

**FIRST LADY HILLARY RODHAM CLINTON
VIDEOTAPED REMARKS FOR ARKANSAS HIPPY
JANUARY 31, 1996**

Greetings from the White House. I wish I could be with you this afternoon to congratulate each and every one of you on the tenth anniversary of the Home Instruction Program for Preschool Youngsters.

As with so many good things, when we introduced HIPPY in Arkansas we were met with skepticism about the ability of parents without high school educations to teach their own children. Parents themselves doubted their own abilities to meet the challenge. But look how far you have come. Over 6,000 Arkansas families are being served and your program has received national recognition.

HIPPY is one of the best examples I can give of how the larger community can help raise all children, and in so doing, raise itself. It is a partnership of coordinators, home visitors, parents, children, funders, school systems, organizations and other agencies joining forces to work together to provide our pre-school children with what I call a jump-start on kindergarten. And all along the way, HIPPY stimulates learning in our kids and in our parents, too.

Every member of the HIPPY partnership has a stake in its success, but I would like to say a special word to the parents who are in the audience today. HIPPY cannot happen without you. The role you play in your child's development cannot be replaced by the schools. You are the key to a brighter future for your child.

The work each HIPPY stakeholder does today will pay huge dividends in the lives of our children, in the health of our families and communities, and in the future of our nation. I am so very proud of what you have achieved. The President and I congratulate you on this anniversary and send best wishes for continued success for many more years to come.

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U·A·L·R

COLLEGE OF EDUCATION
Office of the Dean

March 5, 1997

To: Brenda Costello
From: Janita Hoskins, Coordinator, Early Literacy/Reading Recovery Conference
Subject: Mrs. Clinton's Visit

As requested, this fax includes a copy of the program for our conference, "Early Literacy For All Children: Meeting The Challenge," on March 11 at the Excelsior Hotel in Little Rock. I have asked the UALR Communications Office to fax copies of press releases related to Mrs. Clinton's visit.

The primary goal for the conference is to encourage more comprehensive long-range planning for early literacy programs for kindergarten through third grade. Sessions will focus on research and successful models of Reading Recovery Program implementation. The audience of approximately 450 persons will include elementary administrators, statewide Reading Recovery staff, policy makers, and some teachers. Arkansas Educational Television Network (AETN) will videotape all aspects of the conference including Mrs. Clinton's speech. All local press organization are expected to be on hand, also.

As a point of reference, I was Reading Program Manager, Arkansas Department of Education, during Mrs. Clinton's tenure as First Lady of Arkansas. She strongly supported our efforts including the development of the Multicultural Reading and Thinking (McRAT) program now being implemented throughout Arkansas and in five other states.

For more information, you may reach me at 501-569-3113 or 501-225-3793. I look forward to working with you to ensure a successful and enjoyable trip for Mrs. Clinton.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

OFFICE OF COMMUNICATIONS

CONTACT: JANITA HOSKYN, CONFERENCE COORDINATOR, 225-3793 OR 569-3393 OR AMY OLIVER, UALR OFFICE OF COMMUNICATIONS, 569-3260

First Lady to Speak at Early Literacy Conference

First Lady Hillary Rodham Clinton is scheduled to be the keynote speaker when 400 Arkansas elementary educational administrators gather for a one-day conference, "Early Literacy For All Children: Meeting the Challenge," Tuesday, March 11, in the Clinton Ballroom of Little Rock's Excelsior Hotel.

The conference, sponsored by the University of Arkansas at Little Rock, the Arkansas Association of Educational Administrators, the Arkansas Department of Education and the Winthrop Rockefeller Foundation, will focus on early literacy programs, particularly the Reading Recovery program.

As Arkansas' First Lady, Mrs. Clinton was an enthusiastic advocate of Reading Recovery, an early intervention program that has proved highly successful in improving the reading skills of at-risk first-grade students. Through Reading Recovery, specially trained teachers provide intensive, one-on-one, instruction to these students every day for 12 to 16 weeks. During the 1995-96 school year, 84% of the Arkansas children who participated in Reading Recovery became successful readers and writers, performing at or above their class level.

(more)

UALR is one of 23 Reading Recovery teacher training sites in the U.S. and has been a statewide training center since 1995. When it was first established six years ago, a major goal of the UALR program was to train a Reading Recovery teacher leader for each of the 15 Arkansas educational co-ops. Those 15 teacher leaders would, in turn, train teachers in the school districts within the co-op areas. So far, the state-wide program has trained 147 Arkansas teachers who have worked with more than 5,000 children individually and in small groups.

Seeing the success of the Reading Recovery program, UALR program leaders Ann Allen and Linda Dorn developed the Early Literacy project, extending the Reading Recovery approach to kindergarten and second grade students. More than 120 Reading Recovery teachers from 20 states have come to UALR to learn more about the Early Literacy program, while more than 300 teachers nationwide have applied for Early Literacy training sessions at UALR this summer.

Mrs. Clinton is scheduled to address the general session of the Early Literacy Conference at noon. Other speakers include Dr. Robert Barr, Dean of Education, Boise State University, Boise Idaho and author of the book, *Hope At Last for At-Risk Youth*, and Lt. Governor Winthrop Paul Rockefeller.

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3/4/97

1ST STORY of Level 1 printed in FULL format.

Copyright 1997 Southeastern Newspapers Corporation
The Commercial Appeal (Memphis, TN)

March 6, 1997, THURSDAY, FIRST EDITION

SECTION: METRO, Pg. B2

LENGTH: 138 words

HEADLINE: HILLARY CLINTON TO SPEAK IN ARK.

BYLINE: The Associated Press

BODY:

LITTLE ROCK - Hillary Rodham Clinton is scheduled to speak at a literacy conference at the University of Arkansas at Little Rock, the university announced Wednesday.

The Tuesday conference is titled, "Early Literacy for All Children: Meeting the Challenge." It will focus on early literacy programs, specifically the Reading Recovery program.

As Arkansas's first lady, Clinton was an advocate of Reading Recovery, an early intervention program.

Through Reading Recovery, specially trained teachers provide intensive, one-on-one instruction to students every day for 12 to 16 weeks. During the 1995-96 school year, 84 percent of the Arkansas children who participated in Reading Recovery became successful readers and writers.

UALR is one of 23 Reading Recovery teacher training sites in the United States.

NOTES:

METRO & MID-SOUTH BRIEFS

LOAD-DATE: March 7, 1997

107TH STORY of Level 1 printed in FULL format.

Copyright 1996 Little Rock Newspapers, Inc.
Arkansas Democrat-Gazette

February 01, 1996, Thursday

SECTION: STYLE; Pg. 8E

LENGTH: 1134 words

BYLINE: LISA MARTIN, Special to the Democrat-Gazette

BODY:

A 4-year-old girl rattles off her ABCs. A 5-year-old boy points to the shape that's out of place in a picture. Another child recites a story his mother just told him.

Mastering these key concepts is simple for many. But for others, even the most rudimentary learning can amount to an educational Mount Everest as they struggle to learn the basics.

March marks the 10th anniversary of Home Instruction Program for Preschool Youngsters helping thousands of Arkansas children in low-income households as well as those experiencing developmental or learning difficulties. Created at an Israeli university in the 1960s, HIPYPY essentially teaches parents how to teach their 3-, 4- and 5-year-olds the concepts and skills necessary for school.

The program works like this: Paraprofessionals called "home visitors" meet with parents and grandparents once a week to go over simple workbook lessons. Each level has 30 weekly assignments.

During the meetings, the adults role-play the lesson to prepare the parent for teaching. Alone with their child, parents spend at least 15 minutes a day working together on specific assignments.

According to Pulaski County HIPYPY coordinator Dorothy Taylor, "the goal is to get children ready for school." The program meets that objective in increasing numbers.

In 1986, 450 children were enrolled at four sites around the state. A decade later, 5,300 children in 58 counties are receiving HIPYPY training.

Motivating parents is key to the program's success, Taylor says. "Home visitors offer a lot of encouragement and support. Sometimes the parents just need to talk. Sometimes they need someone to say, 'You can do it.' "

Christine Hickman, coordinator of the North Little Rock HIPYPY program, says the staff gives all the credit for a student's success to the parent. But parents are often the most apprehensive about their role as teachers.

"I ask them, who potty-trained your child? You did," Hickman says. "You taught them to eat. You taught them to speak."

Hillary Rodham Clinton, who as chair of the Arkansas Educational Standards Committee introduced HIPYPY here, seized on that theme in a speech at Arkansas Children's Hospital in January:

"It struck me how many people were trying as hard as they know how to be the best mothers and fathers they could be but they did not think of themselves as their children's first teachers. That came home to me when we brought HIPPY to Arkansas. Time and again women would tell me 'I knew I was supposed to keep them safe, I knew I was supposed to put food on the table, but I never knew I was supposed to read to them and talk to them.' "

Because her daughter was not in preschool or day care, Janet Rogers knew it was up to her to teach Deanna, now 7. So Rogers sought out guidelines. "You worry about falling short," she says. "But because of HIPPY, I'm one happy mom."

As a result of the training, Rogers says Deanna has consistently tested well on the North Little Rock School District's standardized tests. "The first nine weeks of kindergarten were review for her," she adds.

Rogers credits HIPPY with influencing her daughter's entire outlook on learning. Deanna still begs her mother to read to her. The child's teachers have commented on her high level of confidence as well as her ability to follow instructions.

HIPPY started a cycle of success for her two children, says Susan Lynch of Russellville. "As a parent, I felt more comfortable knowing what to say and what to do," she says. She has seen other children flourish as well during her four years as a home visitor. Today, she's a coordinator and national trainer for HIPPY.

The experience certainly left a vivid impression on her daughter Jamie, now 7. "I remember Lesson 4, I think, when we were learning about shapes and colors," she says. She also enthuses about a HIPPY Christmas party. "I made a reindeer that we still have."

Sixth-grader Kyle may recall fewer of the specifics from his HIPPY training, but he does remember a central concept. "It helps you to know (that) if you need help, just ask," he says.

The HIPPY program often sparks an interest in education for the parents as well as the students. Lynch is a perfect example. She credits the HIPPY staff with helping to motivate her to pursue her degree in early childhood development at Arkansas Tech University in Russellville.

"There's something about this curriculum that makes people want to further their education. It's like some kind of magic," she says. "HIPPY works at a lot of levels: with the kids, the parents and the staff."

The staff, in fact, is often made up of former HIPPY parents. Administrators also try to recruit home visitors from areas where the highest concentration of HIPPY parents and students lives, says Dorothy Taylor, coordinator of the Little Rock HIPPY program. "Home visitors have better success if the parents can relate to them."

The home visitors work 32 hours a week. Earning \$ 5.95 an hour, most work other jobs as well. "You know they are doing it for the love of it with pay like that," Taylor says.

Arkansas Democrat-Gazette, February 01, 1996

Barbara Gilkey, director of Arkansas HIPPY since 1994, says one of the hidden benefits of the program is that many of the home visitors opt for more education themselves.

Gilkey, who has worked for HIPPY in North Little Rock, recalls one home visitor who had been a welfare mother. "You could tell this woman had real intellect," she says. The woman's involvement in HIPPY motivated her to go to college where she received an associate of arts degree. She now works in the North Little Rock school system.

Administrators point to some statistics, in addition to anecdotal evidence, as an indication of the program's value. According to Arkansas HIPPY, in 1989, 6 percent of the children in the program pre-tested at or above the national average. After completing HIPPY, 74 percent scored in that range.

Despite such glowing numbers, some fear HIPPY financing may be in jeopardy. "We are always apprehensive about money," Gilkey says. Sixty percent of the HIPPY money comes from Arkansas Better Chance. The other 40 percent is from a variety of sources, including Title 1 federal funding.

"Already we've felt the budget cuts with the loss of a program in Southeast Arkansas," she says. "We need some great benefactor."

Gilkey says HIPPY is a sound investment, costing an average of \$ 1,200 per child a year. Beyond that, she says, the long-term benefits are virtually impossible to calculate.

For the staff and parents in the trenches with the children, though, the immediate rewards are gratifying enough to keep them enthusiastic.

"It's just so exciting to see children who are far behind, who don't even know their body parts, coming along," Dorothy Taylor says. "I just love HIPPY."

LANGUAGE: ENGLISH

LOAD-DATE: February 01, 1996

8TH STORY of Level 1 printed in FULL format.

Copyright 1997 Investor's Business Daily, Inc.
Investor's Business Daily

January 27, 1997

SECTION: National Issue; Pg. A1

LENGTH: 1416 words

HEADLINE: WILL THIS HELP JOHNNY TO READ?

BYLINE: By Matthew Robinson, Investor's Daily

BODY:

What could make more sense than tutoring kids who have reading problems? The idea's simple and attractive: Correct children's early reading problems by giving them intensive one-on-one help.

One program, known as Reading Recovery, seeks to do just that. It's increasingly popular within the educational establishment. But many experts say it's costly and delivers mixed results. What's more, they say, it wouldn't be needed if educators focused more on basic teaching, not on failed fads.

Started in New Zealand in the 1970s, Reading Recovery aims to accelerate learning to bring kids up to average reading levels. Fans say it works. They point to data advocates have compiled that show 82% of the children who complete the one-to-one tutoring reach the average reading level for their grade.

The founder of the Reading Recovery movement, researcher Marie Clay, saw that the reading instruction method known as "whole language" was failing. Anywhere from "30% to 50% . . . will not be making good progress at the end of their first year of (whole-language) instruction," she wrote.

The whole-language method equates learning to read with learning to speak. Spelling and grammar rules are not taught systematically under whole language.

Reading Recovery may be the only way, say some, to reverse two decades of reading mediocrity. Doing away with whole language should help too, say others. But doing nothing will doom another generation of kids to low-paying jobs, time in prison and the welfare rolls.

In Reading Recovery, children are tutored for up to 60 half-hour lessons over a 12- to 20-week period. The program targets the bottom 10% to 20% of a reading class.

Since its U.S. introduction in 1984, RR has spread quickly. The program is now in 49 states and the District of Columbia, even Canada. Reading Recovery training is offered in more than 2,500 North American school districts.

It also has support from high places. President Clinton calls it a model program in his America Reads Initiative. And first lady Hillary Clinton touts the program in her book, "It Takes A Village."

Reading Recovery boasts a strong network. Teacher leaders are trained at one of 23 university sites nationwide in a year-long, full-time program.

All these factors have led to the rapid spread of Reading Recovery. But some reading specialists say its results aren't as cut-and-dried as supporters make them out to be.

What's beyond debate is that Reading Recovery works in the first grade. But it's expensive and its long-term benefits are unclear.

Reading Recovery has a high initial price tag, even by its backers' estimates. Massachusetts principal Philip C. Dyer calculates the cost to be \$ 2,063 per student. That's on top of regular student funding.

Dyer's 1992 study is considered the definitive study of RR costs. Total costs for one 16-student RR class: \$ 33,008, not including teacher-training costs.

RR supporters say it's worth it. By not having to send kids into special education or holding them back a grade, a RR class saves \$ 57,304, estimates Dyer.

But independent researchers say Dyer makes some dubious assumptions: that he assumes more kids are tutored than usually are, that RR always works and that other programs are ineffective.

Other studies put the RR price tag even higher. The Wake County, N.C., public school system, from 1993 to 1994, spent \$ 2,947 per student for all students served by RR. Adding in the costs of regular instruction brings the total cost per-RR student to roughly \$ 7,700.

But the cost goes higher if one only considers the program's successful students. The cost then jumps to \$ 9,211 a student.

Part of the cost of the program is the extensive teacher training.

According to an audit by the California attorney general, the training costs are approximately \$ 18,300. That does not include conferences, travel and the teacher's salary for the year of absence. For those teachers taught at the local level, the cost is less: \$ 8,000.

A 1995 study by education professors Timothy Shanahan and Rebecca Barr puts the final cost at more than \$ 46,000 a teacher.

And its record may be more claimed than real.

Much of RR's success hinges on information collected by supporters.

Wake County Public Schools found that in reports to the government "RR staff focused only on those RR students who received a full program and who were successful in reaching first-grade reading levels." (Emphasis in original.)

Other researchers found that the in-house data collection fails to count children who are eligible but are never served or who drop out of the program.

A study of Ohio schools found that RR resulted in 67% success rate for students in RR. But add in all those who took part but dropped out and that number falls to 34%.

"Reading Recovery has done a masterful job of defining itself as something not subject to the usual conventions of experimental evaluation," said Doug Carnine, director of the National Center to Improve the Tools of Educators at the University of Oregon.

"Where else can you do research where you get to drop out failures from data," he added. "It's inconceivable. Could you imagine the FDA doing that? Everybody who died from a new drug excluded from the data?"

Other researchers have problems with the data too. "There have been some concerns that the data has been almost totally controlled by Ohio State RR developers," said Steven Ross, professor of educational psychology and research at the University of Memphis. "They haven't always been forthcoming." Still, Ross thinks the research points out that Reading Recovery works.

RR's biggest flaw may be that it fails to change what critics say is a faulty curriculum.

DeFord says Reading Recovery is a "balanced approach" combining some phonics with whole language.

If so, the whole language theory may be dragging the RR results down. When systematic phonics instruction was added to Reading Recovery sessions, one study found that students were able to reach grade level more quickly than when whole language was stressed in these sessions.

The National Institute of Child Health and Human Development found that a change from whole language to explicit instruction in phonics was more effective than tutorial programs such as Reading Recovery.

Oregon's Carnine suggests that revamping reading curriculum completely may be a better and cheaper method of dealing with the problem.

"It is ironic, but Reading Recovery is getting a lot of business because of the failures of whole language," he added.

There are also real questions about how long RR's effects last. The University of Memphis' Ross said, "They just haven't been able to show long-term effects."

A 1995 study in Reading Research Quarterly found that RR students' reading progress slows in second grade and returns to untutored levels in the third.

Skeptics say these education fads -Reading Recovery and whole language - have held kids back. No skill, they say, is more important to continued development than reading.

The clear evidence is that America's literacy efforts have stagnated. According to the 1994 National Assessment of Educational Progress, 40% of fourth graders failed to attain the "basic" level of reading. And 70% failed to attain the "proficient" level.

"The problems with reading have been longstanding," said Robert Slavin of Johns Hopkins University, who is codirector for Research and Education of Students Placed at Risk.

Investor's Business Daily, January 27, 1997

Fans of RR believe that the main problem is that children simply are not coming to school 'ready to learn.'

Many educators point to social forces and family disintegration as factors that undercut the child's ability to learn. President Clinton is trying to reverse this trend. Last year he proposed 'America Reads' - a \$ 2.75 billion initiative to increase literacy. And Congress will be holding hearings in the next few months.

'The solution is, Congress needs to ask tough questions,' said Robert Sweet, president of the National Right to Read Foundation. 'We've spent a half-trillion dollars to address literacy and things have gotten worse. We need to come up with answers before experience ends up proving these methods wrong too.'

LANGUAGE: ENGLISH

LOAD-DATE: January 27, 1997

6TH STORY of Level 1 printed in FULL format.

Copyright 1991, The Commercial Appeal
The Commercial Appeal (Memphis)

February 22, 1991, Friday, FIRST EDITION

SECTION: NEWS, Pg. A6, Capital Chronicle

LENGTH: 243 words

HEADLINE: CLINTON SIGNS PRESCHOOL MEASURE

BYLINE: Joan I. Duffy; The Commercial Appeal; Little Rock Bureau

DATELINE: LITTLE ROCK

BODY:

Surrounded by 3- and 4-year-olds hugging his legs, Gov. Bill Clinton signed into law Thursday a \$ 15 million preschool education program.

Clinton said the Arkansas Better Chance program will do more to improve the chances that preschoolers will succeed in high school and go on to college than any other proposal in his \$ 144 million educational trust fund established earlier in the session.

He signed the bill in a short ceremony with Dr. Joycelyn Elders, director of the Health Department, and 20 children from the McAlmont Head Start program at his side.

The ABC program will increase by \$ 15 million over the next two years state funding for preschool programs aimed at educationally and economically deprived children.

The money will be used for more Home Improvement Programs for Preschool Youngsters (HIPPY), which teaches mothers to work with their preschoolers and get them educationally prepared for kindergarten. The money also will be available for existing Head Start programs and school-based classes for 3- and 4-year-olds.

'As of last week when we last checked, this will put our state in the top five in the country in the per capita state contribution to early childhood education,' Clinton said.

Representatives of fundamentalist churches fought the measure, saying it would lead to mandatory school attendance for toddlers. Supporters specified in the bill that attendance in the preschool programs was voluntary:

LOAD-DATE: January 26, 1996

3RD STORY of Level 1 printed in FULL format.

Copyright 1991, The Commercial Appeal
The Commercial Appeal (Memphis)

July 15, 1991, Monday, FINAL EDITION

SECTION: METRO, Pg. B1

LENGTH: 537 words

HEADLINE: FUNDS LIFT ASU PRESCHOOL EFFORT;
\$ 300,000 GRANT LARGEST FROM CLINTON PROGRAM

BYLINE: Joan I. Duffy; The Commercial Appeal; Little Rock Bureau

DATELINE: LITTLE ROCK

BODY:

Dr. Beverly Boals and her crew of early-childhood education experts at Arkansas State University are back in business.

A decade after federal cuts devastated the Head Start programs her department of elementary education established throughout the Delta in the 1970s, the department received a \$ 300,000 grant last week. It's the largest awarded from a new state preschool program.

The ASU proposal was one of 63 that received funds last week from Gov. Bill Clinton's new \$ 5 million program to finance preschool education for children at risk of failing in school. Funding for the program will be \$ 10 million next year.

The ASU project includes a model preschool to be established on campus. It will test innovative teaching methods and new curricula and train teachers. Preschool classes will be established in four of the poorest Arkansas counties that lacked government-funded or reduced-cost preschool education for needy children. The programs will be in West Memphis, Helena, Parkin and Tillar.

The money will target children whose parents are poor, have dropped out of school, have substance abuse records or have abused or neglected their children. It will also target children with low birth weights who risk developing learning disabilities.

It will comply with state requirements that parents be involved in the preschool programs by making sure the parents can read.

In the Delta, poverty often is the common denominator of children deemed high risk for school failure, Ms. Boals said.

'This is an extremely important program for Arkansas, because look what the research says: Of the 250 poorest counties in the nation, 237 of them are in the South and of all blacks living outside metropolitan areas, 41 percent have incomes below the poverty level and almost all of them are in the South,' Ms. Boals said.

'So much of a child's intelligence, or capacity for it, is established by age 5. If we don't give them as much of an opportunity to reach their

The Commercial Appeal, July 15, 1991

potential, we are doing a disservice.'

She said studies repeatedly show that children who have been exposed to preschool education drop out of school at a lower rate, enroll in special education less frequently, and establish better self-concepts that help them avoid teenage pregnancy and juvenile delinquency.

'Research has proven early childhood programs work,' Ms. Boals said.

'One dollar on every preschool child will save at least \$ 4.75 on special education. If you count public assistance and crime costs, every dollar . . . will bring a \$ 16 return.'

The new state program - Arkansas Better Chance - will be funded with money generated by a half-percent increase in state sales tax approved by the legislature this year.

Children in the ASU-sponsored programs will prepare for kindergarten through a number of hands-on play and learning activities designed to stimulate their growth physically, socially, emotionally and cognitively.

The curriculum will include building with blocks and clay, dramatic play, music, art, sand and water play, woodworking.

'We're aiming for an enriching, stimulating environment,' Ms. Boals said. 'We don't want them to sit and watch television all day.'

LOAD-DATE: January 29, 1996

**EARLY LITERACY FOR ALL CHILDREN:
MEETING THE CHALLENGE**

A Conference for Elementary Administrators on Early Literacy/Reading Recovery

March 11, 1997
Little Rock, Arkansas

Sponsored by the
University of Arkansas at Little Rock
Arkansas Association of Educational Administrators
Arkansas Department of Education
Winthrop Rockefeller Foundation

SPEAKERS

Hillary Rodham Clinton - former first lady of Arkansas and now the Nation's First Lady, is still known as "Hillary" by her many friends across the state. While in Arkansas, she worked tirelessly to improve education for all students through her leadership of educational reform, encouragement of innovative educational approaches and support for implementation of proven effective programs such as "HIPPIE" and "Reading Recovery" in Arkansas. A graduate of Wellesley College and Yale Law School, she has had a distinguished law career and was named one of the "100 most influential lawyers in the U. S." by the National Law Journal. More recently, she was one of Good Housekeeping's "ten most admired women" and received a Grammy Award for the reading of her book, It Takes A Village.

Dr. Robert Barr - is Dean of the Boise State University College of Education. Originally from Texas, Barr earned his PhD at Purdue University and has been on the faculty of the University of Texas at Arlington, Indiana University and worked at the National Council of Social Studies. Barr has written and co-authored four books on social studies education, At-Risk youth, and Alternative Education. His latest book, Hope At Last For At-Risk Youth, is the result of a five year effort including visits to more than 200 schools. He is widely recognized as a leading authority on At-Risk Youth and Alternative Education.

THE READING RECOVERY PROGRAM IN ARKANSAS

Reading Recovery is a short-term early intervention program for children at risk of failing to learn to read in the first grade. Children meet individually with a specially trained teacher for 30 minutes per day for an average of 12 to 16 weeks. During the 1995-96 school year, 84% of the Arkansas children who participated in Reading Recovery became successful readers and writers, performing at or above their class level.

The University of Arkansas at Little Rock, one of 23 Reading Recovery training sites in the U. S., has been a statewide training center since 1995. When the program was first established in Arkansas, a major goal of the UALR program was to train a Reading Recovery teacher leader for each of the 15 Arkansas Educational Cooperatives. Those 15 teacher leaders would, in turn, train teachers in the school districts within the co-op areas. So far, the statewide program has trained 147 Arkansas teachers who have worked individually and in small groups with more than 5,000 children.

The Arkansas Reading Recovery Training Staff

Dr. Linda Dorn University of Arkansas at Little Rock	569-3479	Dr. Anne Allen University of Arkansas at Little Rock	569-3405
Mary Kay McKinney Arkansas Department of Education	682-4265	Glenda Nugent Arkansas Department of Education	682-4265
Tammy Jones Arch Ford Educational Cooperative	354-2269	Cathy French Arkansas River Educational Cooperative	535-2681
Mary Norris Crowley's Ridge Educational Cooperative	578-5426	Linda Haynie Dawson Educational Cooperative	246-2115
Kathy Heagwood DeQueen/Mena Educational Cooperative	386-2251	Sandy Bolden Great Rivers Educational Cooperative	338-6461
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CONFERENCE COMMITTEE

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University of Arkansas at Little Rock

**EARLY LITERACY FOR ALL CHILDREN: MEETING THE CHALLENGE
PROGRAM OVERVIEW**

Tuesday, March 11, 1997

Presiding: Gene V. Campbell, Dean, College of Education
University of Arkansas at Little Rock

- 8:00 - 9:00 a.m. Registration
- 9:00 - 10:15 a.m. GENERAL SESSION I Salon C
Overview and Welcome
Greetings: Lt. Governor Winthrop P. Rockefeller
Introduction of Speaker: Linda Haynie, Dawson Educational
Cooperative
"At Last All Children Can Learn to Read" - Dr. Robert Barr,
Boise State University
- 10:15 - 10:30 a.m. Break
- 10:30 - 11:15 a.m. Concurrent Sessions
- 11:20 a.m. - 12:05 p.m. Concurrent Sessions (Repeated)
- 12:05 - 1:35 p.m. GENERAL SESSION II Salons A and B
"Reading Recovery: A Promise Fulfilled" - Dr. Linda Dorn,
University of Arkansas at Little Rock
Introduction of Speaker: Rep. Robert McGinnis
Speaker: First Lady Hillary Rodham Clinton
- 1:35 - 1:45 p.m. Break
- 1:45 - 2:30 p.m. Concurrent Sessions (Repeated)
- 2:35 - 3:30 p.m. GENERAL SESSION III Salon C
"Future Directions For Early Literacy Programs in Arkansas"
Overview: "The Title I Program in Arkansas: Realizing the Promise" -
Sherry Walker, Arkansas State Board of Education
Update on Current Legislation Affecting K-3 Programs -
Kellar Noggle, Executive Director, AAEA
Representative Robert McGinnis
Senator Jodi Mahony
Representative David Choate
- 3:30 - Adjourn

The book, Hope At Last For At-Risk Youth, by Dr. Barr will be available for purchase in the registration area during both breaks and immediately following General Session III.

Mar 5, 1997 16:40 No. 018 P. 05

UALR DEPT ED

CONCURRENT SESSIONS

"Change in the Life of A School: Success Stories" 2C, University Conference Center

A panel of Arkansas elementary administrators will present successful models of Reading Recovery/Early Literacy programs in their respective districts.

Chair: Tammy Jones, Reading Recovery Teacher Leader, Arch Ford Cooperative

Presenters: Esther Crawford, North Little Rock; Georganne Peel, Russellville;
Krista Underwood, Beebe; Virginia Williams, McGehee

"Funding: Sources and Approaches"

Arkansas River Valley

This session will provide a discussion of priorities and provisions for funding under Title I and Title VI, cost analysis of implementation of Reading Recovery, and examples of local district funding of Reading Recovery/Early Literacy programs.

Chair: Dr. Anne Allen, University of Arkansas at Little Rock

Presenters: Bob Kerr, Title I Coordinator, Arkansas Department of Education
Glenda Peyton, Title VI Coordinator, Arkansas Department of Education
Arland Lyons, Federal Programs Coordinator, McGehee Public Schools
Phillip Young, Superintendent, Ola Public Schools

"Arkansas Comprehensive K-3 Literacy Model: Reading Recovery/Early Literacy"

Salon C

A successful statewide model of early literacy intervention involving Reading Recovery has been developed through a partnership of the Arkansas Department of Education, Arkansas Educational Cooperatives, and the regional training center for Reading Recovery at UALR.

Successful implementation of this model and its impact on the whole school will be discussed.

Chair: Glenda Nugent, Reading Program Manager, Arkansas Department of Education

Presenters: Glenda Nugent, ADE; Stephanie Copes, ADE; Esther Watson, Teacher, North Little Rock; Diane Crites, Principal, North Little Rock

"Increasing and Sustaining Student Achievement"

LaSalle

An overview of some considerations in selecting and evaluating early literacy programs, a summary of evidence of effectiveness of Reading Recovery in Arkansas, and examples of student achievement in local districts will be presented.

Chair: Dr. Linda Dorn, Teacher Leader Trainer, University of Arkansas at Little Rock

Presenters: Carla Soffos, Reading Recovery Teacher, Camden-Fairview Elementary School
Judy Reed, Reading Recovery Teacher, Scott Elementary School
Melanie Wilson, Truman Public Schools

"Characteristics of Effective Programs"

2A, University Conference Center

Research on effective early literacy programs will be discussed. Participants will also have an opportunity to discuss information presented in General Session I.

Chairs: Pat Welch, Reading Recovery Teacher Leader, ADE; Jamie Foster, Associate Professor, UALR; Belinda Shook, Principal, Beebe Elementary School

Presenter: Dr. Robert Barr, Boise State University

THE READING RECOVERY PROJECT IN ARKANSAS

Organization of the Project (1988-1991)

In 1988, the Reading Recovery Advisory Committee was formed to plan the implementation of the Reading Recovery program in Arkansas. Committee members consisted of public school and university educators, state department personnel, foundation representatives, state legislators, and community and civic leaders. The Reading Recovery Advisory Committee continues to function as an integral component of the Arkansas Reading Recovery Project.

In 1990, the University of Arkansas at Little Rock (UALR) was selected to serve as the training center for the Reading Recovery Project. In 1992, the project expanded to include the training of three teacher leaders through UALR and the Educational Service Cooperatives in the state. By the end of 1995-96, UALR had trained 15 Reading Recovery teacher leaders from the 15 Arkansas Education Service Cooperatives, two (2) from the Pulaski County area, and four (4) teacher leaders from Louisiana and Missouri (see Appendix C for a complete listing of participating Reading Recovery personnel and sites).

Reading Recovery has continued to expand in Arkansas from 1991-1996. The number of districts offering some Reading Recovery service jumped from five (5) to 78 districts across a five-year period. Figures indicate that during the first four years of the project, the number of Reading Recovery teachers increased from 12 to 106 with 41 new teachers receiving training during Year 5. Table 2 presents data on the expansion of the program across five years. Table 3 presents data on the status of Reading Recovery sites at the Education Service Cooperatives, Pulaski County area school districts, and Rogers' School District.

Table 2
Expansion of Reading Recovery in Arkansas
1991-1995

Implementation Periods	Districts	Schools	Students	Teachers	Teacher Leaders
1991-1992	05	08	110	12	01
1992-1993	09	17	232	22	01
1993-1994	27	36	418	47	04
1994-1995	48	75	828	106	18
1995-1996	78	117	1116	147	17

Table 3
Status of Teacher Training Sites
1995-1996

Sites	School Districts	Schools	Teachers
Pulaski County Area	03	16	16
Arkansas River Co-op	07	09	15
Arch Ford Co-op	18	22	26
Crowley's Ridge Co-op	05	06	06
Dawson Co-op	13	15	16
DcQueen Co-op	07	10	10
Great Rivers Co-op	07	11	19
Northwest AR Co-op	05	06	07
Rogers SD	01	10	13
South Central Co-op	04	04	07
Western AR Co-op	08	08	12
TOTAL	78	117	147

In 1994, the UALR Reading Recovery Training Center and the Arkansas Department of Education entered into a unique partnership. The trained Reading Recovery teacher leaders became members of a statewide support network for the Arkansas Early Childhood Initiative. In their new roles as Early Childhood Curriculum Specialists, the teacher leaders joined the statewide network of existing professional staff to provide the essential components of literacy intervention and school-based coordination to the cluster of services provided through the Early Childhood Initiative.

Models of Implementation

The Reading Recovery Council of North America has prepared an informative handbook entitled Leadership for Literacy: A Guidebook for School-Based Planning to assist school districts with implementing Reading Recovery. UALR and Reading Recovery Teacher Leaders in the education cooperatives have resources to help school districts with implementation issues. Various models of implementation are utilized in Arkansas schools. The most common model is the Early Literacy Model which is funded by Title One. A brief description of each model includes:

1. Reading Recovery and Arkansas Early Literacy Model: The Reading Recovery teacher serves four to five Reading Recovery children during the morning for an average of eight to ten Reading Recovery children during the year. In the afternoon, the teacher works with small groups

of low-achieving children. With this model, the teacher serves approximately 45-60 students in kindergarten through third grade.

2. Reading Recovery and Title One Pullout Model: The Reading Recovery teacher serves four Reading Recovery children during the morning for an average of eight to ten Reading Recovery children during the year. In the afternoon, the teacher provides traditional Title 1 services to eligible students across various grade levels.

3. Reading Recovery and Classroom Model: This model involves a regular first-grade teacher who teaches in the classroom during the morning and serves four Reading Recovery students in the afternoon for an average of eight to ten Reading Recovery children during the year. A half-time first grade teacher takes over the first-grade class during the afternoon.

Progress of Arkansas Reading Recovery Project and Research Studies

In order to monitor the effectiveness of the Reading Recovery Project in Arkansas, a first-grade study is conducted each year. The two major purposes of the study are (a) to determine the proportion of children who successfully discontinue after receiving Reading Recovery services, and (b) to compare the literacy progress of Reading Recovery program children with other first-grade students in Arkansas schools. Data are collected throughout the year by Reading Recovery teachers and compiled by UALR into a state-wide report on the effectiveness of the Arkansas Reading Recovery Project. These data are further included in studies by the National Data Evaluation Center, which tracks the progress of every Reading Recovery child in the United States and Canada.

In Arkansas, five years of research on Reading Recovery document the success of the program in reversing the reading failures of the lowest-achieving first-grade students. Results from 1991-1996 annual studies indicate that 1604 Reading Recovery students, all of whom began first grade in the bottom 20% of their class, reached successful levels of reading performance as compared to the average first-grade reader (see Table 4).

At the end of each academic year, a random sample of 50 non-Reading Recovery first-graders from Reading Recovery schools across the state is used to establish an average range of literacy achievement for first graders on measures of writing, dictation, and text reading ability. It is important to note that the random sample group represents a higher-achieving population (i.e, first-grade students who scored too high on reading and writing assessments to be eligible for Reading Recovery services).

For the fifth consecutive year, the mean scores of discontinued Reading Recovery children on reading and writing measures fell within the state average band, as calculated from the random sample population of non-Reading Recovery students in Reading Recovery schools across Arkansas. These findings, which are consistent with results from national studies, indicate that at-risk first grade students can become successful readers with early intervention. Table 5 displays comparison scores of text reading levels for Reading Recovery and random sample first-grade children.

Table 4

End-of-Year Status and Percent Successfully Discontinued 1991-1996

	Total Served ¹	Non-Program Children ²	PROGRAM CHILDREN		% of Program Children Discontinued
			Program Children ³	Discontinued ⁴	
Pilot Year 1 (1991-92)	110	44(40%)	66(60%)	59	89%
Year 2 (1992-93)	232	80(34%)	152(66%)	127	84%
Year 3 (1993-94)	418	123(29%)	295(71%)	270	92%
Year 4 (1994-95)	828	253(31%)	575(69%)	484	84%
Year 5 (1995-1996)	1116	326(29%)	790 (71%)	664	84%
TOTAL	2704	826(31%)	1878(69%)	1604	84%

1 Includes all students served regardless of how long in the program.

2 Students who received less than 60 lessons.

3 Students who received 60 or more lessons or were successfully discontinued before 60 lessons.

4 Students who were successfully discontinued from the program.

Table 5

**End-of-Year Results on Text Reading Levels and (Grade Equivalents)
For Reading Recovery and Random Sample Children
(n=number tested in May)**

Year of Testing	Discontinued Children	Program Children	Random Sample
Year 1 (1991-1992)	16.85 (1.2) (n=59)	15.78 (1.2) (n=66)	14.20 (1.1) (n=50)
Year 2 (1992-1993)	15.11 (1.2) (n=122)	13.65 (1.1) (n=144)	12.22 (1.0) (n=50)
Year 3 (1993-1994)	16.88 (1.2) (n=264)	16.19 (1.2) (n=295)	12.78 (1.0) (n=50)
Year 4 (1994-1995)	17.31 (1.2) (n=473)	15.90 (1.2) (n=550)	17.68(1.2) (n=50)
Year 5 (1995-1996)	17.43 (1.2) (n=664)	15.82 (1.2) (n=790)	17.49 (1.2) (n=50)

Arkansas Follow-up Studies

An important premise of Reading Recovery is that children who develop a self-extending literacy system continue to grow as readers after intervention has ceased. In New Zealand and across the United States, evidence from follow-up studies of former Reading Recovery children provides documentation of sustained progress several years beyond the intervention period. For example, in early studies in Columbus, Ohio, fourth-grade Reading Recovery students demonstrated that they could accurately read texts at the sixth-grade level or above. Additionally, these children proved to be excellent spellers, producing spelling closer to conventional spellings than their randomly selected peers on a fifth-grade level spelling test.

Regional studies have produced similar results. Researchers at New York University (Jagger, Smith-Burke, and Ashdown, 1995) tested 700 second-grade children and 295 third-grade children who had successfully completed Reading Recovery as first graders. Their performance on several measures was compared to that of a grade-level random sample of 562 second-grade children and 220 third-grade children at 11 NYU-affiliated Reading Recovery teacher training sites. Their results indicate that 82 percent of former Reading Recovery second-grade students scored within or above the average band on text reading as compared to 74 percent of the random sample children,

while 85 percent of the former Reading Recovery third-grade students scored within or above the average band as compared to 82 percent of the random sample.

In Texas, follow-up studies of second-, third-, and fourth-grade children who successfully completed Reading Recovery in the first grade provide further evidence of the sustained gains of Reading Recovery children. At second-grade level, the scores of the former Reading Recovery children were within an average band of 1 standard deviation of the random sample mean. There was very little difference between the two groups in grades three and four. In addition, former Reading Recovery children were perceived as "average" or "above average" by their classroom teachers in reading and writing attributes.

Arkansas Follow-up Studies

Sustained Gains of Second- and Third-Grade Reading Recovery Children In Arkansas, two years of follow-up studies indicate that second- and third-grade formerly discontinued Reading Recovery students scored within an average band of 1/2 standard deviation above and below the mean when compared to random samples of non-Reading Recovery students. For instance, second-grade former Reading Recovery students accurately read 4.89 higher text levels than their grade-level peers; and third-grade former Reading Recovery students successfully read 2.68 higher levels of text materials than their grade-level peers. A follow-up study of the 1991-1992 group of 59 formerly discontinued Reading Recovery children through third grade indicates that these students continued to make progress in text reading, dictation, and spelling (See Table 6).

Table 6
Results of Former Reading Recovery Students and Random Sample Non-Reading Recovery Students in Second and Third Grades

Measures	<u>Second Grade</u>			<u>Third Grade</u>		
	Reading Recovery	Random Sample	Ave. Band of Random Sample (1/2 SD)	Reading Recovery	Random Sample	Ave. Band of Random Sample (1/2 SD)
Dictation (Max = 64)	59.46	54.89	51.16-58.62	58.41	56.41	51.68-61.14
Spelling (Max = 18)	12.74	10.95	9.09-12.81	12.13	12.31	10.39-14.23
Text Reading (Max = 34)	26.44	21.55	17.08-26.02	30.30	27.62	23.16-32.06

It is important that researchers continue to investigate the progress of successfully discontinued Reading Recovery children across time. It is also important to examine issues that have particular relevance for Reading Recovery sites. In Arkansas, it has been reported that a wide disparity exists between the performance scores of African-American and Anglo students on standardized test measures. Several schools have made it a priority to eliminate test score disparity between children of different races and to offer compensatory education programs to help minority children overcome the disparity. Studies that examine factors such as racial, ethnic, gender, economic, and home characteristics of Reading Recovery and non-Reading Recovery students provide educators with useful information for determining whether Reading Recovery is equally successful with all children. The purpose of this follow-up was to examine the literacy performance of second-grade children who received Reading Recovery during the first grade. A second purpose was to compare the literacy performance of these children with a state random sample of their classroom peers. Within 27 school districts in Arkansas, two groups of second-grade students were randomly selected from the following categories. First, 50 formerly discontinued Reading Recovery students were randomly selected from the total population of 270 second-grade students who were successfully discontinued from Reading Recovery during their first-grade year. Next, classroom rosters of all second-grade students were collected from schools where Reading Recovery had been in place for at least two years. Any child who had been served by a Reading Recovery teacher for any amount of time was eliminated from the class list. From the remaining students, 50 second graders were randomly selected to represent the non-Reading Recovery group. Districts represented urban, suburban, and rural settings.

All children were given a test of text reading to determine the highest reading level at 90% accuracy or higher. Oral reading measures were individually administered by trained Reading Recovery teachers or teacher leaders. An additional measure included a dictation and spelling assessment which was calculated based on student performance for recording acceptable sounds within words and accuracy of spellings. This measure was individually administered by Reading Recovery teachers. All children were also given appropriate levels of the Gates-MacGinitie Reading Test. This task was administered in small groups by either the classroom teacher or the Reading Recovery teacher. Classroom teachers completed a questionnaire about each child, including questions about the child's reading and writing behaviors. Classroom teachers were also asked to make predictions about the progress of these children during third grade.

Results indicated that former Reading Recovery students continued to make progress in second grade. Reading Recovery students represented 1.81 more phonemes accurately on a dictation task,

Reading Recovery students. On a group standardized reading measure, the mean raw scores of non-Reading Recovery students was somewhat higher (4.75 items) than the mean raw scores of Reading Recovery students. On all four literacy measures, the scores of these former Reading Recovery students were within an average band of 1 standard deviation of the random sample mean.

Closing the Disparity Gap. Further analysis indicates that the scores of Anglo and African-American Reading Recovery students at the end of their second grade year were close with a mean difference of only 1.12 on text reading level and 4.54 on Gates-MacGinitie in favor of white students. The results of non-Reading Recovery students reflected a wider gap with Anglo students reading 3.96 higher text levels and identifying 11.70 more items on the Gates-MacGinitie (See Table 7). Table 8 displays the means and standard deviations for Reading Recovery and non-Reading Recovery students by race and performance on measures of dictation, spelling, oral reading ability, and the Gates-MacGinitie Reading Test. Figure 1 compares the highest text reading level of Anglo and African-American students who discontinued from Reading Recovery and the highest text reading levels of Anglo and African-American students who were not served by Reading Recovery. These results indicated that little difference exists between the performance scores of minority and non-minority Reading Recovery students.

Table 7

**Difference of Former Reading Recovery and Non-Reading Recovery Students
According to Race and Performance at End of Second Grade**

Measures	RR Group		Non-RR Group	
	White	Black	White	Black
Dictation	.17		7.15	
Spelling		.14	.97	
Text Reading	1.12		3.96	
Gates MacGinitie	3.54		11.70	

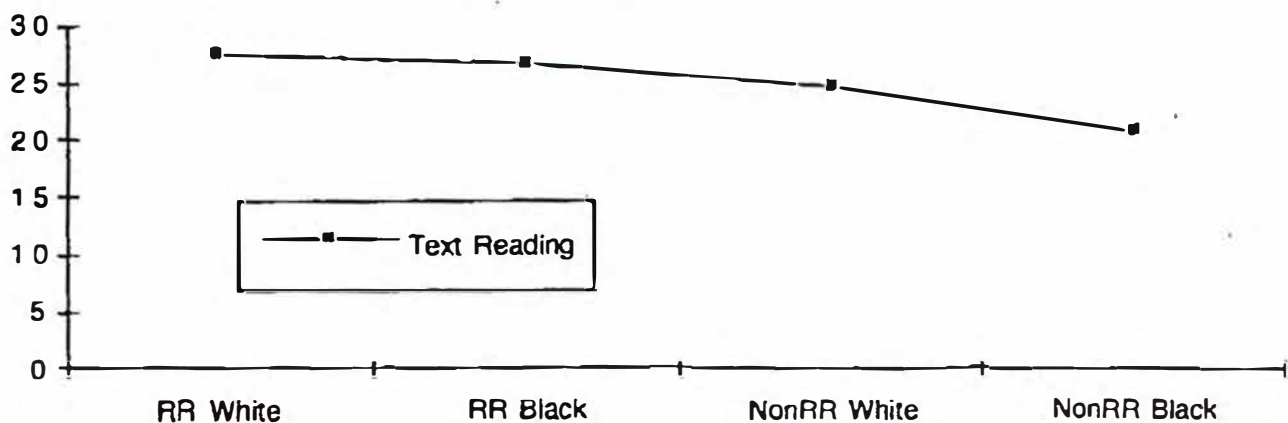
Table 8

Means and Standard Deviations of Reading Recovery and Non-Reading Recovery Students by Race and Performance

Group	#Tested	Measures			
		Dictation	Spelling	Text Rdg.	Gates Rdg.
Total RR White	17(31%)	59.11(6.49)	12.41(2.95)	27.64(4.48)	56.93(14.04)
Total RR Black	38(69%)	58.94(5.30)	12.55(2.22)	26.52(6.31)	52.39(11.54)
Total NonRR White	37(66%)	59.62(6.36)	12.18(3.04)	24.64(7.27)	61.27(15.71)
Total NonRR Black	19(34%)	52.47(15.85)	11.21(4.91)	20.68(9.89)	49.57(17.37)

Figure 1

Text Reading Levels of Reading Recovery and Non-Reading Recovery Students by Race



Perceptions of Classroom Teachers. Questionnaires revealed that 96 percent of former Reading Recovery students and 92 percent on non-Reading Recovery students were perceived as "average" or "above average" by their second-grade teachers on eleven overall literacy attributes, which included reading and writing ability, attitude toward reading and writing, and independence in classroom work. Classroom teachers' ratings of Reading Recovery children revealed that teachers perceived 100 percent of Reading Recovery children as "average" to "high" readers and 94 percent of these children as "average" to "high" writers (See Table 9). Analysis of questionnaires also

revealed that classroom teachers predicted that a higher percentage of former Reading Recovery students would perform at "average" to "excellent" levels in reading and writing during their third-grade year than non-Reading Recovery students (See Table 10).

In summary, results of this study indicate that former discontinued Reading Recovery children are sustaining their gains a year beyond the intervention period. They were able to read materials above their grade level and fell within an average band of their peers when compared with a random sample on measures of dictation, spelling, oral reading, and the Gates-MacGinitie Reading Test. There was little difference between performance levels of minority and non-minority Reading Recovery students on all four measures. However, a wider gap was evident between the mean performance scores of minority and non-minority students. Data from classroom teachers' questionnaires provided further documentation that Reading Recovery children are continuing to perform successfully at the end of their second-grade year.

Table 9

Classroom Teacher's Ratings* for Reading and Writing Ability of Former Second Grade Reading Recovery and Random Sample Students

Group	Low	Average-Fair	High
RR/Reading ¹	00	84	16
Random/Reading ²	17	53	30
RR/Writing ³	06	82	12
Random/Writing ⁴	17	77	06

* Expressed as Percentile of Responses by Classroom Teachers ¹ N = 55; ² N = 55; ³ N = 49; ⁴ N = 49

Table 10

Classroom Teacher's Predictions* for Reading and Writing Performances for Former Second Grade Reading Recovery and Random Sample Students During Third Grade

Group	Poor	Average	Excellent
RR/Reading ¹	09	59	32
Random/Reading ²	20	59	21
RR/Writing ³	26	65	09
Random/Writing ⁴	32	47	21

* Expressed as Percentile of Responses by Teachers¹ N = 55; ² n = 55; ³ n = 49; ⁴ n = 49

Representative Bob McGinnis of Marianna is serving his ninth term and represents portions of Lee and St. Francis Counties in the Arkansas General Assembly.

Mr. McGinnis serves as chairman of the House Education Committee and is a member of the House Agriculture and Economic Development Committee and the Joint Budget Committee. He has been appointed to the Education Committee of the Southern Legislative Conference and to the state Advisory Committee on Accountability. For eight years, he has served on the Southern Regional Education Board.

In 1988, Mr. McGinnis served as chairman of an ad hoc Committee on Higher Education, which was instrumental in developing legislation that benefitted both two-year and four-year colleges and universities in Arkansas. He also led the effort to establish in Arkansas a Reading Recovery Program, a highly successful early intervention initiative to help poorly performing first grade students improve their reading skills.

A native of Lee County, Mr. McGinnis attended Marianna High School and earned a bachelors degree in agriculture from the University of Arkansas at Fayetteville. He operates Robert L. McGinnis Farms of Marianna, is past president of the Marianna-Lee County Chamber of Commerce and is a director of the Cotton Board, a national organization for the marketing and research of cotton.

Mr. McGinnis is a veteran of the Korean War and a member of First United Methodist Church in Marianna. He and his wife, the former Barbara Chadwick, have three daughters and two grandchildren.

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VITA

Robert D. Barr is Dean of the Boise State University College of Education. Before arriving in Idaho, Barr served nine years as Dean of the Oregon State University College of Education. In Oregon he was appointed by two Governors to three State Boards and Commissions: he has served on the Teacher Standards and Practices Commission, the State Advisory Board for Career and Vocational Education, and the Minority Teachers Task Force. He has also served as a board member of the Northwest Regional Educational Laboratory.

Barr is originally from Texas, earned his PhD at Purdue University and has been on the faculty of the University of Texas at Arlington, Indiana University and worked at the National Council for the Social Studies. Barr has written and co-authored four books on social studies education, At-Risk Youth, and Alternative Education. His latest book, Hope At Last For At-Risk Youth, is the result of a five year effort including visits to more than 200 schools. His books have been identified as some of the most influential in the field. He is widely recognized as one of the nation's leading authorities on At-Risk Youth and Alternative Education.

Barr has been cited for distinguished achievements by three national awards, been recognized by Phi Delta Kappa as one of America's outstanding young educators and served in Washington, D.C. as a Ford Foundation Fellow. He gained national visibility by appearing on two of William Buckley's nationally televised "Firing Line" programs. He has also gained recognition for the Beginning Teacher Warranty Program, a program that has been replicated widely throughout the United States and was recently the subject of a film by the Japanese Public Broadcasting System.

Internationally, he has worked in Austria, Chile, Japan, China, Indonesia, and Great Britain. Barr's wife, Beryl, holds a Master's in Library Science from Indiana University. She has worked for over fifteen years as a school librarian and is currently working at the Idaho State Library.

What Is Reading Recovery?

Reading Recovery is an early intervention program for young readers who are experiencing difficulty in their first year of reading instruction. Such children often go through a cycle of confusion, frustration, and anxiety. This pattern of thinking quickly leads to feelings of failure for these "at risk" children. They often fall behind their classmates and require expensive long-term remedial help, and some never learn to read.

By intervening early on, Reading Recovery can halt the debilitating cycle of failure for at-risk children and can enable them to read at the average level of first grade students in their schools or classrooms.

The Reading Recovery program is designed to serve the lowest achieving readers in a first-grade class. In the Reading Recovery program, children receive individual daily lessons from a specially trained teacher.

Program History

Reading Recovery was developed by New Zealand educator and psychologist Dr. Marie M. Clay, who conducted observational research in the mid-1960s that enabled her to design techniques for detecting early reading difficulties of children. In the mid-1970s, she developed Reading Recovery procedures with teachers, and tested the program in New Zealand. The success of this pilot program led to the nationwide adoption of Reading Recovery in New Zealand in the early 1980s.

The New Zealand program was monitored closely by a group of researchers at The Ohio State University who were looking for alternatives to traditional remedial reading programs. In 1984-1985, funding was made available to implement Reading Recovery as a collaborative effort by The Ohio Department of Education, Columbus Public Schools, and The Ohio State University. Reading Recovery was implemented throughout Ohio beginning in 1985-1986.

In 1987, the U. S. Department of Education's National Diffusion Network (NDN) selected Reading Recovery as a developer/demonstrator project and provided funding to help disseminate the program to school districts in other states. Four educators from outside Ohio received training at The Ohio State University during the 1987-1988 academic year. They returned to their home states the following year to begin serving children and training teachers.

In 1988, Reading Recovery expanded into Canada with a site at Scarborough, Ontario. In 1995-1996, Reading Recovery sites are operating in five Canadian provinces, 47 U. S. states, and the District of Columbia. An estimated 100,000 North American children will be served in the 1995-1996 academic year by Reading Recovery educators.



Reading Recovery and the National Diffusion Network

The National Diffusion Network (NDN) is a program of the United States Department of Education. In operation since 1974, NDN is a nationwide system established to help school systems improve through the adoption of locally developed, rigorously evaluated, exemplary educational programs. NDN selected Reading Recovery as a Developer/Demonstrator project in 1987 and provided funding to disseminate the program outside of Ohio. Since 1987, NDN has supported Reading Recovery research, national information dissemination, training, and administrative efforts on behalf of the national program.

A major component of the NDN/Reading Recovery program is the work of the Reading Recovery National Data Evaluation Center, housed at The Ohio State University. The Center collects data from program participants in North America each year, including pre- and post-intervention measures on every child who receives the intervention (81,220 children in 1994-1995). In addition, the annual site reports made to the Center provide qualitative data on program implementation in the form of responses to surveys for Reading Recovery educators, administrators, and parents of Reading Recovery children.



The lessons consist of a variety of reading and writing experiences designed to help children develop effective strategies for reading and writing. Instruction continues until the child can read at or above the class average and has demonstrated the use of independent reading and writing strategies. The student is then "discontinued" from the program, providing the opportunity for another child to enter the program.

Approximately 229,000 children have benefited from Reading Recovery since its introduction to North America in 1985. Almost 82 percent of the children who have completed a Reading Recovery program have become independent readers. Longitudinal studies conducted in New Zealand and the United States show that Reading Recovery helps a large majority of low-progress readers achieve continued reading success.

Program Overview

Program for Children

Children are selected for the program based on authentic measures of assessment and teacher judgment. Their regular classroom instruction is then supplemented with daily one-to-one 30-minute lessons for 12-20 weeks with a specially trained teacher.

THE READING RECOVERY® PROJECT

**UNIVERSITY OF ARKANSAS AT LITTLE ROCK TRAINING CENTER
YEAR 5: 1995-1996**

A Brief History

Reading Recovery is an early intervention program for children at risk of failing to learn to read in the first grade. The program was developed and initiated by New Zealand educator and psychologist Marie M. Clay. Dr. Clay's work yielded a set of research-based procedures that were found to reverse the failure cycle in most children in a short amount of time. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12 to 16 weeks. The goal of the program is to help children develop effective reading and writing strategies in order to successfully perform in the average group setting in the regular classroom. Since the early 1980's, Reading Recovery has been a national program in New Zealand.

In 1984, Reading Recovery was imported into the United States through the Ohio State University. There are now 21 universities that serve as teacher leader training sites in the United States (see Appendix A for a listing of these sites). Reading Recovery sites are operating in 48 states and the District of Columbia. More than a quarter of a million children have received Reading Recovery instruction in North America since its introduction in 1984.

Australia also joined the international Reading Recovery network in 1984. There are now several sites in Canada and the United Kingdom. Other overseas sites include Department of Defense schools in Germany and Japan.

Reading Recovery Council of North America

During the 1993-94 academic year, the Reading Recovery Council of North America (RRCNA) was established as a national organization. Important goals of the council are to (a) preserve the integrity of Reading Recovery and improve its effectiveness as an early intervention program in North America; (b) participate in teacher education and staff development; (c) broaden the vision of Reading Recovery to assure high quality, effective literacy education for all children entering schools in North America; and (d) move Reading Recovery to a national scale in Canada and the United States. Approximately 6000 persons interested in early literacy are members of the council.

Implementing a Reading Recovery Program in A School District

The key to successful implementation of Reading Recovery resides in the training model. In the year-long graduate-level training program, teachers and teacher leaders learn how to observe

children and how to make informed decisions based on their observations and theory of the literacy process. Teacher leaders are prepared to teach Reading Recovery teachers and to implement a Reading Recovery program in their district or consortium of districts. Following the training year, Reading Recovery educators at all levels participate in the Reading Recovery network through data collection, research projects, professional development activities, site visits from instructors, conferences, workshops, and regional meetings. Steps toward district implementation of Reading Recovery are included in Appendix B.

The Arkansas Reading Recovery Project

In 1991, the University of Arkansas at Little Rock implemented the first teacher training class in Arkansas. In 1992, UALR was recognized by the National Diffusion Network as a teacher leader training center. By the end of the fifth year, 17 Arkansas teacher leaders and 4 out-of-state teacher leaders had completed the year-long training program at UALR. During 1995-1996 academic year, 147 Reading Recovery teachers in 117 schools provided Reading Recovery instruction to 1116 of the lowest-achieving first-grade children. Of this number, 790 children received a full Reading Recovery program, with 84 percent of Reading Recovery program children successfully discontinuing into average reading groups in first-grade classrooms (see Table 1). This research document reports highlights from the ongoing research and follow-up studies of the Arkansas Reading Recovery Project.

Table 1
Status of Children Served by the UALR Reading Recovery Center During
1995-1996 School Year, Year 5 of the Project

Total* Children	Program Children	Discontinued Children	% of Program** Children Discontinued
1116	790	664	84%

* Total Children includes any child served by Reading Recovery, regardless of number of lessons received. There are a variety of reasons that children do not receive a full program. The most common reasons are (a) transferring from the school during the academic year and (b) entering the program near the end of the academic year.

** Program Children includes any child who received at least 60 lessons or was discontinued from the program.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 10, 1997

REMARKS BY THE PRESIDENT
TO THE MARYLAND STATE LEGISLATURE

State Capitol
Annapolis, Maryland

11:20 A.M. EST

THE PRESIDENT: Thank you all for that wonderful reception. Thank you, Mr. Speaker, for what you said. Thank you, Senator Miller, for that 10-year walk down memory lane. (Laughter.)

It is true that when I met his mother I fell in love with her, even before I found out she had 10 kids. (Laughter.) It's not often you meet a person who can elect you if her family votes for you. (Laughter.)

Thank you, Governor Glendening, for your leadership here on so many issues. Lt. Governor Kathleen Kennedy Townsend, Attorney General Curran, Treasurer Dixon, my old friend, Comptroller Louie Goldstein. I was in the first grade when he became Comptroller. (Laughter and applause.) The walking argument against term limits, you know. It's amazing. (Laughter and applause.)

I'd like to thank so many members of your very distinguished congressional delegation for joining me today -- Senator Sarbanes, and Senator Mikulski; Representative Wayne Gilchrest, your Congressman; Representative Connie Morella; Representative Ben Cardin, Representative Al Wynn and Representative Elijah Cummings.

Now, I know that Ben was formerly the Speaker here, and that Al and Elijah and Connie and Senator Sarbanes were all members of this body. It kind of makes you wonder how Senator Mikulski and Congressman Gilchrest got elected to Congress. (Laughter.) It's obviously a good training program here. (Laughter.)

I'd like to thank the President of the Maryland State Board of Education, Christopher

Cross, for being here. When he worked for President Bush, he and I stayed up all night one night, writing the national education goals, which began the process which bring us to this point today. Thank you, sir, for being here. And I'd like to thank your State Superintendent of Education, Nancy Grasmick, for being here.

Then, there are two people who are not here, who are here with us in spirit, and I would like to ask that we all remember them today -- our good friend, Congressman Steny Hoyer and his late wife, Judy, who was one of the finest educators this state ever had. And I know we miss them today. Steny and his family are in our prayers, and we are grateful for the dedication of Judy Hoyer's life to the children and the people of Maryland.

I would also like to say I'm very glad to be here with two members of my Cabinet, Secretary of Education Dick Riley and the Secretary of Health and Human Services Donna Shalala. They have served our administration and, more importantly, the American people, exceptionally well, and I thank them for their presence here today. And when I finish talking, if you want anything else, call them.
(Laughter.)

I should also say, since Senator Miller mentioned it, that my college roommate, who lived on the Eastern Shore, Tom Kaplan, is here. And he's still my friend after all these years, which is either a great tribute to his patience or to the roots and values of the people of Maryland. So I'm glad he's here.

I wanted to come here today to talk in greater detail about the issues I discussed in the State of the Union that require us to prepare America for the 21st century. It is important that we gather here at this turning point in our history. It was, after all, in this state house that George Washington resigned his commission as General of the Continental Army. In fact, it was right down the hall in the Lieutenant Governor's Office that Thomas Jefferson wrote George Washington's words of resignation.

It was here that the Treaty of Paris was prepared and ratified, ending the Revolutionary War and beginning the greatest experiment in democracy and opportunity the world has ever known.

Just think what began here in this building. What an experiment it has been. All the turmoil we have survived -- the Civil War, the two world wars, the Cold War, the social upheaval -- all the triumphs of our country in civil rights and women's rights, the environmental movement, workers' rights, bringing in all the immigrants, the explosion in science and technology, the political, the economic, the social achievements of this country. What an incredible experiment it has been since the events of so long ago when the treaty ending the Revolutionary War was signed and ratified here.

At each step along the way, how did we keep growing, how did we overcome, how did

we work through, how did we reach higher? We always had responsible citizens. We were always able to come together as one country. And we were always driven by a clear vision.

I would argue to you that we are at another turning point today and we need responsible citizens, a united country, and a clear vision. We face a moment of peace and prosperity, and it gives us an extraordinary opportunity to actually decide what kind of future we want for America in the 21st century, and then go to work to build it. It is very important that we understand that such moments are extremely rare in our history.

We have perhaps had only one before. After World War II, we dominated the world economically. We were the most powerful country in the world militarily. We had some ability to decide our future and, thank goodness, we did the right thing with the Marshall Plan and rebuilding Europe and Japan, our former friends and our former foes. But we were constrained by the Cold War.

At the beginning of this century probably is the time most like this one when we entered the Industrial Era as a powerful and wealthy country at peace. But never have we been quite like this, as the world's only superpower, just completing four years where we produced more new jobs than at any other four-year period in our history, looking toward a world that is full of troubles, to be sure, but so full of explosive opportunities.

We have an incredible responsibility -- we in America and you in Maryland. Thanks to the leadership of your Governor, and the work that all of you have done, unemployment's at a six-year low, things are going well for you here. Your family incomes have risen to fourth in the nation. Your welfare rolls have dropped almost 25 percent since 1995. Student achievement has risen and more schools are meeting the high standards you have set. We are well positioned.

But it is a moment of choice. We cannot afford to squander this moment in complacency or division. That's normally what happens to people when they sort of get happy and satisfied. They get complacent or they fall out over little things. And this is not a time for us to squander in petty bickering or small ambitions. This is a time for us to build a new century.

We have to meet all the challenges we still have. There are still too many poor children in this country and too many lives of children being lost on the streets of America every day. There are still too many of our areas in our cities and isolated rural areas that have not felt the uplift of the economic recovery. We still have not balanced the budget. We still have not finished all the unfinished business of the Cold War. Not everybody who works hard is feeling the opportunities that are available in America. We have unfinished business.

Then we have new challenges that we have to face. We have to prepare for the aging of the baby boomers. I know I'm the oldest one; that's a self-interest plea here, I think. (Laughter.) We have to prepare for the aging of the baby boomers. We have to make sure that we're ready for this new worldwide competition. We have to meet the new security threats of the 21st

century, in terrorism and ethnic and religious and racial conflicts. We have to meet the new environmental challenges of the 21st century, most of which will be global in nature.

So there are challenges out there. But the most important thing is, there are staggering opportunities. More people will have more chances to live out their dreams than any people who ever lived in the history of the Earth if we do the right things. (Applause.) If we do the right things. (Applause.)

We have worked for the last four years essentially to try to make sure America works again, that we are functioning at a reasonable level of proficiency so that we can have the freedom to do that, to shape our future. And we changed the economic course of this country away from supply-side economics to investment economics, to move toward a balanced budget, to reduce the deficit, the interest rates, to expand our trade around the world and to invest in our people. The results have been good.

We've tried to move the debate over social policy in Washington away from rhetoric to reality, centered on families and communities. You've got now five years of declining crime. You've got the biggest drop in welfare rolls in history. You've got real efforts being made through the family leave law and other things to help people succeed in raising their children and in the workplace. We're in a position now to know what works and to know that we can have confidence that if we work together we can make a difference in assaulting our most profound challenges here at home.

We've tried to define the role of government away from the old fight that's dominated America almost ever since World War II, to say government is not the problem, government is not the solution; government's job is to create the conditions and give people the tools to solve their problems and make the most of their own lives. (Applause.)

So now we have this chance. And it's hard when you're not threatened by a foreign enemy to whip people up to a fever pitch of common, intense, sustained, disciplined endeavor. But that is what we must do, my fellow Americans. That is what we must do.

We are strong enough to shape a future that will take advantage of all this life-enhancing technology, of these new economic opportunities, of the new opportunities we have to build a structure of peace around the world, of the new opportunities we have to put the Information Age at the fingertips of the poorest, as well as the wealthiest children in our country, and we had better do this. Our children and our grandchildren will never forgive us if we blow this chance to make their future the best future -- (applause).

It is obvious that to prepare our people for the 21st century we will need a new, more far-reaching, deeper partnership in America. The era of big government is over, both because we can't go on running national deficits till the end of time and because the nature of our problems requires a different approach. But the era of big national challenges is far from over. It will

never be over. And the ones we face are very big, indeed.

National leadership can point the way. It can move barriers out of the way that have prevented our states, our cities, and our people from solving their own problems. But the real responsibilities of building this future are ones we all must bear together. I will do my part. I will do what I can to see that the national government does its part. But, in turn, you must work with me and with others to make sure that we seize this opportunity while we stand strong enough to do so.

Today I want to talk about two critical areas: giving our children the best education; and finishing the job of welfare reform, breaking the cycle of dependency, moving millions of more people from welfare to work. Taken together, these issues really are at the core of our national mission to prepare America for the 21st century.

Everyone must have the tools to succeed in the knowledge economy; that means education and training. Everyone willing to work hard with those tools must have a chance to do so. That means finishing the job of welfare reform. Education and welfare reform are about bringing all Americans to the starting line of the economy, then making sure all of them are ready to run the race. Our number one priority must be to ensure that America has the best education in the world. (Applause.)

I cannot add much to the statement we made so long ago in the National Education Goals seven years ago now, almost eight years ago. But my shorthand statement is every eight-year-old has to be able to read, every 12-year-old should be able to log on to the Internet, every 18-year-old should be able to go to college, and every adult American should be able to keep on learning for an entire lifetime. That should be our goal. (Applause.)

Because our future was at stake in the Cold War, we had a bipartisan foreign policy. Politics stopped at the water's edge. Well, now our future is at stake, in large measure depending upon whether we can give all of our people world-class education. Therefore, we must have a nonpartisan commitment to education, and politics should stop at the schoolhouse door in the 21st century. (Applause.)

It is not enough for members of Congress and members of the state legislatures and elected executives to embrace this commitment. Our businesses, our educators, our parents, all our citizens must make the same commitment. I'm gratified that you have a number of Maryland parents and teachers and businesspeople committed to education here today. I thank them for being here and I thank you for inviting them.

In my State of the Union address, I laid out a 10-point call to action for American education, which is embodied in this booklet. And I want to say just a few words about a number of issues today and then focus on one in particular. And I want to thank the State of Maryland for taking the lead in doing so many of the right things. A lot of you have worked with

me going back long years in the past when I was a governor on these educational issues, and I thank you for what you've done.

First, every child has to be able to read independently by the third grade. I'm pleased that the University of Maryland at College Park has already pledged more than 2,300 of its students to work as reading tutors over the next five years. That is a great thing. (Applause.) We're going to use 35,000 of our AmeriCorps volunteers to help to try to mobilize a million of these students. We think we can get at least 100,000 out of the new work-study students approved by Congress in the last budget. Then all the schools have to make use of volunteers once they are trained. But we have to do this.

You just think about it. If 40 percent of our children can't read at grade level, how in the wide world do we expect them to learn algebra, trigonometry, calculus, physics, biology, chemistry. It is very important. Unless we get this done, the rest cannot happen. And it is going to take a national effort of monumental proportions to do it. But we can do it, because the children can do it. The children can do it. They just need for us to do our job and they then will do the rest. So I want you to help us to finish that job. (Applause).

We must expand public school choice. And Baltimore City has done that through its charter schools. We must rebuild crumbling schools. And you heard the Governor say that's a priority for him as well. We must make it possible for all of our children to have access, the same access, in the same time, to the same knowledge. That's what hooking up all these classrooms to the Internet is all about. And I thank Maryland for its commitment to that objective. (Applause.)

In the last four years we have opened the doors of college wider than ever before -- through the direct college loan program and expanded Pell Grants, 200,000 more work-study positions, and the AmeriCorps program. But we have to do more. And I am very pleased, Governor, that you have proposed these state HOPE Scholarships to open the doors of college.

I just came back from Georgia -- Secretary Riley and I went to Augusta -- 230,000 people in the state of Georgia who maintained a B average have had their tuition and their schoolbooks paid for by the state HOPE Scholarship program. In a representative crowd there, I had person after person after person of all ages, telling me, I was a HOPE scholar; I had a chance to go to college; I never could have done it otherwise; I wouldn't have made it otherwise.

There is no better expenditure of our money. It will raise the per capita income of this state more quickly, it will get over inequalities in income groups more quickly, and it will bring people together for a stronger future more quickly than anything else.

So I applaud the proposal you have put before the legislature here, and I also tell you I will do my best to pass our national version of the HOPE Scholarship to give a tax credit of \$1,500 for two years -- that's the typical cost of community college tuition -- and a tax deduction

of up to \$10,000 a year for the cost of tuition for any education after high school. This will make a difference. (Applause.)

We also propose making the IRA available to more savers, and then let people withdraw from their IRA tax-free if the money is used to pay for education -- and the biggest increase in Pell Grant scholarships for needy students in 20 years. And our G.I. Bill for America's Workers would take the 70 different federal programs for job training, put them in one block, and send a skill grant to an unemployed or an under-employed worker and say, here, you take it to the nearest institution of education and get the training you need. Nearly every American lives within driving distance of a community college or another community-based university or educational institution that can provide the training today that all people know they need to have a better future.

So we need to do these things together, and they will make a big difference. I also believe we have to teach our children to be good citizens as well as good students. And I'd like to thank the Lt. Governor for supporting the statewide program of character education you have here, to have a statewide code of discipline, to remove disruptive students from the classroom, to promote community curfews. And again, I thank you for being the only state in America to require community service to graduate from high school. You have the first class of seniors graduating today -- that's a good thing. That's a good thing. (Applause.)

To give you some idea how long it takes for some of these things to catch on, 10 years ago, in 1987, the then Republican Governor of New Jersey, and now the president of Drew University, Tom Keane, and I co-chaired a Carnegie Commission study on middle school, and one of our recommendations was that national service should be a requirement for public school students. People should learn that they are connected to others in their community and make it a positive, good, wholesome thing. Only Maryland has done it so far. But I certainly hope -- perhaps my presence here will help -- I hope other states will follow your lead. This is an important part of building a common future for America. (Applause.)

Let me say the most important thing we can do in education is to hold our students to high standards. Children will grow according to the expectations we have of them. They cannot be expected to know what it is they should know, or even how high they can soar until we give them the right set of expectations. When 40 percent of our 3rd graders are not reading as well as they should --or to put it in plain language, when 40 percent of 8-year-olds cannot read a book on their own that they ought to be able to read, we have a lot to do.

When students in Germany or Singapore learn 15 to 20 math subjects in depth each year, while our students typically race through 30 to 35 without learning any in depth in a given year, we aren't doing what we should be doing to prepare them for a knowledge economy that demands that they be able to think and reason and analyze -- in short, demands that they be able to learn for a lifetime of working in ways that have not yet been invented, perhaps not yet even imagined. This is impossible without a good foundation in the basics.

Maryland is making a good start. You've developed clear standards for what children should learn by the 3rd, 5th, and 8th grades, in particular, in reading and math, and clear tests to measure them, school district by school district, and school by school. You're holding schools accountable for making the grade, rewarding excellence, intervening in schools that aren't performing. Because you have set high standards, you have seen five years of steady, sustained progress towards meeting those standards.

But Maryland and all other states must do more. To compete and win in the 21st century, we must have a high standard of excellence that all states agree on. That is why I called, in my State of the Union address, for national standards of excellence in the basics -- not federal government standards, but national standards representing what all our students must know to succeed in a new century. I called upon every state to test every 4th grader in reading and every 8th grader in math by 1999, according to the national standards, to make sure they're being met.

We already have widely accepted rigorous national standards in both reading and math, and widely used tests based on those standards. In reading, Maryland and more than 40 other states have participated in a test called the National Assessment of Education Progress, or all of us educational junkies call it the NAEP test. It measures a state's overall performance against a high national standard of excellence. It's a good test. In math, tens of thousands of students across our nation have already taken the Third International Math and Science Survey, called the TIMSS test, a test that reflects the world-class standards our children must meet for the new era.

As I said in my State of the Union, last month Secretary Riley and I visited northern Illinois, where 8th grade students from 20 districts took the test and tied for first in the world for science, and second in math. We know it is the world standard, and we know the world standard is the right standard to which we should all hold ourselves.

Unfortunately, these kinds of tests -- both the Assessment of Education Progress for the 4th grade reading test, and the Third International Survey in Math and Science for the 8th graders -- do not provide individual scores; they only measure how an entire state is doing. What we need are tests that will measure the performance of each and every student, each and every school, each and every district, so that parents and teachers will know how every child is doing compared to other students in other schools, in other states, in other countries -- not just compared to them, but, more importantly, compared against what they need to know.

It is a false thing to compare all kids against one another unless all children are first held to a high standard. That's what we want to know. That's the only thing that really matters. That is why I'm presenting a plan to help all students in all states meet these standards and to measure them.

Over the next two years our Department of Education will support the development for new tests for 4th grade reading based on the National Assessment of Education Progress, and 8th grade math based on the International Math and Science Survey, to show how every student

measures up to existing, widely accepted standards. These tests will be developed by independent test experts in consultation with leading math and reading teachers. The federal government will not require them, but they will be available to every state and every school district that chooses to administer them. I believe every state must participate and that every parent has a right to honest, accurate information about how his or her child is doing based on real, meaningful national standards. (Applause.)

Now, already in the last week I have heard some people saying, sounds like a federal power grab to me. That's nonsense. We will not attempt to require them, they are not federal government standards, they are national standards. But we have been hiding behind a very small fig leaf for very long, and the results are not satisfactory. Anybody who says that a country as big and diverse as ours can't possibly have national standards in the basics -- I say from Maryland to Michigan to Montana, reading is reading and math is math. No school board is in charge of algebra, and no state legislature can enact the law of physics. And it is time we started acting the way we know we should. (Applause.)

There's another thing that will be said, now, and that you will have to confront, because I know how much -- I've been through a zillion state legislative sessions; everybody's got a new idea and everybody wants more money and there's never enough to go around. And you will be told -- and it is true -- that we have lots of standardized tests. That's true, there are lots of standardized tests, but there is no national test testing the standards. That's a very different thing. There is no national exam given to all of our children that says, here's what a good fourth grader ought to learn.

Keep in mind we don't want Johnny to make a better score than Mary on this test. We want 100 percent of our kids to pass this test. And then, when a lot of them don't, we don't want to give them an F, we want to give them a hand up. We want to say, we haven't done what we should, and we're going to do this. (Applause.)

It is amazing -- you know, we take it for granted we have the best military in the world. Think how silly it would be if everyplace in America where we do basic training, they said, well, you know, Louisiana is a long way from Georgia; we couldn't have possibly have uniform standards for basic training in the military; just sort of come up with whatever you think will be good, and we'll hope it works the next time we're in the Persian Gulf. (Laughter.) You're laughing. That's what we do. And even if you do the very best you can, we don't know the truth. It's wrong for these children not to know the truth. This is not a put-down, now, this is a lift-up.

We've got the most diverse democracy in the world. We have four school districts now where the children's first languages comprise over 100 different languages -- in four school districts in America. Who are we kidding that we're going to create the kind of country we want, where everybody's got a chance to make it, when we haven't even taken the first elemental step to say, here's how everyone should read by the 4th grade, here's the math everybody ought to know by the 8th grade.

There is more to do after that, but let's start with something that really matters. We've never done it. This has nothing to do with local control of education. Secretary Riley has done more to get rid of federal rules and regulations, to give states and local school districts more control without the rules and more flexibility than anybody has in a long time. But no matter how much flexibility you have, sooner or later your children are going to have to face the fact that they either can read or they can't, they either can do math or they can't, they know algebra or they don't. And if we play around with all these games and hide-and-seek excuses, in the end the only people that are going to be hurt are those kids, and the rest of the country will pay the price from now on. And we've got to stop it. (Applause.)

I want to give you two pieces of good news, one of which you can be especially proud of. You all know that the business community has been calling for this for a long time. Governor Glendening was recently with the other governors last year at an education summit in New York with the business community, and they were saying we have to have standards. Today I'm proud to say that the National Business Roundtable is endorsing our call for national tests for 4th grade reading and 8th grade math. They will join our crusade to make American education the best in the world. And I want to thank especially Norm Ogstein, who is the CEO of Lockheed Martin and the head of the Business Roundtable's education task force, and who has done a lot to help you in Maryland with your schools. (Applause.)

Just before the speech today, your State Board of Education Chairman Chris Cross told me that the State Board of Education intends to incorporate these new tests of national standards into your state's program. And I thank you, sir, for that, and I thank you for that. (Applause.)

Let me say that throughout my public career I have been very interested in this whole issue of education. There are lots of other things I'd like to talk to you about today. I hope you will support the work that we are doing with the National Board of Certification for Master Teachers, to certify teachers in educational excellence. Governor Hunt from North Carolina has been working on that for years, and we certified the last teachers -- the first teachers in 1995, but only 500 since 1995. We believe we need at least one master teacher in every school district, hopefully in every school in America -- someone who has been through the special, rigorous program of training and evaluation here so that then that teacher can share what he or she has learned with all the other teachers in the school. Our budget contains enough funds -- and it's a relatively low-cost program -- to provide for another 100,000 master teachers in the next four years. So I hope you will support that as well.

But let me say -- I guess you can tell I feel strongly about this, but I have spent a lot of time in our schools, a lot of time listening to teachers, a lot of time listening to parents. I've worked harder on this issue over the course of my public life than anything else because it has a unique role in our history and an even more powerful role in our future. It is, of course, the key to individual opportunity. It is also the key to responsible citizenship. I am convinced it is the key to giving us the understanding we need to live together as one nation in the midst of

all of our diversity. It is also the key to maintaining our world leadership for peace and freedom and prosperity. Only if every American has the full use of his or her mind can our country move forward together.

So I hope that all of you will keep this in mind. I hope that you will push this, and I hope you will lead the way. I want to be able to take this crusade across the country and tell people if they don't believe we can do it, call Maryland. You have the courage to do it. Stand up. (Applause.)

Now, let me just say a couple of words about welfare reform, because that's very important. For years and years and years, all the governors -- I was one of them -- said we want more control over the state's welfare system; we want to do that. We could reform the welfare system. We could make it work. We could end the culture of poverty and dependency. Well, you got it. (Laughter.) And this has got to be a focus of your efforts now, because this is very, very important.

We ended the old welfare system basically in two steps. First of all, in the last four years, Secretary Shalala and I worked with 43 of the 50 states to launch welfare reform experiments which, along with a growing economy and a 50 percent increase in child support collection -- something I'm very proud of -- helped to reduce the welfare rolls by 2.25 million; that's the biggest drop in welfare rolls in the history of the country -- an 18 percent drop. You can be proud of that and proud of what you did. (Applause.)

Here in Maryland you did better than the national average. You used your waiver to move 51,000 people off the welfare rolls, and you had about a 25 percent drop. And you can be proud of that. (Applause.)

You also answered my call to revoke the driver's licenses of people who deliberately -- who can and don't pay their child support. And I think that's a good thing. We're going to do more to collect child support. We can move 800,000 more people off welfare tomorrow if people just paid the child support they owe and that they are capable of paying. So I thank you for that. (Applause.)

Now we come to the hard part. The new law, supported by the governors and all state associations, says that every able-bodied person on welfare must move to work within two years; that the states can have a little cushion fund to support those who can't move into the work force either because they're disabled or because the economy is not so hot.

But now, think of this challenge. In the last four years, 2.25 million people moved from welfare to work in an economy that produced 11.5 million jobs. That's a record for any four-year administration. We have to do at least that well in the next four years. That reduced the welfare rolls by about 20 percent, 18 to 20 percent.

So you've got about 10 million people left and about --maybe a little more than 10 million -- and about 4.5 million of them are adults, and about 4 million, anyway, are going to be able-bodied and able enough to physically work. And then there will be some moving in and out of the work force. There always is, as people retire and all. But through deliberate efforts we're going to have to create at least 2 million jobs. And if we don't do it, what will happen?

Keep in mind, this welfare reform bill has this ringing declaration: Everybody who can work, everybody who's able to work has to take responsibility for their own lives. No more permanent dependency. Full of moral precepts. Well, the morality shoe is now on the other foot. Those of us who supported that, we now have a moral obligation to say, everybody we told, "you have to go to work" actually is able to work. Because if we are not able to do that, then the law's consequence will not be to liberate people from dependency, but to make people who are dying to go to work even worse off just because they couldn't find a job.

This is a serious, stiff challenge. And the challenge is primarily on you and the employer community, which is the way you said you wanted it. But it's there now. You know that great old country music star, Chet Atkins, used to say, you got to be careful what you ask for in this life; you might get it. So here it is. What are we going to do? Is there a way out? Yes, there is. Can we do this? You bet we can. You bet we can. We can do it, but we have to do it together. And we have to do it with discipline.

And we need a plan. And it needs to go down to every community. And we're going to have to ask people to help. And you need to really closely follow your numbers and make sure you're doing what it takes to be done.

How are we going to do it? First, we have to pass the federal program that I recommended, which will give tax credits to private employers of up to 50 percent up to \$10,000 to hire people -- only if they hire people from welfare to work. And then we have to support the provisions of the welfare reform law which continue the health care, continue the nutrition, and provide much more money for child care than the previous law. That's the good news.

This legislation also gives you the authority for the first time to take money that had been used on welfare checks and give it to private employers as a wage or training supplement. Now, this can be very important in convincing nonprofit employers, who don't pay taxes anyway, to hire people off welfare and make an extra effort. All the community nonprofits, every church or other religious organization in the state of Maryland, of any size, without regard to their faith, they're all under an admonition to care for the poor. Now you can say, we'll give you a little money to help if you will do the rest.

Missouri had a program like this in Kansas City, where they gave the welfare check to private employers for more than a year -- they could keep it for a couple years -- as a wage and training premium if they would hire people off welfare. I met a man who had a data processing storage company with 25 employees, and five of his employees he'd hired from the welfare rolls,

and he loved it. And they loved it.

And if we can do it, it is better to hire people in small groups or one on one, because you're trying to lift people out of a culture of dependency into a mainstream culture of work. But this man was willing to do that. And they have to pay about \$1.75 above the minimum wage to get the wage subsidy there and to give people a living income. But still it costs them less than the minimum wage to do it.

Florida has just decided to follow suit. And I hope other states will follow that lead. You've got to -- believe me -- to meet these job targets, your employer community is going to need every last option you can give them. And somebody's got to have a plan, I mean a game plan, that challenges every sector and every community to do what has to be done. So I urge you to use the flexibility you have been given to do that.

Secondly, I urge you to make sure that the money you have saved from welfare reform will be used to move even more people to work. I know Maryland has taken its considerable savings from welfare reform efforts and put them into a special rainy-day fund to create jobs and to move people from welfare to work. And that's something other states ought to copy, because if welfare reform is going to succeed in the beginning, all states are going to have use those savings on efforts like child care, wage subsidies, employment incentives, or other ways to create private sector jobs.

Let me just say one other thing. I hope as you do this, you will not forget sort of a parallel population not on welfare, and those are young, single men who are unemployed who are eligible for food stamps but not welfare. Keep in mind, their loss to the work force is an enormous loss to our society. It leads to higher crime. It leads to fewer two-parent families. It leads to robbing them of the potential of what they might become. And a lot of places now are beginning to try to -- instead of talking just about the welfare population -- the young unemployed population so that these young single men can be treated in the right way, too.

And in Missouri, what they did, we gave them a waiver, and they actually took the food stamp payments for the young single men and gave them to employers with the same sort of incentive as the welfare payments for young women going from welfare to work. So I urge you to think about that.

Finally, let me say, what is our vision? I can tell you what my vision -- why do we do all this? Here's my vision. Here's where I hope we'll be in a few years. I hope all over America in a few years, we will have a community-based employment family support system for people who are out of work, and people will come into this system whether they come off the welfare rolls or off the employment rolls through the unemployment rolls, and we won't make a distinction. It will just be good people with kids or without kids, depending, who are out of work who need to get back into the work force. And we'll have a system for moving them back in, and we'll have a system of subsidies for people at the margins so that employers will be encouraged to

make that extra effort to restore people to the dignity of work. And meanwhile, we'll always be helping people support their children in fulfilling their first and most important job.

Now, that's my vision. That's what I hope we would get out of this welfare reform effort. But the next two years are going to be critical, because about two years from now, people are going to start running out of their two-year time limit, and then the spotlight will shift from all of them to all of us. And we will be asked, what did we do when the welfare reform bill passed. What did we do to make sure that those we told you have to go to work had the chance to go to work. So I urge you to think about this.

This is exciting, but it's bracing; because our society has never done anything like this before in ordinary times. And I do not believe that when the bill passed, people had really focused on the dimensions of the challenge. I had, and I was willing to make it. I'm willing to try to -- to jump off this cliff, to hold up this high standard. I think we can do this. I think we can develop a work-based society that does not have people trapped in permanent dependence. But it's going to take everybody thinking about it, working on it, and doing things they had not done in the past. And so I ask you to do that. (Applause.)

I just want to make one final point the Governor's already mentioned. I know Maryland is considering using its own money to continue providing some basic benefits for legal immigrants who have lost federal aid now that the federal bans have taken effect. That's the right thing to do, but you shouldn't have to do it all by yourself. That's why every state and every governor -- Republican or Democrat -- I hope will join with us to try to persuade the Congress to restore just the basic health and disability benefits that used to be available until this new law passed when misfortune strikes them. (Applause.)

The argument made by the majority when they passed this was, when an immigrant comes to America, you've got to sign a piece of paper that says you're not going to take public benefits. Now, that's an understandable policy. We shouldn't be inviting people to come here just to get on welfare or to get on Medicaid or Medicare. But we can solve that, and did, by simply saying that every immigrant has a sponsor, and the sponsor's income will be deemed the immigrant's income until the immigrant becomes a citizen. That's the way to solve that.

But if you have all these immigrants coming here, and even before they can become citizens -- suppose an Indian from New Delhi comes to Maryland to develop computer software programs for one of your growing businesses, and stays here three years, and has a one-year-old child and a three-year-old child. What does that person do if he or his spouse gets hit by a car, or is the victim of a crime, or one of the children is born with cerebral palsy, and they don't have regular health care that will take care of all these things.

So what do we say? Tough luck? You had misfortune? Yes, you've worked hard; yes, you've paid your taxes; yes, you've been perfectly legal; yes, you've complied with every provision of the law; yes, you didn't try to sneak in our country, you waited your turn just like

everybody else. But I'm sorry. Yes, we took the benefit of your brain. You made us a richer, stronger country. We wanted you in here. You had skills we needed. But I'm sorry. This is wrong, folks. This is unworthy of a great nation of immigrants and we ought to fix it. (Applause.)

When you get right down to it, all this business about education reform and welfare reform, and what do we have to do to prepare our country for the 21st century, and will we have the discipline, strength and courage to take advantage of this unique moment in history -- it really comes down to two questions: What does America mean, and what does it mean to be an American?

America must always be a nation becoming. We're never there; we're always becoming -- becoming a more perfect union, full of new promise for our own people and new hopes for the world. And what does it mean to be an American? We're the ones who have to make that happen.

Thank you and God bless you. (Applause.)

END

12:16 P.M. EST

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REMARKS FOR EARLY LITERACY FOR ALL CHILDREN:
MEETING THE CHALLENGE
LITTLE ROCK, AR
MARCH 11, 1997**

Thank you Representative [Bob] McGinnis for that kind introduction. I want to thank you for your leadership in the statehouse and for all that you do on behalf of education and the children of Arkansas. I am very delighted to be back here in Little Rock, to join all of you who have dedicated your life's work to helping our children fulfill their own God-given potentials.

No task is more important nor more urgent than the one we are gathered here to discuss: The education and literacy of our children.

As America moves into the Information Age and a global economy, our children will be presented with boundless opportunities and unprecedented challenges. And yet, today, 40 percent of our children are lacking the most fundamental skill they will need to seize those opportunities and meet those challenges. Forty percent of fourth graders cannot read a book on their own. If forty percent of our children cannot read at grade level, how can we expect them to read a biology text or grasp advanced theories of physics, chemistry, and computer science -- the very fields of learning that are in so much demand in this Information Age?

As we all know, the ability to read is the foundation for all learning, the key to unlimited doors of knowledge, opportunity, and success. Study after study has shown that students who are unable to read well by the end of the third grade are more likely to become school dropouts and truants, and, as the years pass, have fewer good options for jobs.

While these statistics are daunting, let's not forget that many of the answers and solutions to these problems already exist. Just as we are entering an unprecedented age of progress and technological discovery, so we are discovering new information about early childhood development and literacy. Innovative educators such as yourselves have been working very hard over these past years to develop the teaching methods and curricula that are most effective with children. All we need to do as schools, communities, and a nation is muster the will and the energy to make good use of them.

Which brings us to the reason for this conference. I remember when Reading Recovery was first getting started in Arkansas. We had heard the success other states and school districts had had with the program and were eager to bring it to the children of Arkansas. So I am delighted to learn that Reading Recovery has met these high expectations. Since its introduction in the classroom in 1991, Reading Recovery has helped more than 1,000 children who could easily have been forgotten and abandoned as hopeless and uneducable, become confident readers -- and learners.

Reading Recovery has worked because it recognizes that the best time to make sure a child is on a certain path to reading success is in the first grade, early in his or her school career.

It recognizes that there are no quick-fixes to the challenge of teaching our children to read, especially those who for a number of reasons come to school unprepared to learn; that instead, it will take an investment of time, elbow grease and personal attention.

But we must recognize that dedicated teachers and Reading Recovery specialists alone cannot help our children read. It will take all of us.

In his State of the Union, the President outlined his Call to Action for American Education. Behind each of the policies and initiatives in the Call-to-Action is a challenge to every American and every sector of our society to recognize the many crucial roles we can play in a nationwide effort to prepare our children for the 21st century.

Through the America Reads challenge, the President is hoping to use 35,000 Americorps volunteers to lead a citizen army of a million volunteer tutors to help every child read independently by the end of the third grade. He's calling upon parents, teachers, college students, senior citizens, businesses, religious institutions, libraries, universities, the media to make sure our children get the extra help they need during the afternoons, weekends and summers. And he's making it easier for college students participating in work-study programs to fulfill their work requirements as reading tutors in their communities.

Studies have shown that children who are tutored in their earliest years are almost certain to become fluent readers by the end of the third grade. And I have seen firsthand the differences volunteers can make in a school and in the lives of its students. On Valentine's Day, I visited a school in one of Washington's most depressed neighborhoods. But because it had been adopted by several sectors of the community -- a law firm and members of the U.S. Army among them -- who sent volunteers every week to work with its dedicated teachers, staff and children, the school was thriving and posted standardized test scores that were above average.

The need for efforts such as Reading Recovery and America Reads could become far less urgent if we helped more parents understand that the literacy and learning process can begin long before a child enters the classroom and that the preparation for the challenges of school can begin soon after birth.

Today, thanks to advances in science, we know much more about the importance of intellectual stimulation for children in the first three years of life. We know how critical it is for infants and toddlers to hear words, listen to stories, and develop their imaginations. We know that time spent sharing a favorite book not only strengthens the bond between a parent and child, it enriches a child's vocabulary and literally helps a baby's brain grow.

Next month, the President and I will be convening a White House Conference on Early Learning and the Brain that will help sort through these new discoveries and help parents and teachers make the most of this new knowledge.

[Early learning is crucial. That's why the President's budget expands Head Start to cover one million children by 2002].

Earlier this year, I announced a nationwide effort to make sure that initiatives that encourage early reading touch every city and every household in our country. There are few efforts that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic backgrounds to take this mission of reading to and talking with their babies seriously.

In Washington and in Kansas City, I helped launch programs that encourage pediatricians to take leading roles in this effort. Doctors are often the first professionals our infants and toddlers 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 that child to a doctor or nurse for vaccinations and checkups. These regular visits present doctors with important opportunities to instill good reading and learning habits -- along with good health habits -- in parents and children.

The American Library Association's Born to Read and the national Reach Out and Read programs make reading a part of every visit to the doctor. Doctors and nurses can use the authority and influence of those white uniforms and stethoscopes to encourage parents and children to read aloud as often as possible. And 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.

Over the years I have met parents who have told 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.

But we have to help parents understand that, no matter their educational level or reading ability, they can stimulate their children's intellectual potential 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.

Parents need to recognize that they are their children's first teachers. That is why I helped introduce HIPPEY, the Home Instruction Program for Pre-school Youngsters in this state. When we brought HIPPEY into rural areas and housing projects in Arkansas, a number of educators and others did not believe that parents who had not finished high school were up to the task of teaching their children. Many of the parents doubted their own abilities. But not only did the program help kids get a jump-start in the right direction, it also gave the parents a boost in self-confidence. Many became interested in learning themselves and went back to school for GEDs and college degrees.

In the 14 years since I first became involved in education reform in this state, I've been exposed to a great deal of theories on childhood learning. Some of these theories have stood the test of time, others have long been abandoned. But there is one belief, one commitment that we can never cast off -- and that is that every child has potential, every child has the capacity to learn and to fulfill our highest expectations. We can't afford to leave any one of them behind.

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*That's why I'm pleased
the President's Am Reads
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*Share info
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No task is more important nor more urgent than the one we are gathered here to discuss: The education and literacy of our children.

As America moves into the Information Age and a global economy, our children will be presented with boundless opportunities and unprecedented challenges. And yet, today, 40 percent of our children are lacking the most fundamental skill they will need to seize those opportunities and meet those challenges. Forty percent of fourth graders cannot read a book on their own. If forty percent of our children cannot read at grade level, how can we expect them to read a biology text or grasp advanced theories of physics, chemistry, and computer science -- fields of learning that are in so much demand in this Information Age?

As we all know, the ability to read is the foundation for all learning, the key to opening unlimited doors of knowledge, opportunity, and success. Study after study has shown that students who are unable to read well by the end of the third grade are more likely to become school dropouts and truants, and, as the years pass, have fewer good options for jobs.

While these statistics are daunting, let's not forget that many of the answers and solutions to these problems already exist. Just as we are entering an unprecedented age of progress and technological discovery, so we are discovering new information about early childhood development and literacy. Innovative educators such as yourselves have been working very hard over these past years to develop the teaching methods and curricula that are most effective with children. All we need to do as schools, communities, and a nation is muster the will and the energy to make good use of them.

Which brings us to the reason for this conference and the reason for my coming to Arkansas. This is the place where so many of the innovations in early childhood education that the President hopes to implement in classrooms across the country first got their start.

I remember when Reading Recovery was first getting started in Arkansas. We had heard the success other states and school districts had had with the program and were eager to bring it to the children of Arkansas. So I am delighted to learn that Reading Recovery is meeting your high

expectations. Since its introduction in Arkansas classrooms in 1991, Reading Recovery has helped more than 1,000 children who could easily have been forgotten and abandoned as hopeless and uneducable, become more confident readers -- and learners.

Reading Recovery ~~works because~~ it recognizes that the best time to make sure a child is on a certain path to reading success is in the first grade, early in his or her school career. It recognizes that ~~there are no quick-fixes to the challenge of teaching our children to read,~~ especially those who for a number of reasons come to school unprepared to learn; that instead, it will take an investment of time, elbow grease and personal attention.

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But the need for efforts such as Reading Recovery and America Reads could become ~~be~~ far less urgent if we helped more parents understand that the literacy and learning process can begin long before a child enters the classroom. In fact, the preparation for the challenges of school can begin soon after birth.

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Learning

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discussed &

Prescription for reading

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*back here -
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As we all know, the ability to read is the foundation for all learning, the key to unlimited ^{opening} doors of knowledge, opportunity, and success. Study after study has shown that students who are unable to read well by the end of the third grade are more likely to become school dropouts and truants, and, as the years pass, have fewer good options for jobs.

While these statistics are daunting, let's not forget that many of the answers and solutions to these problems already exist. Just as we are entering an unprecedented age of progress and technological discovery, so we are discovering new information about early childhood development and literacy. Innovative educators such as yourselves have been working very hard over these past years to develop the teaching methods and curricula that are most effective with children. All we need to do as schools, communities, and a nation is muster the will and the energy to make good use of them.

→ Which brings us to the reason for this conference. I remember when Reading Recovery was first getting started in Arkansas. We had heard the success other states and school districts had had with the program and were eager to bring it to the children of Arkansas. So I am delighted to learn that Reading Recovery has met these high expectations. Since its introduction in the classroom in 1991, Reading Recovery has helped more than 1,000 children who could easily have been forgotten and abandoned as hopeless and uneducable, become confident readers -- and learners.

Reading Recovery has worked because it recognizes that the best time to make sure a child is on a certain path to reading success is in the first grade, early in his or her school career.

Getting Elementary Schools Ready for Children: Reading First

"Children are turning into success stories instead of failures."

"All of the first grade children who have been at this school all year are good readers now!"

— Two Arkansas elementary school principals

This is the first in a series of SREB's Paths to Success that will report on strategies to improve children's readiness for school and to help schools be better prepared to meet the needs of all children. Because of its critical importance, reading will be the top priority.

The 1994 SREB report Getting Schools Ready for Children: The Other Side of the Readiness Goal stressed the need for change in the nation's elementary schools. No matter how successful we may be in our efforts to improve children's readiness for school, the benefits of such efforts can be undermined very quickly if schools are not ready to help children sustain those gains.

Getting schools ready for all children will require changes in elementary school classrooms as well as new and better ways to help children with serious learning problems. On the surface, it might appear that these are two distinct issues. But effective early intervention programs and changes in general classroom practice must go hand-in-hand.

Arkansas' experience linking an early intervention program called Reading Recovery with broader efforts to help elementary schools change provides an example of this relationship. Reading Recovery is also a good example of a specialized intervention program that appears to produce substantially better results for children who are at risk of failing to learn to read than many of the models used in the past.

Future issues of SREB's Paths to Success will explore alternative approaches to improving young children's reading skills, as well as other topics that relate to readiness. The emphasis will be on programs that, like Reading Recovery, have a proven record of success and offer valuable lessons for those who make decisions about education policies.

Reading in First Grade: Now or Never?

The ability to read is essential to success. Most children who cannot read at or near grade level by the end of third grade are doomed to educational failure. It is equally clear that the traditional approach of retaining such children in one or more grades while providing them with decelerated, rather than accelerated, remedial reading instruction only ensures that they will fall farther behind.

Early in 1988, a group of Arkansas educators, legislators, state officials, foundation executives and other community leaders came together to address this problem. They were particularly interested in an intensive one-to-one tutoring program for first graders called Reading Recovery. (See page 9.)

After a year of critical study, the Reading Recovery Advisory Committee recommended implementation of the program on a pilot basis. The University of Arkansas at Little Rock was selected to coordinate and serve as the training center for the project.

With funding provided by the Winthrop Rockefeller Foundation, the university and business leaders, the first Arkansas Reading Recovery teacher-leader was trained in 1990. Subsequently, the Arkansas General Assembly appropriated additional funds to support the program.

By the beginning of the 1995-96 school year, 106 Reading Recovery teachers and eight teacher-leaders were providing tutoring to children in more than 50 Arkansas schools, representing 20 percent of all school systems in the state. Another 57 Reading Recovery teachers completed their training in May 1996, further expanding the capacity of the program.

Through the first four years of implementation in Arkansas, a total of 1,088 children received a full program of Reading Recovery tutoring. Of that number, 86 percent were able to attain reading levels comparable to the average of their classmates. (See page 4.)

Limitations and Innovations

From the start, supporters of Reading Recovery in Arkansas knew that to achieve the maximum impact from a strategy involving one-to-one tutoring they would have to find creative ways to stretch limited budgets. One Reading Recovery teacher can typically provide one-to-one tutoring to 8-12 children per year. As a result, schools may find it difficult to employ enough qualified teachers to serve all children who need early reading intervention—approximately one Reading Recovery teacher for a typical group of 50 first graders.

"My child learned to read! She could barely read her own name at the beginning of school, and because of Reading Recovery she is now one of the top readers in her class."

— A parent of a Reading Recovery student

A further concern was that the benefits of Reading Recovery to individual children might be reduced and even reversed if their classroom teachers were not prepared to provide ongoing support.

These concerns were addressed using a three-tiered approach to primary reading instruction. In addition to one-to-one tutoring for children most in need of help, an Early Literacy Program for small groups of children was developed based on the same principles as Reading Recovery. Through the small groups, more children can be served than would be possible using Reading Recovery alone.

At the same time, a program was developed to give classroom teachers up-to-date training in current principles of early literacy. This training not only enables the teachers to provide classroom support to Reading Recovery students, but also strengthens their skills in teaching reading to all students.

Early Literacy Small Group Instruction

Because of the intensity of the one-to-one instruction, Reading Recovery teachers normally spend only half of their time providing individual tutoring. The remainder of the teacher's day may be spent in any number of activities. Some return to being classroom teachers, while others provide different types of special education services.

In the Arkansas Early Literacy Program, the Reading Recovery teachers devote the other half of their time to working with small groups of five children each.

In these small groups, the teachers are able to begin helping students who cannot be accommodated in one-to-one tutoring at the beginning of the year, giving them a head start when space opens for them. The small groups also give children with less severe problems who might never receive one-to-one tutoring an opportunity to benefit from the expertise of Reading Recovery teachers. (Only the actual one-to-one tutoring program is properly termed Reading Recovery.)

In practice, many of the children served in early literacy groups in Arkansas have been able to reach grade level in reading through small group instruction alone. And those who do enter one-to-one tutoring after participating in small group instruction are usually able to reach grade level in significantly less time than comparable students who enter Reading Recovery without small group instruction. Consequently, more children can be offered one-to-one tutoring in the course of a school year.

The result of the small group program is to increase the number of children one teacher can serve in a year from a maximum of 16 to more than 50, providing a substantially greater return on the investment in the teacher's specialized training.

Supportive Classrooms

Experience in Arkansas and across the country has shown that many first grade teachers are skeptical about Reading Recovery initially but become believers when they see dramatic changes in

children who complete the program. As a result, the classroom teachers become interested in learning about the theoretical basis of Reading Recovery. Some of these teachers become Reading Recovery teachers themselves. Perhaps more important, other teachers incorporate many of the basic literacy principles into their general classroom work.

"Several students at the beginning of the school year could not read. Now they are some of the most fluent readers in the first grade."

— An Arkansas first grade teacher

As the first groups of Reading Recovery students in Arkansas advanced to second grade and beyond, the issue became whether gains could be sustained. Early follow-up studies suggested that the answer depends to a large extent on how effectively second, third, and later grade teachers support these children. And it was apparent that many classrooms were ill-prepared to provide the necessary support.

To help remedy this situation, second grade maintenance literacy groups were established. These groups are based on the model of the first grade early literacy groups and are also taught by Reading Recovery teachers. The groups meet two to three days per week for six to eight weeks at the beginning of second grade. Their primary purpose is to provide reinforcement to students who previously completed Reading Recovery tutoring as well as those who began the program too late in the school year to receive the needed number of lessons.

But these second grade maintenance literacy groups have also had an impact on second grade teachers. They have help make many second grades more supportive not only of former Reading Recovery students but of all other children

Students in the Arkansas Reading Recovery Program 1991-1995

Table 1
End-of-Year Status and Success Rates

Year	Total Children Served	Received Full Program	Attained Grade Level	Success Rate for Children Receiving Full Program
Year 1 (1991-92)	110	66 (60 %)	59	89 %
Year 2 (1992-93)	232	152 (66 %)	127	84 %
Year 3 (1993-94)	418	295 (71 %)	270	92 %
Year 4 (1994-95)	828	575 (69 %)	484	84 %
Total	1,588	1,088 (69 %)	940	86 %

Table 1 shows the numbers of children served by the Arkansas Reading Recovery program during its first four years. Children receiving a full program include all who successfully attain grade level plus those who receive a minimum of 60 lessons but fail to attain grade level.

The difference between the total number served and full-program children is accounted for by two factors: 1) children who begin the program but leave the school before receiving 60 lessons; and 2) children who begin the program too late in the school year to complete 60 lessons. Overall, approximately 70 percent of all children who begin the program complete it.

Table 2 displays end-of-year comparison scores on text reading levels for successful Reading Recovery children and non-Reading Recovery children selected in a random sample. A reading level of 14-16 is considered normal for the end of first grade. In each of the first four years of implementation, the average end-of-year text reading level of discontinued children was within the average band for non-Reading Recovery children.

Table 3 displays the results of follow-up evaluations of the initial 1991-92 group of 59 successful Reading Recovery children at the end of second and third grade. The Reading Recovery students continued to perform at higher levels than the random sample of non-Reading Recovery students on dictation, spelling, and text reading through the fourth grade.

Table 2
**End-of-Year Text Reading Levels:
 Successful Reading Recovery Children Compared to a
 Selected Random Sample of Non-Reading Recovery Children**

Year of Testing	Successful Reading Recovery Children	Random Sample Children
Year 1 (1991-92)	17	14
Year 2 (1992-93)	15	12
Year 3 (1993-94)	17	13
Year 4 (1994-95)	17	18

Table 3
**Performance in Second and Third Grades of
 Successful Year 1 Reading Recovery Children Compared to a
 Selected Random Sample of Non-Reading Recovery Children**

Measures with Maximum Scores	Reading Recovery	Random Sample	Average Range of Random Sample
Grade 2			
Dictation (64)	59	55	51-59
Spelling (18)	13	11	9-13
Text Reading (34)	26	22	17-26
Grade 3			
Dictation (64)	58	56	52-61
Spelling (18)	12	12	10-14
Text Reading (34)	30	28	23-32

SOURCE: All data provided by the University of Arkansas at Little Rock

as well. The maintenance group model has worked so well that some schools have implemented third grade maintenance literacy groups.

The success of the early literacy small group program in preparing children to succeed in Reading Recovery also prompted the development of kindergarten literacy groups. In these groups, the Reading Recovery teachers work with low-achieving children as they approach the end of kindergarten to introduce them to basic literacy concepts. These children enter first grade better prepared to benefit from one-to-one tutoring and/or small group instruction.

"I've found a program that works with Chapter 1 students, one in which children can be successful and don't have to return year after year."

— A Reading Recovery teacher in training

Supportive Schools

The addition of the first grade early literacy groups, second and third grade maintenance groups and kindergarten literacy groups has been an important factor in the success of the Reading Recovery program in Arkansas. The small group programs have benefited the students and built much-needed support for the program among classroom teachers.

The result is that teachers in schools with Reading Recovery and small group programs tend to become better prepared to meet the diverse needs of all children. The ways in which teachers organize their classrooms and use written materials have changed dramatically in some schools. The positive impact of the overall reading initiative is apparent in the high degree of enthusiasm expressed by teachers, administrators and parents.

Another measure of the program's success is a decline in the number of children assigned to special education. (See Page 7.) One Arkansas school reported that only five children had been assigned to special education during the first three years of the program, compared to 19 children for the three previous years. It is not unusual to find former Reading Recovery students among the highest achieving students in their second and third grade classrooms.

The Arkansas Early Childhood Initiative

In early 1993, the Governor announced that the Arkansas Department of Education would spearhead an Early Childhood Initiative to "provide a solid foundation for learning during the kindergarten and primary years."

The Early Childhood Initiative involves wide-ranging efforts to improve children's readiness for school. These include early intervention services for infants and toddlers, parent support programs like the Home Instruction Program for Preschool Youngsters (HIPPI), and improved availability of quality child care.

At the kindergarten and elementary school level, the initiative has focused on providing extra help for children having academic difficulties and on retraining teachers and administrators to improve their ability to help children with learning problems.

Summer School and Staff Development

One of the cornerstones of the Early Childhood Initiative is the summer school program created by the Arkansas General Assembly in 1993. This program, which is mandatory for school districts and free to students, is aimed at all K-3 students who are "not performing at grade level during the regular school year."

To ensure that the summer program would not simply repeat in compressed form a student's experience during the school year, the legislation specified that neither teachers or principals could participate in (or be *compensated* for) the summer school program unless they completed either a

"I'm growing as a teacher, and my children are growing as readers."

— A classroom teacher on staff development meetings led by a Reading Recovery teacher.

special seven-day training session or a six credit-hour graduate course called the "K-4 Crusade." The emphasis in both programs is on an interdisciplinary approach which emphasizes:

- Diverse teaching strategies stressing language and hands-on learning;
- Skills taught in context rather than in isolation;
- Modification of the daily schedule to allow large blocks of time for learning;

- Meaningful involvement of parents in their child's learning;
- Ongoing assessment of progress, including collections of students' work.

The training programs are open to teachers in grades K-6. By the summer of 1995, approximately 5,000 teachers and administrators had completed one or both programs. More people have requested training than the two programs can accommodate. Some schools want to have their entire staffs trained.

More than 18,000 students across the state participated in the summer school program in its first year. The program was so successful that the legislature expanded it to include fourth grade in 1995; fifth grade will be added in the summer of 1996.

Reading Recovery and Special Education

The experience of school districts across the country shows that Reading Recovery can have a significant impact in reducing the number of children referred to special education or other remedial services. One national study found that the percentage of children retained in first grade in urban school districts dropped by more than 70 percent while special education assignments fell by almost two-thirds following the implementation of Reading Recovery (Lyons, 1994).

The savings that can result from such reductions are substantially greater than the costs of providing Reading Recovery. The dollar cost of retaining one child in first grade for one year or of providing five years* of traditional Chapter 1 services has been estimated at approximately two-and-a-half times the cost of providing that child with Reading Recovery tutoring. The cost of six years* of special education is nearly five times the cost of Reading Recovery (Dyer, 1992).

Perhaps as important as the dollar savings are the potential savings in time. The average Reading Recovery child spends 40 hours receiving one-to-one tutoring during his or her first grade year. The average child receiving Chapter 1 services requires an average of 100 hours a year for five years, while the average special education student requires 250 hours a year for six years (Dyer, 1992).

When children are pulled out of their regular classrooms to receive Chapter 1 and special education services, they are missing out on far more classroom time than if they completed Reading Recovery successfully. When special services are provided by regular classroom teachers, they represent time the teachers cannot spend working with the rest of the class.

* These are national averages for time spent per child in Chapter 1 or special education in elementary schools. Costs of services beyond elementary school are not included.

Educational Cooperatives

Since 1984, Arkansas has had a system of 15 Regional Education Service Cooperatives funded through the state Department of Education. The purpose of these cooperatives is to provide technical assistance and training to member school districts.

In its 1995 appropriation for education, the General Assembly set aside funding to pay for the training of Reading Recovery teacher-leaders in 10 of the cooperatives. At the same time, the Department of Education was seeking support for an early childhood specialist in each cooperative who could provide leadership in staff development.

As the summer school program was implemented, the common ground connecting it to Reading Recovery was increasingly apparent. Classroom teachers in schools with Reading Recovery were found to be especially interested in the training opportunities connected to summer school. And teachers and administrators who went through the training programs became more receptive to Reading Recovery.

"I've learned a lot of strategies to use with these students in my classroom. Reading Recovery strategies work with all children. I love this program!"

— An Arkansas first grade teacher.

The demonstrated link between Reading Recovery and staff development led to a decision to combine the two functions in a single person. In the summer of 1995, the Department of Education announced that the 10 regional Reading

Recovery teacher-leaders would form the first group of Regional Early Childhood (K-4) Curriculum Specialists. In addition to Reading Recovery training, curriculum specialists were enrolled in the graduate program to begin broadening their role.

The responsibilities of the early childhood specialists include providing training and technical assistance in the areas of early literacy and Reading Recovery, child development and learning, curriculum and assessment, and parental involvement. By 1996-97, all 15 cooperatives will have Curriculum Specialists with training in Reading Recovery.

Conclusion

With the authorization of combined Reading Recovery Teacher-Leader/Early Childhood Specialists in the Regional Education Service Cooperatives, Arkansas will have a coordinated support system for promoting needed change in elementary classrooms and providing effective early intervention services for children.

An important factor in the success of Arkansas' efforts in reading has been that implementation is a matter of local choice. Individual schools and entire systems have chosen to use Reading Recovery. There has been no attempt to force the program on schools or teachers.

Typically, changes in classroom practice evolve gradually, one or two classrooms at a time. The philosophy of program leaders in both Reading Recovery and the Early Childhood Initiative is that all teachers want to do what they think is best for children, and the best way to promote change is by example. If Reading Recovery and the other early literacy initiatives can continue to offer hope to children who previously had little or none, these programs should become increasingly difficult for teachers and administrators to ignore.

What is Reading Recovery?

Reading Recovery is a short-term, research-based early intervention program for first grade children with serious reading problems. Specially trained Reading Recovery teachers work with these children individually to help them develop a variety of reading strategies so they can become independent readers able to continue progressing on their own.

Who benefits from Reading Recovery?

Typically, the range of reading levels of children entering first grade is wide. At the lower extreme, some children may lack such basic concepts as the ability to distinguish between words and letters or the front and back of a book.

During the pre-school years, most children are read to, look at picture books, and see adults and older children reading. Children raised in impoverished homes or by parents who are fully or partially illiterate may not have these experiences. In addition, some children who have been exposed to books and reading may be unable to build basic reading skills because of physical or emotional problems that interfere with the way they process information.

Reading Recovery is designed to help children replicate missing concepts and overcome confusion, whatever the source.

How does it work?

At the beginning of the school year, each classroom teacher identifies entering first graders who may be at risk of reading failure. The Reading Recovery teacher then uses a standardized assessment to identify the lowest-achieving 20 percent of readers in the class. Each child is assessed on six measures: 1) letter identification, 2) known words, 3) concepts about print, 4) writing vocabulary, 5) hearing and recording sounds and 6) text reading level.

Children at the highest risk of reading failure receive one-to-one instruction for 30 minutes daily for a maximum of 20 weeks. During each lesson, the teacher uses a wide range of skills to tailor moment-to-moment interactions that build on the child's individual strengths. The teacher

systematically records the child's responses to a variety of tasks related to reading and uses this information to shape subsequent instruction.

One-to-one instruction continues until the child is able to read independently at an average first grade level. The child is then "discontinued" and another child is given the opportunity to receive tutoring. Data on Reading Recovery nationwide indicate that 80 to 90 percent of all children who complete at least 12 weeks of the program will be successfully discontinued. Most children complete the program successfully in 12 to 16 weeks.

Most Reading Recovery teachers work only half time tutoring individual children. The other half of the teacher's time may be spent in other activities such as teaching children in a regular classroom or training classroom teachers in reading strategies. As a result, one teacher can provide one-to-one tutoring to four children at any given time. In most cases, children with the greatest deficiencies are served first; others enter the program as these children are discontinued.

How are Reading Recovery teachers trained?

Reading Recovery teacher training requires a half-time commitment for one academic year, during which the trainee continues to work full time at his or her home school. Under the supervision of a teacher-leader, the trainee spends half of the school day working directly with children and attends weekly classes with other teacher trainees. Both during the initial training year and after, teachers meet on a regular basis to share insights and experiences and observe each other working with children "behind the glass" (a teaching facility equipped with a one-way mirror).

Reading Recovery teachers are trained by *teacher-leaders* who also provide technical support, conduct ongoing program evaluations and provide direct one-to-one tutoring to individual children. School systems may employ their own teacher-leaders or contract for these services.

Teacher-leaders are trained by *teacher-leader trainers* who are usually affiliated with a university-based regional training center. Teacher-leader trainers provide technical support to both teacher-leaders and teachers and also conduct research on program outcomes and implementation issues. Teacher-leader trainers are also expected to spend part of their time providing direct tutoring services to children.

At each level of Reading Recovery training, the trainees earn post-baccalaureate credit at a designated institution of higher education.

The cost of training a Reading Recovery teacher includes half-time graduate tuition and fees; the cost of textbooks, children's books, and supplies; half-time teacher salary and fringe benefits during the training year; and the cost of the teacher-leader who does the training. Most school systems have used Chapter 1 funds to pay the costs.

Where is Reading Recovery used?

Originally developed in New Zealand, Reading Recovery was brought to the United States in the mid-1980s as a collaborative effort between the Ohio Department of Education, The Ohio State University, and the Columbus Public Schools. In 1987, the program was recognized by the U.S. Department of Education's National Diffusion Network, which provided funding to help disseminate it in other states.

A key to Reading Recovery's success in widely varying school systems across the country is its emphasis on quality and consistency of training. The name Reading Recovery is a royalty-free trademark and/or service mark of The Ohio State University. School systems or other sponsoring entities must agree to follow the *Guidelines and Standards for the North American Reading Recovery Council* in order to be granted a royalty-free license to use the name.

By 1995-96, Reading Recovery programs were operating in 47 states and the District of Columbia, including all 15 SREB states. Reading Recovery Regional Training Centers are currently in operation in seven SREB states. (See page 12.)

A Leadership Tool in Texas

The Carrollton-Farmers Branch Independent School District near Dallas, Texas, was selected during the 1989-90 school year to be one of the first four districts to participate in the SREB-NationsBank Leadership Academy. The district identified Goal 1—school readiness—as its top priority.

In that same year, the district implemented a Reading Recovery program as a way to "assist at-risk youngsters before they fall into remedial status."

By 1994-95, the program had grown to include 32 Reading Recovery teachers serving 19 elementary schools. In its first five years, more than 1,100 students completed the program, with 930 (84 percent) successfully discontinued.

As in Arkansas, Reading Recovery in Carrollton-Farmers Branch has had an impact well beyond the individual children who receive tutoring. Teachers and principals say the program has resulted in across-the-board improvement in reading instruction.

A cost analysis conducted by the school system concluded that if each Reading Recovery teacher could prevent two children from being retained in first grade and one from being assigned to special education each year, the cost savings for these three children alone would be equal to almost three times the teacher's half-time annual salary.

Does it really work?

Research has consistently shown that Reading Recovery can dramatically improve the reading and writing skills of children who otherwise would be unlikely to reach grade level by the end of first grade.

Reading Recovery is a good example of an effective alternative to failed strategies like retention. The one-time cost of providing Reading Recovery tutoring must be weighed against the cost

of putting a child through an additional year (or years) of school and/or providing years of special education services.

Beyond the cost savings that result from replacing failed strategies with new ones that work, the most promising effect of Reading Recovery may be its capacity to excite and reinvigorate teachers who have become discouraged by watching children fail and being unable to help.

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U·A·L·R

COLLEGE OF EDUCATION
Office of the Dean

January 14, 1997

Ms. Hillary Clinton
214 East Wing
The White House
Washington, D. C. 20502

Attention: Milli Alston

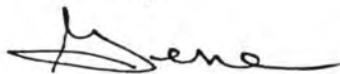
Dear Hillary:

We are planning an intensive one-day conference, "Early Literacy for All Children: Meeting the Challenge," on Tuesday, March 11, 1997 at the Excelsior Hotel in Little Rock. The Conference, co-sponsored by the University of Arkansas at Little Rock, Arkansas Association of Educational Administrators, Arkansas Department of Education, and the Winthrop Rockefeller Foundation, will focus on early literacy issues and Reading Recovery as part of a comprehensive literacy plan for a school system. We anticipate approximately 400 principals and other administrators to attend this meeting.

It would be a great honor to have you return to Arkansas to address this conference about the Clinton Administration's initiatives on behalf of children and families and how we may become involved. It will also provide an opportunity for us to express our appreciation to you for your support in getting the Reading Recovery Program successfully established in Arkansas and to highlight the progress being made. In the event that your schedule does not permit your being here, we will appreciate your consideration of providing a videotaped welcome and remarks to the group to be presented at the beginning of the conference.

If you have any questions, please call me (501-569-3113), or Janita Hoskyn, Conference Coordinator (501-335-3793) will provide information and assistance as needed by you or your staff.

Yours truly,



Gene V. Campbell, Dean



Janita J. Hoskyn
Conference Coordinator