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C A L I F O R N I A
CAMPUS  COMPACT

December 31, 1996

Chancellor Henry T. Yang
University of California at Santa Barbara
c/o the Office of the Chancellor
Santa Barbara, CA 93106

Dear Chancellor Yang:

On December 22nd, President Clinton publicly announced in his weekly radio address the inauguration of a new national initiative, *America Reads*. The goal of *America Reads* is bold and ambitious to mobilize the resources of 1 million college students and other volunteers as tutors over a five year period to improve the reading skills of three million third grade children currently reading below grade level. Last week, President Clinton invited me to assume responsibility for chairing a national steering committee of college and university presidents committed to involving institutions of higher education in meeting this challenge. I gladly accepted. Chancellor Barry Munitz joins me in this effort along with a dozen other presidents including Ohio State University, the University of Maryland, Georgetown University and New York University.

As chair of California Campus Compact, I turn to you as a member president to involve your institution in this undertaking. President Clinton's initiative is consistent with the basic goal of California Campus Compact - to strengthen the public service mission of higher education by encouraging our students to become involved in community service and service-learning activities. Like you, I am deeply concerned about the problems of literacy among elementary school children. The ability to read is essential to school success, to graduation from high school, to access to higher education, and, ultimately to job performance, particularly in our changing economy in which basic reading skills are an absolute prerequisite. In 1994, The *National Assessment of Educational Progress Report Card* documented that 40% of all 4th grade students had failed to attain the basic level of reading and 70% of all 4th grade students had failed to read at the proficient level. Although reading problems are particularly severe for disadvantaged students, 32% of fourth-graders whose parents were college educated also read below grade level.

How can your institution participate in the *America Reads Challenge*?

- Take advantage of President Clinton's augmentation of work-study funds for community service jobs and the waiver of the 25% institutional match requirement to dedicate those position to afterschool, pre-school and elementary school tutoring programs. Commit 50% of your new work-study positions to *America Reads*.
- Ask that faculty involved in training of elementary school teachers and/or liberal arts faculty responsible for pre-service education courses direct internship opportunities to *America Reads Challenge* tutoring efforts.
- Ask that faculty involved in service-learning activities utilize tutoring as a community service option.

- Ask that the Office of Student Affairs and community service volunteer programs assume responsibility for recruiting college students both graduate and undergraduate.
- Ask that program staff and faculty engaged in university community K-12 partnerships add *the America Reads* focus on third grade reading to their efforts.
- Involve your Alumni Office and Office of Public Affairs in recruiting volunteers and publicizing campus efforts.

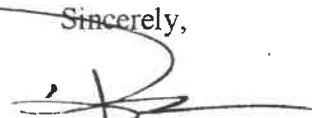
The US Department of Education and the Corporation for National Service have prepared an "assessment tally" sheet to assist you in defining your campus contribution. Please have your staff complete this form and return it to my office by January 15th.

Please don't hesitate to call if you wish to talk further with me or to contact one of my staff, Kathryn Johnson, CACC Liaison to the President, or John Oda, Director of California Campus Compact at (415) 338-3295/3342. Background information on *America Reads* and Work-Study Community Service provisions are enclosed.

Let me express my appreciation for your commitment in advance.

Best wishes for the New Year.

Sincerely,



Robert A. Corrigan
President

NATIONAL SERVICE AND "AMERICA READS"

On August 27, President Clinton announced the "America Reads" initiative with a vital national service component. The goal of this campaign is to ensure that every child can read independently by the end of the third grade. To achieve this goal, the President called for a substantial increase in the number of tutors and mentors available to young children. He proposes that AmeriCorps and other national service programs play a key role in recruiting, training and supervising this new army of volunteers in our communities and schools.

Why A Reading Initiative?

Forty percent of all children are now reading below the accepted level on national reading assessments. Children who do not read early and read well are held back at the start of their education -- and for the rest of their lives. This will be even more true as we move into the high-skill workplaces of the 21st century.

America's Reading Corps

The heart of the initiative is "America's Reading Corps," a citizen army of 30,000 volunteer coordinators and reading specialists. These coordinators will help mobilize 1 million tutors to provide after-school, weekend and summer reading support to 3 million children who are behind schedule in the development of their reading skills. The proposal envisions an essential role for national service. 11,000 AmeriCorps members will serve as tutor coordinators - recruiting and training volunteers in local communities. Thousands more Foster Grandparents, RSVP volunteers and Learn and Serve college students will manage tutoring programs or provide tutoring.

This initiative will require no new funds beyond those already in the President's budget. The Administration proposes to increase spending for national service by approximately \$200 million a year for the next five years above current funding levels. This initiative targets those funds towards after-school and summer reading and mentoring programs beginning in fiscal year 1998.

Building On the Success of National Service

The initiative builds on the strong track record of national service in tutoring and literacy.

- **AmeriCorps** programs operate school and tutoring programs. AmeriCorps members tutor and mentor, set up after-school and summer programs, and recruit parents and community volunteers as tutors.

- **Learn and Serve** programs mobilize hundreds of thousands of K-12 and college students in service projects, many who tutor younger children.
- In **Senior Corps** programs, RSVP volunteers and Foster Grandparents work extensively with children in school settings, and RSVP has solid experience in assisting literacy programs.

National Service - A Smart Delivery Vehicle

Because national service programs are locally run, results-driven and market-tested and non-bureaucratic, they are effective models that are easily replicated. For example:

- Twenty-five AmeriCorps members in the **SLICE Corps** tutored 128 second graders in Simpson County, Kentucky and raised their reading comprehension scores by an average of 2.8 grade levels in just nine months.
- The RSVP program in Lillington, North Carolina organized 15,000 hours of tutoring to 300 children through the **Rockin' Readers** project. Senior volunteers join kids for breakfast in the cafeteria and then read to them in rocking chairs for over an hour.

More Bang for the Book - Service Generates Volunteers

Because AmeriCorps members serve full-time, they are a proven way to multiply the number and effectiveness of unpaid volunteers. A recent independent evaluation concluded that the average AmeriCorps member recruits or manages twelve unpaid volunteers. For example:

- Twenty-seven AmeriCorps*VISTAs in the **Start Making a Reader Today** program in Oregon mobilized community resources in a statewide effort that serves 2,500 children in 48 schools in 8 counties. They recruited more than 200 tutors, 500 local volunteers and thousands of students to upgrade the reading skills of young children.
- Ninety AmeriCorps members have recruited more than 3000 new volunteers to help 1,500 disadvantaged children through the **I Have a Dream Foundation**. A program in which young people who stay off drugs and stay in school receive a free college education. In Denver, Dreamers teamed with AmeriCorps showed a 20% higher grade point average.

Increasing Parental Involvement

Thirty years of research shows that parental involvement makes a significant difference in their children's reading success. By turning off the TV and reading to their children for thirty minutes a day, or taking their child to a library,

parents give their children the example they need to do well in school. National service programs have achieved success in increasing parental involvement.

- In Philadelphia, the **Parents and Children Learning Together in Learning** program trains inner city parents how to become volunteer tutors in their children's classroom. In its second year, 60 Philadelphia parents provided 480 at-risk children with 6,000 hours of tutoring.
- One hundred and fifteen AmeriCorps members serve in the **Home Instruction Programs for Preschool Youngsters (HIPPY)** in New York and Florida. They are mentors and advocates for parents of preschoolers, visiting them in their homes on a weekly basis.

PRESIDENT CLINTON PROPOSES 100,000 COLLEGE WORK STUDY STUDENTS TO SERVE AS TUTORS TO HELP ALL CHILDREN READ WELL BY THIRD GRADE

October 25, 1996

As part of the President's "America Reads" Challenge to mobilize an army of tutors to ensure that every child can read well by the end of 3rd grade, President Clinton announced today a proposal to dedicate at least half of new college work study funds to community service, including 100,000 work study slots for reading tutors.

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

NEW PROPOSAL: 100,000 WORK STUDY STUDENTS TO TUTOR CHILDREN TO READ. Today, the President takes a major step in fulfilling the America Reads Challenge and promoting his national service agenda by asking that a significant portion of the new increases in college work study funding be dedicated to tutoring children to read independently by the end of the third grade.

Reach 1 Million College Work Study Participants: In FY1996, college work study received \$617 million and went to 713,000 students. In FY1997, college work study received a 35% increase to over 900,000 students -- a major step toward the President's State of the Union promise to reach 1 million work study participants by FY2000. Steady yearly increases will allow the nation to easily reach and surpass the President's goal of 1 million work study students.

At Least Half of College Work Study Increase Dedicated to Community Service: Currently, schools are required to dedicate only 5% of their work study slots to community service. The President called on colleges and universities to dedicate the new money to community service and will propose legislation to require that at least half of all increases beyond the FY1996 level be committed to community service -- particularly to tutoring children to read. By committing at least half of the increase above the funding level that had been flat in nominal terms for several years, schools will be able to use these funds for community service for children and tutoring without disrupting any existing arrangements.

Work Study Dedicated to Creating 100,000 Tutors: The President's initiative asks that the public service work study slots be used to mobilize 100,000 work study students to tutor children in reading by FY1999.

Waive Match for Work Study Funds Spent on Tutoring: In current work study programs, schools receive 75% of the wages for a work study student, but must match the remaining 25%. The President's proposal would waive the school match where work study students are placed as tutors for children.

Further Expansion of National Service: This proposed dedication of new work study funds to community service and tutoring positions represents a major expansion of the President's national service agenda. The America Reads Challenge already called for 11,000 AmeriCorps members to build on the success of National Service programs like AmeriCorps and RSVP seniors volunteers in building and coordinating effective tutoring programs. This initiative adds 100,000 more young people each year to the President's national service strategy -- in the cause of helping all children learn to read independently.

San Francisco Chronicle

12/24/96

S.F. State President Named By Clinton to Reading Program

Chronicle Staff Report

San Francisco State University President Robert A. Corrigan will head a nationwide program of college presidents to ensure that all children learn to read by the time they reach the third grade, President Clinton announced during his weekend radio address.

Corrigan will lead a steering committee formed to bring 100,000 college students into public schools as volunteer tutors in a national initiative known as America Reads. The college students and other volunteers will

be trained by full-time reading specialists and volunteer coordinators to provide preschool, in-school, after-school and summer reading support.

The program's goal is to reach 3 million primary school children who are behind schedule in learning to read.

Corrigan will be joined by Barry Munitz, chancellor of the California State University system, and presidents of schools including Ohio State University, the University of Maryland, Georgetown University and New York University.

TUTORING ASSESSMENT TALLY SURVEY

We would appreciate the following information, where appropriate, for each college or university:

University : _____

Contact: _____ Phone Number: _____

- What is the projected increase in work study students by September 1998 who will tutor pre-K and elementary age children who need extra help to read well?
_____ . Total over five years? _____
- What is the projected increase in other undergraduate and/or graduate students involved as reading tutors (e.g. non-paid, community service volunteers) by September 1998? _____ . Total over five years? _____
- Please describe any new efforts you plan on your campus/system to make available faculty, staff and/or graduate student help as tutor trainers or organizers of local reading improvement efforts to meet the America Reads Challenge:

Please fax your completed "assessment tally" to Office of the President, San Francisco State University, California Campus Compact.

The fax number is: (415) 338-3284.

Your responses will be forward to the following individuals, who you may contact for additional information regarding this assessment tally:

Terry K. Peterson
Counselor to the Secretary of Education
(202) 401-1406
(202) 401-0597 (fax)

Susan Stroud
Director, Office of Domestic Policy Initiatives
(202) 606-5000 x 169
(202) 565-2781 (fax)