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NCR Corporation
Sinclair Community College
Southern State College
TRW Incorporated
University of Dayton

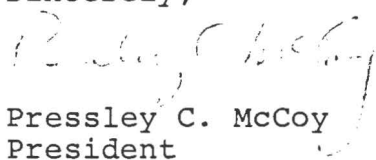
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Norman Manassa
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You may use this letter in support of your proposal to FIPSE, the Department of Education and other sources of funding.

Sincerely,


Pressley C. McCoy
President

cc: DMVC Presidents
Chief Academic Officers

P.S. Enclosed are typical letters of support.

Central State University
Wilberforce, Ohio 45384

OFFICE OF THE PRESIDENT

August 2, 1983

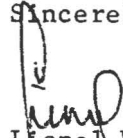
Dr. Pressley McCoy
Dayton-Miami Valley Consortium
1810 Harvard Boulevard, #A-6
Dayton, Ohio 45406

Dear Press:

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With every good wish, I remain

Sincerely yours,



Lionel H. Newsom
President

LHN:cs

cc: Dr. Arthur E. Thomas
Dr. Joseph D. Lewis

444 West Third Street
Dayton, Ohio 45402



SINCLAIR
COMMUNITY
COLLEGE

August 4, 1983

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Dayton Miami Valley Consortium
1810 Harvard Blvd. #A-6
Dayton, OH 45406

Dear Pres:

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Please keep us posted regarding these developments.

Sincerely,


David H. Ponitz
President

WRIGHT STATE

Wright State University
Dayton, Ohio 45435

Office of the Assistant Provost

513/873-2931

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Sincerely,



Willard J. Hutzal
Assistant Provost

WJH:jb



WILMINGTON COLLEGE

OF OHIO

August 8, 1983

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1810 Harvard Blvd. #A-6
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Dear Dr. McCoy:

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Sincerely,

A handwritten signature in cursive script that reads "John Bryant".

John Bryant
Associate Professor of Education

JB/dkm



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1810 Harvard Blvd. #A-6 Dayton, Ohio 45406 Phone (513) 278-9105

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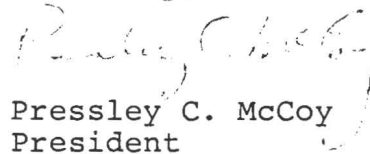
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Sincerely,


Pressley C. McCoy
President

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Chief Academic Officers

P.S. Enclosed are typical letters of support.

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Wilberforce, Ohio 45384

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August 2, 1983

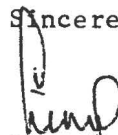
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1810 Harvard Boulevard, #A-6
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With every good wish, I remain

Sincerely yours,



Lionel H. Newsom
President

LHN:cs

cc: Dr. Arthur E. Thomas
Dr. Joseph D. Lewis

444 West Third Street
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SINCLAIR
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COLLEGE

August 4, 1983

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WJH:jb



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JB/dkm

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(202) 547-3011

Dear Aileen,

Fifteen Ohio colleges have agreed to start this
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they sent along are attached.

All is well.

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A handwritten signature in dark ink, appearing to read 'Norman', with a stylized, flowing script.

Norman Manasa
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Aileen Anderson
c/o James Cicconi
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Washington, D.C. 20500



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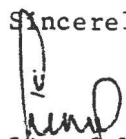
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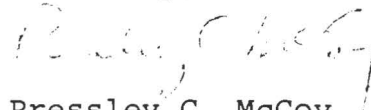
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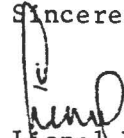
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The Washington Education
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224 Third Street, S.E.
Washington, D.C. 20003
July 20, 1983

(202) 547-3011

Dear Aileen,

I received the attached letter from Dr. Sven Groennings, Director of the Fund for the Improvement of Postsecondary Education in the Department of Education, on July 7, 1983, and spoke with Dr. Groennings on July 8th.

He said that, as best he could recall, the enclosed proposal scored well in all areas. However, the single stumbling block was that a college had not yet actually declared it would offer the courses this project describes. There seemed to be no other problem, but the result is a "Catch 22" since I cannot get a college without the funding and cannot get the funding without a college.

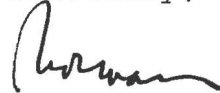
There is, however, great interest among a group of colleges in Ohio, which has provided the enclosed letter, although it may have arrived at the Fund too late to affect their deliberations.

The budget for the enclosed proposal calls for \$249,544.00 over a three year period. (The proposal contains, in effect, two budgets. It would fund the Washington Education Project at \$35,000.00 per year for three years. It would also fund an operational program at a college during the 2nd and 3rd years of the grant.)

Should the grant be awarded, we would likely have a program in operation at a college in Ohio by the fall of 1984. There is, in addition, some interest in starting the program in Los Angeles.

Again, I am grateful for all your help.

Sincerely,



Norman Manasa
Director

Aileen Anderson
c/o Jim Cicconi
The White House
Washington, D.C. 20500



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

June 30, 1983

Dear Ms. Manasa:

Proposal Number: 0086

We regret to inform you that your application to the Fund's Comprehensive Program has not been selected for funding this year. As is the case each year, the Fund faced a rich variety of ideas for improvement and limited funds for their support. Almost all of the 330 invited final proposals fulfilled initial expectations about the significance of the problem being addressed and solutions. We hope you can undertake some of the activities you proposed on your own, or with other funding. A rejection this year does not prevent you from submitting a similar proposal in the future.

Each proposal was read initially by at least two external reviewers and by one staff member. Then the proposals and reviews were read and discussed within staff committees. The Fund's National Board and state postsecondary education commissions were also invited to comment on the proposals. Throughout the review process, the focus was on broad concerns such as the project's significance and feasibility. In some cases we have sought additional opinions or contacted knowledgeable individuals who are familiar with the problem or the project. None of the decisions we had to make was simple. Many were truly difficult.

Finally, if you wish to receive the external reviewer comments on your proposal, please make your request in writing to Ms. Aillen King at this address. Indicate the name of the institution, and, most importantly, the number which your proposal was assigned during the review process. If necessary, a program officer who is familiar with the proposal will assist you in interpreting the evaluations. We encourage you to request feedback, but we do ask for your patience. The volume of such requests and irregular summer staff schedules will create delays. Please make all feedback requests by October 1.

Sincerely,

Sven Groennings
Director

Fund for the Improvement
of Postsecondary Education



DAYTON-MIAMI VALLEY CONSORTIUM

1810 Harvard Blvd. #A-6 Dayton, Ohio 45406 Phone (513) 278-9105

June 28, 1983

Norman Manasa
Director
The Washington Education Project, Inc
224 Third Street, S.E.
Washington, D.C. 20003

Dear Norman:

I am pleased to inform you that on June 23rd the Board of Trustees of the Dayton-Miami Valley Consortium unanimously approved participation in the Washington Education Project.

It is also gratifying to report that Xavier University (7,000 students) in Cincinnati has formally joined the Consortium and that the University of Cincinnati (28,000 students) has indicated their intention to join. Both institutions want to participate in the Washington Education Project which, in effect, broadens the program to include the population of Southwestern Ohio.

As soon as possible, we will have a meeting of institutional representatives, designated by each university president, to formulate details of the cooperative program. I will keep you informed of our progress.

Please feel free to share this letter with FIPSE or other interested parties.

Cordially,

Pressley C. McCoy
President

INSTITUTIONAL MEMBERS

Air Force Institute of Technology
Antioch College
Central State University
Clark Technical College
Edison State College
Kettering College of Medical Arts

Monsanto Corporation
NCR Corporation
Sinclair Community College
Southern State College
TRW Incorporated
University of Dayton

United Theological Seminary
Urbana College
Wilberforce University
Wilmington College
Wittenberg University
Wright State University

The Washington Education
Project, Inc.
224 Third Street, S.E.
Washington, D.C. 20003
July 18, 1983

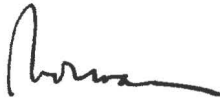
(202) 547-3011

Dear Aileen,

This week's U.S. News & World Report carries a
mention of this project on the Editor's page and
I thought to send along a copy.

All is well.

Sincerely,



Norman Manasa
Director

Aileen Anderson
c/o James Cicconi
The White House
Washington, D.C. 20500

TRANSFER SHEET

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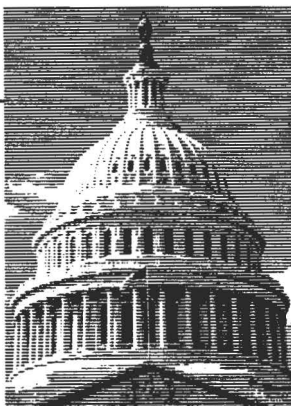
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U.S. News AND WORLD REPORT, July 18, 1983

*[contains one article relevant to the file folder,
 which I copied for the folder]*

SERIES <i>SERIES II: SUBJECT FILE</i>	BOX NO. <i>13</i>
FILE FOLDER TITLE: <i>WASHINGTON EDUCATION PROJECT- NORMAN MANASSA (1)</i>	
TRANSFERRED BY: <i>KELLY D. BARTON</i>	DATE OF TRANSFER: <i>6/13/01</i>



The Editor's Page

Three Chances to Help

By Marvin Stone

This magazine, as one might imagine, is besieged with requests for help in bringing special causes to the public's attention. We wish we could accommodate them all. Here are three that are typical—

Fighting crime. The Rev. Frank Dunn's Community Mobilization deserves to become a reality. If it doesn't, that will be because Congress has failed to act on plain good sense.

Community Mobilization is a system under which the civic and official organizations and prominent citizens of a city are pulled together to combat crime and its causes. Dunn has detailed directions for starting and running the system in any city. Scores of large and medium-sized cities have indicated they want to do this.

A test surely could be made in a few cities. All that is lacking is a small sum of seed money for a start-up, after which the citizens' organization would be expected to take over. For this, the country would get an outpouring of free help, with the priceless ingredient of success—that the people would be doing it themselves.

Community Mobilization's supporters include big names in Congress. The Justice Assistance Act, passed by the House and now in a Senate committee, provides money for just such enterprises. If powerful senators speaking for the bill make it clear in debate that they are thinking of the Dunn plan as one use for some of the funds, the message will be clear.

Tutoring for literacy. A very small grant, now under consideration, can kick off a test of a national program under which student volunteers, for no compensation except college credits, will tutor community groups of children or adults lagging in basic education.

An O.K. would cap a six-year, one-man campaign in Washington by Norman Manasa. He conceived the service while a student at the University of Florida. In a four-year tryout there, student volunteers got valuable experience while achieving these results: Jail inmates won high-school diplomas; disturbed young people

raised their reading ability by two years in three to five months; migrants improved their English.

Money that could be tapped to start this vital service is in a discretionary fund in the Education Department, where a decision will be made soon. Senate Majority Leader Baker is among those urging approval. President Reagan has shown the plan strong favor. We take the liberty of agreeing with them.

Saving the young. A year ago, we described the services and needs of Timber Ridge School, near Winchester, Va., which prepares able but disturbed youths to re-enter society as productive members. There have been developments:

- Timber Ridge has become a model studied by educators from abroad.

- An innovative university program sponsored by the school is within one year of delivering professionals with master's degrees in teaching disturbed young persons.

- Timber Ridge has enhanced its permanency by acquiring the plant and land it occupies—and a big mortgage.

Humane considerations aside, money needed to return just one individual to useful activity is only a fraction of what it would cost the community to take care of him for life. But for construction, medical bills, field trips, reference books, major tools, electronic training equipment and a host of other essentials, nonprofit Timber Ridge has to depend on generous persons and organizations. Some foundations hesitate to aid an institution that does not own its plant. That, and a wish to escape the heavy expense of leasing, moved Timber Ridge to incur a debt of several hundred thousand dollars to purchase the whole property.

This step already has won most of the cost of a badly needed dormitory from a contributor who otherwise would have held back. But Timber Ridge could free funds that are badly needed for further improvements if there were help in defraying the first and second trusts. Foundations and philanthropists please note.