

5

Building Community Partnerships

In this chapter:

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Effective, long-lasting community partnerships have several things in common—the individuals and groups involved demonstrate genuine respect for each other, recognize each member’s desire to make a meaningful contribution to the new effort, and collaborate to build on existing capabilities. Stakeholders—individuals and groups who can contribute to and benefit from the partnership—must combine their resources to achieve the goals set by the group.

Community partnerships that support literacy development must bring together committed individuals representing different critical areas of expertise, experience, and knowledge about children, reading, education, and the community. The stakeholders include families, tutors, child care programs, public schools, businesses, family literacy programs such as Head Start and Even Start, and community agencies concerned with literacy. The America Reads Challenge encourages these stakeholders to combine their resources to reach a single critical goal—ensuring that all children can read well and independently by the third grade. Each community can build on the collective strengths of its citizens and institutions to implement a literacy development program that is tailored to address the reading needs of young children.

This chapter covers the following topics:

- an overview of the America Reads Challenge;
- collaborating with work-study programs; and
- examples of reading and tutoring programs.

Literacy is about reading, but it is about more. It is also about participating in the community, understanding the world around you, becoming a better citizen, and taking advantage of opportunities... It is in the interest of all of us to do what we can to ensure the reading success of every young child by the end of the third grade.

*Richard W. Riley, Secretary, U.S. Department of Education
Harris P. Wofford, Chief Executive Officer,
Corporation for National Service*

The America Reads Challenge

When President Clinton framed the America Reads Challenge in August 1996, he set in motion a series of events that were designed to culminate in a national commitment to a shared goal of helping children to acquire basic reading abilities by the end of third grade. This section briefly highlights three points: first, the significance of the goal as a call to action; second, ongoing activities in support of America Reads mobilizing existing resources; and third, the legislative proposal designed to attract additional resources.

The Goal

The goal that all children shall read well and independently by third grade has profound implications for the education of children in America. To a greater extent than heretofore, a benchmark goal for the schools has been set that calls for combined efforts of the total society if it is to be achieved. The challenge makes explicit the need for partnership efforts that combine the energies of parents; Head Start, child care and preschool programs; the public schools; and libraries, museums and other community groups.

Current Activities

America Reads quickly won adherents among many Americans and efforts to reach the goal began even before a formal legislative proposal was sent to the Congress. Examples of ongoing activities include:

- **Work-Study.** Several hundred presidents of institutions of higher education pledged their cooperation in extending the reach of the Federal Work-Study program into the community, mobilizing college student volunteer tutors on behalf of children's reading, and, in some universities, attracting volunteer support from faculty across various departments. (Work-Study is discussed more fully later in this chapter.)
- **Department of Education and Corporation for National Service Support.** America Reads support units were established at the Department and at CNS. Carol H. Rasco, Senior Advisor to the Secretary, is the Director, America Reads Challenge, with overall responsibility for coordinating the support effort. The Department and CNS have collaborated in providing information to support the challenge, including this *Guide* and other publications, such as the *Ready★Set★Read* Early Childhood Kit, and an America Reads web site (see Appendices B and C).

- **AmeriCorps program initiatives.** Several AmeriCorps programs have begun to refocus their program emphasis in support of children's reading, including the Texas Children's Literacy Corps and SLICE Corps in Kentucky—now known as KY READS (discussed more fully below in Chapter 5).
- **Senior Corps initiatives.** CNS' Senior Corps has launched an imaginative intergenerational demonstration project as part of America Reads. The *Seniors for Schools Initiative* mobilizes persons age 55 years and older on behalf of the reading and literacy development of children attending kindergarten through third grade in public schools (discussed more fully below in Chapter 5).
- **Community projects.** Growing numbers of local communities are launching their own America Reads initiatives, sometimes with the support and involvement of AmeriCorps, Senior Corps and other national service participants, sometimes on their own. For example, Houston, Texas proclaimed itself the "first" America Reads community.

America Reads Challenge Legislation

In April 1997, the U.S. Department of Education and the Corporation for National Service forwarded the America Reads Challenge Act to Congress. As a commitment to passing a children's literacy initiative, Congress and the Administration reserved \$260 million in the bipartisan balanced budget agreement for an initiative that was in line with the goals and concepts of the America Reads Challenge. The goal of the America Reads Challenge is to ensure that all children can read well and independently by the end of the third grade. The Act proposed the first nationwide effort to supplement classroom instruction in reading with high-quality volunteer tutoring, primarily after-school, on the weekends, and during summers. This proposal led to the development of a bipartisan piece of legislation which supports reading assistance in the school, the home, and the community through increased professional development of teachers in the area of reading, through family literacy efforts, and through community volunteer tutoring programs. The legislation is now moving through the Senate and is expected to pass both Houses of Congress by July 1, 1998. For up to date information on this legislation, please refer to the U.S. Department of Education's America Reads web site.

Congress has also strengthened a number of existing Federal resources and programs already delivering services to families with young children or involved in parent education and skills training in order to better educate and assist families with early childhood development and early literacy skills. For example:

- **Head Start Expansion.** Head Start funding was increased by \$374 million in the 1998 budget. To enable more children to improve their readiness for school,

Congress provided nearly \$4.4 billion for Head Start, continuing on track with the President's commitment to the goal of serving one million 3- and 4-year old children. With this increase, Head Start funding will have increased 57% since 1993.

- **Even Start Expansion.** The Even Start family literacy program was allocated an additional \$22 million this year to further develop and expand family literacy efforts across the Nation.
- **Strengthening of Title I.** Title I is the largest in-school investment made by the Department of Education to improve reading instruction for children in high poverty schools and neighborhoods. This year's budget included a significant increase in funds for Title I.

Collaborating with Work-Study Programs

President Clinton's America Reads Challenge came at a time when there had just been a significant increase in the appropriation for Federal Work-Study (FWS). The President encouraged institutions of higher education to target these new resources on community service, in general, and on mobilizing literacy tutors for preschool and elementary children, in particular. Within a few months, several hundred institution presidents had pledged their cooperation in this initiative.

This section of the *Guide* draws freely on a FWS Resource Guide from the U.S. Department of Education, *Expanding Federal Work-Study and Community Service Opportunities*, written by Maryln McAdam and Ed McDermott, May 1997. The FWS Guide can be obtained by calling 1-800-USA-LEARN or from the Department of Education's web address:

<http://www.ed.gov/offices/OPE/pubs/WorkStudy/index.html>.

The America Reads Challenge Federal Work-Study program is a strong example of how students both give to and receive from the community. The program promotes access to college by helping students finance postsecondary education costs while offering these same students the opportunity to pursue community service. I believe this creates a win-win situation because young learners and communities gain from the services provided, and students who might not ordinarily be able to share in the community service experience can now afford to be involved.

*Richard W. Riley, Secretary, U.S. Department of Education
May 1997*

The FWS community service initiative offers opportunities for colleges and universities, on the one hand, and community groups, on the other hand, to reach out to one another and partner on behalf of programs that pursue the goal that every child will read independently and on grade level by the time they leave the third grade. FWS programs are able to continue support for work-study students who tutor children through sixth grade, recognizing that not all children will attain basic reading skills by third grade.

FWS requirements provide that institutions must spend at least five percent of Federal dollars to support FWS to compensate students employed in community service. Community service is broadly defined and includes child care, Head Start, recreational mentoring, literacy training, and educational tutoring. The Secretary of Education has provided for a waiver of the FWS 25% matching requirement, effective July 1, 1997, allowing 100% of the wages of a work-study tutor to be paid from Federal dollars, if the student:

- is employed as a reading tutor for children who are in preschool through elementary school; and
- is employed by the institution itself, or by a Federal, State, or local public agency, or by a private nonprofit organization.

The FWS Resource Guide contains useful tips on program planning with AmeriCorps programs (under certain circumstances, FWS students can also become AmeriCorps members), and on partnering with Head Start, child care programs, and local school districts. There are also suggestions about how to use reading tutoring and other community service outreach opportunities as active service learning programs as part of the institutions's academic curriculum. A Best Practices appendix includes summaries of "exemplary programs," with contact information.

A COMMUNITY PARTNERSHIP GETS STARTED

The Center for Service Learning at Western Washington University (WWU) has created a community tutoring partnership. WWU is collaborating with the Ferndale School District, the Whatcom Volunteer Center and other community groups, 2 AmeriCorps members, 10 WWU work-study students, and 10 senior volunteers to provide one-on-one and small group tutoring to students in kindergarten through grade six.

Examples of Reading and Tutoring Programs

This section provides background information on reading and tutoring programs throughout the country. These programs present a variety of successful approaches to encouraging the reading skills of children from preschool through the primary grades. They demonstrate how community programs can work together to support children's literacy.

Program:	Books and Beyond	Type: Reading Motivation
Developer:	Solana Beach School District, California	
Site(s):	Elementary schools throughout the United States	
Focus:	All children and their families	
Time:	Programs run from 4 to 6 months	
Tutors/Staff:	School staff, parents, and community volunteers	
Materials:	A free information packet is available. Schools can purchase program implementation materials.	
Description:	This reading incentive program is designed to improve children's attitudes toward reading and to foster a love of books. Read-a-thons are based on recreational reading at home and at school. Family literacy activities encourage reading at home and promote thoughtful use of television.	
Contact:	Write or call, Books and Beyond, Solana Beach School District, North Rios Avenue, Solana Beach, CA 92075, 619-755-3823, or visit the web site, http://www.sbsd.sdcoe.k12.ca.us/sbsd/specialprog/bb/bbinfo.html .	

Program:	Cabrini-Green Tutoring Program	Type: Tutoring
Developer:	Employees of Montgomery Ward started the program 31 years ago	
Site(s):	Public housing complex	
Focus:	Children in kindergarten through grade 6	
Time:	The program operates 3 nights a week from 5:30–7:00 p.m. Children attend once a week.	
Tutors/Staff:	Tutors include parents and volunteers from throughout Chicago. Tutors attend a training and orientation session, tour the program, and meet with coordinators and veteran tutors before beginning work. Three additional training workshops are held each year. Former participants can become Junior Assistants who assist staff and volunteers, serve as peer tutors, and help run the library, art, and resource areas.	
Materials:	Contact the program for information on available resources.	
Description:	This after-school tutoring program is designed to motivate and enhance students' learning abilities. Each tutor works one-on-one with a child in the program. More than 450 children receive tutoring each week. Through Reading is Fundamental (RIF), the program holds book events during which children can choose books to take home and keep. Families are invited to participate in special projects and field trips.	
Contact:	Write or call, Cabrini-Green Tutoring Program, 844 North Larrabee, Location 1-1, Chicago, IL 60610, 312-467-4980.	

Program:	Children's Literacy Initiative (CLI)	Type: Early Literacy
Developer:	n/a	
Site(s):	Head Start and other child development programs and kindergarten	
Focus:	Preschool children	
Time:	Training includes 4 or 5 two-hour sessions for staff and specialists, a two-hour session for parents, and follow-up training sessions.	
Tutors/Staff:	CLI staff provide the training.	
Materials:	<i>Creating a Classroom Literacy Environment</i> , is a handbook for early childhood classroom staff on creating literacy-rich classrooms.	
Description:	CLI's mission is to prevent illiteracy before it begins. The organization provides training on emergent literacy for teachers, parents, and caregivers of young children. To ensure that children have access to plenty of high quality books, programs that participate in the training receive an average of 21 books for each classroom.	
Contact:	Write or call, 2314 Market Street, Philadelphia, PA 19103, 215-561-4676.	

Program:	Early Identification (I. D.) Program	Type: Reading Intervention
Developer:	Reading Community Schools	
Site(s):	Both elementary schools in the school district	
Focus:	Kindergarten students identified through a formal screening process as below average in visual perception, fine motor skills, or basic concepts.	
Time:	Ten minutes per session, 3 to 5 times a week, throughout the school year	
Tutors/Staff:	A pool of 51 volunteers who are high school students, parents, and retirees	
Materials:	Contact the program for information on available resources.	
Description:	Tutors attend an interactive two-hour group orientation and training session at the beginning of the school year. Trained volunteers work one-on-one with children using structured and individualized materials designed to increase a child's visual perception, fine motor skills, and/or basic concepts. Annual pre- and post-tests document children's progress during the kindergarten year and in subsequent grades.	
Contact:	Write or call, Robert L. Stark, Coordinator of Special Services, Board of Education Office, 1301 Bonnell Avenue, Reading, OH 45215, 513-554-1800.	

Program:	Growing Together, Inc.	Type: Tutoring
Developer:	Teresa Knudson, Executive Director	
Site(s):	Growing Together, is an independent, non-profit organization which began by serving family shelter residents. Tutoring sessions are now held at a church.	
Focus:	Students ages 6 to 14 who are failing or below grade level	
Time:	Two hour sessions, 2–3 times a week, and some follow-up via telephone.	
Tutors/Staff:	Regular tutors have a college degree or are still in college. Floating tutors fill in when regular tutors are absent. Some volunteers make materials used in tutoring sessions. Tutors attend an orientation/training session and take a written test before assignment to a student.	
Materials:	A <i>Tutor's Manual</i> offers general guidance and specific strategies.	
Description:	The program is designed to improve students' academic performance in school and their ability to function in group settings. In addition to one-on-one tutoring, students take part in group activities and go on field trips. Students are referred by teachers, counselors, and parents.	
Contact:	Write or call, Teresa Knudson, Executive Director, Growing Together, 3900 16th Street, NW #520, Washington, DC 20011, 202-882-5359.	

Program: Hilliard Elementary School **Type:** Tutoring

Developer: School team of Principal, Vice-Principal and Dean of Instruction

Site(s): Elementary school

Focus: Grades 3 through 5

Time: Extended day, 4 afternoons a week; Saturday morning program, 8 weeks, summer program, during the vacation period

Tutors/Staff: Tutoring team of 6 to 8 teachers and 6 to 8 trained parent volunteers

Materials: Contact the school for information on available resources.

Description: This intensive after-school, weekend and summer school program helps students improve reading skills through hands-on activities that reinforce what students learn during school hours. On 8 Saturday mornings, 125 students take part in reading classes led by a team of teachers and parents. The summer school program is centered around thematic units. In the spring of 1995, 80 percent of the school's third-grade students met expectations on the state reading assessment, an increase from 20 percent in 1990.

Contact: Write or call, Rufus Allen, Principal, Hilliard Elementary School, 6511 North Wayside Houston, TX 77028, 713-635-3085.

Program: KY READS (formerly SLICE Corps) **Type:** Tutoring

Developer: Board of Education, Simpson County, Kentucky

Site(s): Elementary schools

Focus: Children in second through fourth grade

Time: Weekly for eight months per year.

Tutors/Staff: AmeriCorps members serve as reading coaches.

Materials: A free information packet is provided at training sessions. Program implementation materials are available.

Description: Reading coaches meet with students one-on-one and via telephone when children are absent from school. Every other week coaches make home visits to show parents reading materials, report on the child's progress, ask for advice on working with a child, offer tips on helping the child read, and encourage family reading. Many parents now spend more time helping their children read. Reading coaches write and say only positive things to parents about their children and school. The program leads free 2-day workshops for national service programs in partnership with the Institute for Service Learning, a Learn and Serve America grantee in Pennsylvania.

Contact: Write or call, KYREADS, P. O. Box 467, Franklin KY 42135, 1-888-KY-READS.

Program:	Jumpstart	Type: Early Literacy
Developer:	Jumpstart was founded by students at Yale University. The training program was developed by Ana Vaisensteing, Director of Education at Jumpstart.	
Site(s):	Head Start and child care programs in low-income communities in Boston and New Haven; Jumpstart will expand to New York and Washington, DC	
Focus:	Preschool children, identified by teachers as needing one-on-one attention	
Time:	Two hours, two afternoons a week and full time in the summer	
Tutors/Staff:	AmeriCorps members who are college students serve as tutors. More than 50% of the Members receive work-study wages.	
Materials:	Contact the program for information about available materials.	
Description:	<p>Eighty AmeriCorps members, work one-on-one with the same child over a two-year period. About 20 percent of their time is spent in the Jumpstart Future Teachers training program to gain skills used in their work with young children and to explore the field of early childhood education. AmeriCorps members work with teachers to develop an individual learning plan with an early literacy focus and communicate regularly with teachers and families to share information about the child. Families are involved in classroom activities and are encouraged to create home literacy environments. During the school year, Jumpstart services are provided at the end of the early childhood program day. The full-time summer program serves 300 children by operating in classrooms that would otherwise be closed for the season. The evaluation of the first year in Jumpstart, conducted by Yale University, suggests that the program has positive effects on children's school readiness.</p>	
Contact:	Write or call, Jumpstart, 93 Summer Street, Boston, MA 02110, 617-542-JUMP, or visit the web site, http://www.jstart.org .	

Program: National Reading Styles Institute **Type:** Reading Intervention

Developer: Marie Carbo, Executive Director

Site(s): Operate 10 model elementary schools, trainers work with 200 schools a year

Focus: Students in kindergarten through grade three

Time: Implemented during the school day

Tutors/Staff: Teachers who have attended reading styles training

Materials: Contact the program for a catalog of available materials.

Description: This reading approach is based on identifying and using children’s learning styles and strengths. Teachers are encouraged to use whatever strategies and materials work for a given child. For example, the reading program for a child with auditory and analytic strengths might include phonics instruction; the reading program for a child with tactile and kinesthetic strengths might include making and using puppets to retell a story.

Contact: Write or call, National Reading Styles Institute, P. O. Box 737, Syosset, NY 11791-0737, 1- 800-331-3117, or visit the web site, <http://www.literacy.org>.

Program: Pilot Tutoring Programs **Type:** Tutoring

Developer: Jerome Kagan, Professor, Harvard University in collaboration with Initiatives for Children at the American Academy of Arts and Sciences, Cambridge School Volunteers, and the Cambridge Public Schools.

Site(s): Cambridge Public Schools, Cambridge, Massachusetts

Focus: First graders with low scores on reading tests

Time: One hour sessions, three times a week, from October to May

Tutors/Staff: Cambridge School Volunteers recruits seniors—age 55 and older—as volunteers, many of whom are former teachers. The tutors receive initial training and ongoing observation and bi-weekly review sessions throughout the year from experienced reading specialists.

Materials: Contact the program for information on available resources.

Description: This intergenerational tutoring program is designed to improve the reading skills of at-risk first grade students. Each tutor works with one child in a quiet place in the classroom or in a separate room. The project includes a rigorous evaluation of its effects on the students’ reading achievement and social development. One goal is to determine whether the model can be replicated in other communities.

Contact: Write or call, Jerome Kagan, Dept. of Psychology, Harvard University, Cambridge, MA 02138, 617-495-3870.

Program:	Reach Out and Read (ROR) Program	Type: Early Literacy
Developer:	Physicians and early childhood educators at Boston City Hospital created the first ROR Program. Boston City Hospital is now a national training site for similar pediatric early literacy programs.	
Site(s):	Boston City Hospital and health-care settings, nationwide	
Focus:	Children ages 6 months to 6 years	
Time:	Reading aloud and providing books takes place during regularly scheduled well-child visits to pediatric clinics.	
Tutors/Staff:	Volunteers (college students, retirees, corporate program participants) read to children in the waiting room and all medical personnel encourage reading.	
Materials:	<i>Reach Out and Read, A Pediatric Early Literacy Program, Program Manual</i> is a hands-on guide to creating and running a pediatric early literacy program.	
Description:	ROR integrates literacy development into regular pediatric care. In the waiting room, volunteers read to children and model read-aloud techniques. In the examination room, the pediatrician or nurse practitioner looks at a book with the child and encourages parents to use books to support their child's healthy development. After each visit, children are invited to take home a new book for their home library.	
Contact:	Write or call, Abby Jewkes, ROR National Training Site, One Boston Medical Center Place, Boston MA 02118-2393, 617-534-5701.	
Program:	READ*WRITE*NOW*!	Type: Tutoring
Developer:	The U.S. Department of Education in partnership with Hadassah	
Site(s):	Youth organizations, libraries, schools	
Focus:	Children in grades 1 through 6	
Time:	24, 30 to 35-minute sessions over 12 weeks	
Tutors/Staff:	High school students or adults	
Materials:	<i>The READ*WRITE*NOW*! Partners Tutoring Program</i> , a 20-page tutoring guide, offers general strategies and guidelines, a step-by-step outline, and suggestions for handling specific reading issues. Related materials include <i>Activities for Reading and Writing Fun</i> which is designed for use with children ages birth to grade 6 and <i>Play on Paper</i> , a booklet that introduces younger children to beginning reading materials.	
Description:	Typical sessions include a review of the previous session, rereading of a story, paired reading of a new story, vocabulary and comprehension exercises, and a writing activity.	
Contact:	Call the U.S. Department of Education, 1-800-USA-LEARN, or visit the America Reads Challenge web site, http://www.ed.gov/inits/americanreads/ and select the Publications menu item, Read*Write*Now!	

Program:	READY★SET★READ	Type: Early Literacy
Developer:	The Early Childhood Technical Assistance Center (ECTAC), administered by Collins Management Consulting, Inc., Vienna, Virginia, as a joint project of the Corporation for National Service, the U.S. Department of Education and the U.S. Department of Health and Human Services	
Site(s):	Family literacy, child care, and Head Start programs and community organizations such as libraries	
Focus:	Children from birth through age 5	
Time:	n/a	
Tutors/Staff:	n/a	
Materials:	<i>Ready★Set★Read for Families</i> and <i>Ready★Set★Read for Caregivers</i> include early childhood language activities. The booklets are distributed alone and as part of the <i>Ready★Set★Read Early Childhood Learning Kit</i> along with an activity calendar and a developmental poster. The activity calendar and graphic design work on the Kit were produced by Books and Beyond.	
Description:	The materials can be used in home and child care and Head Start settings as part of new or ongoing family literacy services, staff development, parent education, or other literacy-related activities.	
Contact:	Call the U.S. Department of Education, 1-800-USA-LEARN, or visit the America Reads Challenge web site, http://www.ed.gov/inits/americanreads/ and select the Publications menu item, <i>Ready★Set★Read</i> .	

Program:	Reading One-One	Type: Reading Intervention
Developer:	Dr. George Farkas, University of Texas	
Site(s):	Schools in Brownsville, Dallas, and San Antonio, TX and St. Lake City, UT	
Focus:	Students in grades 1 through 8, selected by teachers and principals	
Time:	3 to 4, 40 minute sessions per week, during the school day	
Tutors/Staff:	Trained tutors are college students who receive credit and community members and teacher aides who are paid through Chapter I (Title I). On-site tutor coordinators supervise.	
Materials:	A <i>Tutor Manual</i> provides information on the Reading One-One curriculum and approach and general guidance on tutoring and program policies and procedures. An overview of the program is also available.	
Description:	Reading One-One includes techniques from Reading Recovery and Success for All, and activities for “Alphabet” and “Word Family” skills. It incorporates the Essential Elements from the Texas Education Agency. Students are tested on the first day and placed in one of three levels: Alphabet, Word Family, or Reading Ready. Tutors identify students’ reading strengths and needs, provide lessons that build new reading skills, and encourage productive reading behaviors.	
Contact:	Write or call, Dr. George Farkas, University of Texas at Dallas, P. O. Box 830688, Richardson, TX 75083-0680, 214-883-2023, or visit the web site: http://www.utdallas.edu/dept/socsci/cesp/intro.html .	

Program:	Reading Recovery	Type: Reading Intervention
Developer:	Marie M. Clay, New Zealand educator and psychologist	
Site(s):	Local school systems in 38 states and Washington, DC, Canada, Australia, England, and New Zealand	
Focus:	First grade students who are among the lowest achievers in reading in their classes as measured by individually administered diagnostic instruments	
Time:	Daily, 30-minute one-on-one sessions for 12 to 20 weeks	
Tutors/Staff:	Teacher-leaders attend a one year training program at a designated university, then train teachers to implement the Reading Recovery model.	
Materials:	Professional books for teacher-leaders and teachers and books for children.	
Description:	Reading Recovery is a preventive program, designed to identify and assist children before they experience frustration and fail to learn to read and write. Teachers provide individualized instruction based on each child's strengths. Teaching techniques encourage children to make their own links between reading and writing and become independent readers and writers. Children leave the program when they have developed their own system of reading and writing strategies and can function at average levels in their class. Most Reading Recovery graduates continue to increase reading and writing skills and do well in the classroom without needing extra support.	
Contact:	Write or call: 1-800-390-READ	

The Ohio State University
Reading Recovery Program
200 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1177
614-292-7807

Texas Woman's University
College of Education and
Human Ecology
P. O. Box 23029
Denton, TX 76204-3029
818-898-2227

National Diffusion Network
U.S. Department of
Education, OERI
555 New Jersey Avenue, NW
Washington, DC 20208-5573
202-219-2161

AmeriCorps for Math & Literacy
California State University,
San Bernardino
5500 University Parkway
UH-401.24
San Bernardino, CA 92407
909-880-5644

Midlands Learning Consortium
Reading Recovery Project
Division of Curriculum and
Instruction
Delzell Education Center
University of South Dakota
414 East Clark
Vermillion, SD 57069
605-677-6312

Midlands Learning Consortium
Reading Recovery Project
Department of Elementary/
Early Childhood Education
Founder's Hall
University of Nebraska at Kearney
Kearney, NE 68849-1265
308-865-8097

Program:	Rolling Readers USA & Everyone a Reader	Type: Reading Motivation Type: Tutoring
Developer:	Robert Condon	
Site(s):	Schools, preschools, housing complexes, and homeless shelters	
Focus:	Rolling Readers works with children from preschool through the elementary grades. Everyone a Reader works with children in the primary grades.	
Time:	One hour per week	
Tutors/Staff:	Volunteers come from throughout the community	
Materials:	Contact Rolling Readers for information about available materials.	
Description:	<p>The goal of Rolling Readers USA is to encourage young children to love books and reading. Once a week volunteers read aloud to children. Three times a year children receive a new hardbound book.</p> <p>Everyone a Reader is a tutoring campaign conducted in conjunction with the San Diego Office of Education. The goal is to raise every child's reading to grade level by the end of third grade. Tutors teach children reading techniques such as using clues to find meaning, looking at sentence structure, and phonetics.</p>	
Contact:	Write to Rolling Readers, 3049 University Avenue, San Diego, CA 92104, call 1-800-390 READ, or visit the web site, http://www.rollingreaders.org .	
Program:	Running Start	Type: Reading Motivation
Developer:	Reading is Fundamental (RIF)	
Site(s):	Elementary schools	
Focus:	First-grade students	
Time:	10 weeks	
Tutors/Staff:	n/a	
Materials:	Brochure; <i>Classroom Kit</i> containing supplies and incentives; <i>Coordinator's Kit</i> including a planning guide, a <i>Teacher's Handbook</i> , a video; and a banner.	
Description:	<p>School, homes, and the community are involved in a celebration of reading designed to help children develop a love of reading. Teachers receive funds to purchase 50 to 60 high-quality fiction and informational books so children can be immersed in book-rich environments. Children are challenged to read or be read 21 books during the 10-week program. To meet this challenge, children can read alone, be paired with older readers, listen to books read by guest readers, and read with parents and other family members. After meeting the challenge, children can choose books to take home as their own.</p>	
Contact:	Write or call RIF, 600 Maryland Avenue, SW, Suite 600, Washington, DC 20024, 202-287-3220, or visit the web site, http://www.si.edu/rif .	

Program: Seniors for Schools Initiative **Type:** America Reads Intergenerational

Developer: National Senior Service Corps Grant Guidelines

Site(s): 9 demonstration project sites

Focus: Kindergarten through third grade students in the public schools.

Time: Varies by site

Tutors/Staff: Persons age 55 years and older.

Materials: Varies by site. Technical assistance support will be provided by the Center for School Success at the Southern Regional Council in Atlanta, Georgia. Contact Marcia Klenbort at (404) 522-8764.

Description: The Seniors for Schools Initiative is an intergenerational America Reads demonstration project, operated at nine sites nationwide. The projects were developed in response to grant guidelines prepared by the Senior Corps of the Corporation for National Service.

Contact: Federal project officer is Tess Scannell. Contact at (202) 606-5000, Ext. 300. Sites are:

John Fuller
Mid-Florida Community Services
1127 N. Boulevard East
Leesburg, FL 34748
(352) 589-4545

Melissa Gartenberg
MAGIC ME/Boston, Inc.
21 Temple Place
Boston, MA 02111
(617) 423-6633

Tanya Prindle
Senior Resources, Inc.
2021 E. Hennepin, Suite 130
Minneapolis, MN 55413-2723
(612) 617-7807

Kimberly Jordan
YMCA of Greater Kansas City
3100 Broadway, Suite 93
Kansas City, MO 64111
(816) 561-9622 or
(816) 418-3918

Rebecca Haase
Community Service Society
of New York
105 E. 22nd Street
New York, NY 10010
(212) 614-5567

Joy Banish
RSVP of Greater Cleveland, Inc.
2611 Church Avenue
Cleveland, OH 44113
(216) 566-9192

Shirley McCormack
Metropolitan Family Services
2200 NE 24th Street
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Program:	Success for All & Lee Conmigo	Type: Reading Intervention (a Spanish-language version)
Developer:	Center for Social Organization of Schools, Johns Hopkins University	
Site(s):	Elementary schools in 31 states	
Focus:	Preschool through grade 5	
Time:	Daily, 90 minute reading periods throughout the school year	
Tutors/Staff:	Tutoring is provided by specially trained, certified teachers who work one-on-one with children in grades 1 through 3 who are behind their classmates in reading. First graders receive priority for one-on-one tutoring. Classroom teachers work as a team and participate in a three-day training session before the program begins, follow-up visits, and inservice training. A full-time facilitator helps teachers implement the program. The school's Principal or Assistant Principal, facilitator, social worker, and other personnel comprise a Family Support Team.	
Materials:	Contact Success For All for information on available materials.	
Description:	<p>Schools must apply to become a Success For All school to ensure that the staff are aware of the program's elements, have the resources to implement the program successfully, and are committed to the program. A positive vote of 80% or more of the teachers is required. Program components include:</p> <p>One-one tutoring for students in grades 1 through 3 who are falling behind in reading.</p> <p>Eight-week assessments to monitor reading progress and identify and address problems.</p> <p>Half-day preschool and full-day kindergarten, with an emphasis on language and positive self-concept, when possible.</p> <p>Daily 90-minute reading and writing periods during which time students are grouped by skill level and cooperative learning is emphasized. In kindergarten and first grade, children work on phonetic awareness, auditory discrimination, sound blending, meaning, context, self-monitoring strategies, and paired reading. In grades 2 through 5, students use the school's reading materials in a structured set of interactive reading, discussion, and writing activities.</p> <p>Independent reading for 20 minutes each evening.</p>	
Contact:	Write or call, Success for All Program, Johns Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218, 410-516-8896 or 1-800-548-4998, or visit the web site, http://scov.csos.jhu.edu/sfa/sfa.html .	

Program:	Texas Children's Literacy Corps	Type: Tutoring
Developer:	AmeriCorps Programs at the Mental Health Association in Texas	
Site(s):	Schools, homeless shelters, public housing complexes, and after school programs	
Focus:	Children in kindergarten through 3rd grade.	
Time:	Individualized tutoring is provided during school, after school, weekends, and/or in the summer. Tutoring sessions are 40 minutes or longer and take place twice a week.	
Tutors/Staff:	AmeriCorps members work with children one-on-one or in small groups. Training is provided shortly after enrollment and midyear.	
Materials:	Contact Texas Children's Literacy Corps for information on available materials.	
Description:	Teams of AmeriCorps members in the TCLC work with organizations throughout Texas to improve children's literacy by enhancing and expanding systematic tutoring services. All of the TCLC sites are required to use a reading model that has been shown to be effective and is related to the in-school reading program; involve families, teachers, and the private sector; and provide support services such as transportation and access to free reading materials.	
Contact:	Write or call, Allen Dietz, Texas Children's Literacy Corps, AmeriCorps Programs at the Mental Health Association in Texas, 8401 Shoal Creek Blvd., Austin, TX 78757, 512-454-3706.	

Program:	Virtual Y	Type: After-School Literacy Program
Developer:	The YMCA of Greater New York	
Site(s):	New York City public schools in all boroughs and school districts	
Focus:	Children in second through fourth grade.	
Time:	Mondays through Fridays, 3 to 6 p.m.	
Tutors:	Trained YMCA staff and work study students from local colleges	
Materials:	Information packet and program manual	
Description:	YMCA staff are on site at selected elementary schools to provide a program of tutoring and homework help, enrichment activities, values development, recreation, and sports. The program integrates literacy and language experiences with health and values education.	
Contact:	Write or call YMCA of Greater NY, 333 Seventh Avenue, 15th Floor, New York, NY 10001 212-630-9600 or visit the web site: http://www.ymcanyc.org .	



KEY POINTS *IN THIS CHAPTER*

- The America Reads Challenge has inspired ongoing activities on behalf of children's reading and literacy development.
- Federal-Work Study programs are a major existing resource to implement reading and literacy development initiatives through third grade and beyond.
- America Reads can learn from the successes of existing reading and tutoring programs throughout the country.