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ABSTRACT

Right to Read is a national effort to develop and improve the reading skills of all citizens through the coordinated involvement of every segment of society. This report summarizes the program operations, program support, and agencywide and national coordination activities of the organization during fiscal year 1978. It then details the activities of the National Impact Development Effort, a program authorized by Congress for the purpose of developing and disseminating innovative projects which show promise of exerting a significant impact on the nation's reading deficiencies. Organizational and operational structures are outlined, and a list of currently available Right to Read materials is provided. Appendixes include a copy of an article concerning the role of parents in the teaching of reading, information about how to get funding for programs, a list of state Right to Read contact persons, and a copy of Title VII legislation. (EL)

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HEW Publication No. (OE) 78-00109

INDEPENDENCE THROUGH LITERACY

Annual Report  
**The Right to Read**  
Fiscal Year 1978

OCTOBER 1, 1977 - SEPTEMBER 30, 1978

Prepared by  
Shirley A. Jackson  
Right to Read

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
Joseph A. Califano, Jr., *Secretary*  
Mary F. Berry, *Assistant Secretary for Education*  
Office of Education  
Ernest L. Boyer, *Commissioner*

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# FOREWORD

There are some facts that form the basis for the new directions that Right to Read anticipates in the coming years. They include:

1. American education and the Nation as a whole recognize that many students and high school graduates do not have mastery of the basic skills. To paraphrase a popular slogan, there are a lot of Johnnys who can't read, write, or figure. (The National Assessment of Educational Progress found that nationwide at least one out of ten of those students nearing the end of high school is still not able to do everyday reading tasks.)
2. The education profession now has the knowledge and expertise to solve most of the basic skills deficiencies. The major problem appears to be the delivery system. How does one get this knowledge and expertise into the classroom where they really count?
3. The obvious solution is for the Nation's schools to identify and then to develop basic skills programs that students need to master in order to function effectively in our present and future society.
4. Unfortunately, there are so many agencies and disciplines concerned with basic skills that they very often get in each other's way and dissipate much of their time and energy guarding their own turfs. (According to a recent document, Federal Programs with Basic Skill Components, April 1977, 79.5 percent of the federal programs involved with basic skills, either as a main or as a component program function, were Office-of-Education-supported programs with a budget amounting to \$3.03 billion.)
5. If we are going to ensure that all students master basic skills as they progress through the educational system, State education agencies (SEAs) will have to develop, through interagency cooperation, Basic Skills State Plans (which may differ from State to State), and Local education agencies (LEAs) will have to develop cooperative schoolwide basic skills programs.

6. If we expect SEAs and LEAs to develop interagency commitments to basic skills, we in the Office of Education (USOE) who are involved in these issues must develop an effective national model. To this end, the National Right to Read Program is committed.

Gilbert B. Schiffman  
Director  
Right to Read

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# CHAPTER I

## A STATEMENT OF MISSION AND STRATEGY

Right to Read is a national effort for developing and improving the reading skills of all citizens, enabling each to function effectively in our society.

It is both a legislated program and a coordinated national endeavor for promoting the involvement of all segments of society, both public and private, to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively.

In pursuing its goal, Right to Read:

- encourages the established education agencies within a State to exert a coordinated and cooperative effort to solve the literacy problem through the efficient use of the economic and human resources available in the State
- recommends a systematic process for assessing literacy needs and for developing and implementing programs to meet those needs
- provides financial assistance to local educational and nonprofit organizations for instructional programs to meet those needs
- identifies and disseminates pertinent and useful information relative to effective reading techniques, materials, instructional approaches, and organizational designs
- provides technical assistance in planning and implementing instructional and staff development programs
- enlists the involvement and support of the private sector and of governmental agencies for activities which impact on literacy needs.

# CHAPTER II

## LEGISLATED AUTHORITY, ACTIVITIES, AND BUDGET

### PROGRAM OPERATIONS

Within the Right to Read effort, the major programmatic activity is the administration of Title VII, Public Law 93-380, as amended by Public Law 94-194: The National Reading Improvement Act. In Fiscal Year 1978, the Right to Read program received a budget of \$27 million. The program supports six types of programmatic operations:

1. State Leadership and Training Programs--to provide training for local Right to Read administrators and to exert leadership in achieving a solution to the literacy problem of the State through a coordinated and cooperative effort of the educational agencies of the State. The major goal of the SEA component of the Right to Read effort is to establish a structure to enable State and local education agencies to address the organizational, managerial, and instructional practices which inhibit reading success among both children and adults. These projects in each State provide for State needs assessment in reading; coordination of statewide reading program activities; preparation of local reading personnel; and needed technical assistance to LEAs.

In FY '78, 54 grants were awarded to SEAs, representing expenditures of \$5,962,000. As part of their commitment to establish reading as a priority, the grantees disseminated materials and provided services which focused statewide attention on reading problems and potential solutions. The impact of the SEAs has been reflected in a qualitative improvement in the LEA reading programs which have been directly involved in the State leadership and training projects.

2. Reading Improvement Projects--to develop and implement innovative and systematic reading improvement programs for preschool and elementary school children who had demonstrated low performance in reading skills. In FY '78, 134 grants constituting a Federal expenditure of \$8,394,000 were awarded to eligible applicants, most of them LEAs.

3. Reading Academies--to provide appropriate reading instruction for functionally illiterate inschool and out-of-school youth and adults who otherwise do not have access to such instruction.

Academies make use of institutions and community-based groups not ordinarily used as sponsoring agencies to provide reading instruction. Satellite academy centers are established by a centrally funded academy, providing extended service coverage without duplication of administrative costs. Academies emphasize the use of trained volunteer tutors to work with the mature student, frequently on a one-to-one basis. In FY '78, 79 grants were awarded, constituting a Federal expenditure of \$4,719,000.

4. Special Emphasis Projects--to determine the comparative effectiveness of intensive reading instruction provided by reading specialists and reading teachers in the classroom setting.

Seven projects were established at a Federal expenditure of \$956,302 in FY '78 which will determine whether or not reading specialists can provide more effective instruction to elementary school children than regular classroom teachers. These projects will extend into FY '79 and are being carefully evaluated.

5. National Impact Efforts--to develop and disseminate innovative projects, practices, and materials which show promise of impacting significantly on the reading deficiencies of the Nation. Activities during FY '78 include the development of a handbook for establishing adult literacy projects; the development of a Self-Help Problem-Solving Model for Reading Teachers; and the development of materials to provide inservice training to elementary school principals, elementary and secondary reading teachers, and reading program coordinators and supervisors. Under this authority, 12 separate projects were funded for \$568,766. (Please consult Chapter III for additional specifics on National Impact Development activities.)

6. Inexpensive Book Distribution Program - provides motivation in reading through the distribution of inexpensive books to students as gifts, or on loan. This section is operated under contract by Reading Is Fundamental, Inc. (RIF). The major activity involves the distribution of low cost books with 50 percent Federal matching for the cost of the books and 50 percent private sector matching. The effort also identifies and promotes successful reading motivational programs. In FY '77, under this authority, over 6,000,000 books were contracted for at a cost of \$4,000,000 to the Federal Government.

#### PROGRAM SUPPORT

Technical Assistance, materials development, and training workshops are provided for key personnel to insure program quality. These activities have largely been funded through Salary and Expense (S&E) funds. They include:

1. Providing seminars on request for directors of funded projects to assist them in planning, implementing, evaluating, and disseminating Right to Read concepts, materials, and processes.
2. Providing planned, onsite technical assistance in areas of specified need(s).
3. Collecting and/or developing "how-to" support materials related to implementation of the Right to Read strategy.
4. Translating research and promising practices into usable forms and formats for national projects, administrators, classroom teachers, and school support staff.
5. Developing dissemination models/plans/strategies for Right to Read processes and products.
6. Conducting and participating in conference programs on national leadership role.

## AGENCYWIDE AND NATIONAL COORDINATION ACTIVITIES

In addition to his responsibilities with respect to funded activities, the Right to Read Director has assumed leadership in the coordination of the Office of Education's Basic Skills Task Force. The development phases for this endeavor are as follows:

Phase I: Identify all the basic skills components, activities, overlaps, and money currently being spent on basic skills; analyze and report the findings. This is an internal activity.

Phase II: Conduct five small group work sessions and two pilot projects in the field to identify promising practices and develop a plan for basic skills improvement in the Nation.

Phase III: Present the proposed plan for improvement of basic skills at a nationwide conference for response and modification. The modified plan will be incorporated in existing programs where feasible.

The Office of Education's International Literacy Day Effort, September 8, 1977, was planned and coordinated by the Right to Read Office.

The Director, through the Employee Development and Personnel Division, conducted a mini-course on "Reading Disabilities and Their Diagnosis" for Office of Education employees.

The Director and Right to Read staff members have participated as keynote speakers on most major communication skills seminars and workshop agendas at State and National levels.

The Director and Right to Read staff members have participated as members on three of the Commissioner's Thrust task forces (Gifted, School-Community, and Teacher Corps) and many other agencywide task forces such as those on International Year of the Child, Small Discretionary Programs Review, Dissemination, and Working Conditions.

The Director and the Chief of Right to Read's Program Development Branch, Shirley Jackson, have participated on the task force on "Learning Failure and Unused Learning Potential," appointed by the President's Commission on Mental Health, and took part in the final reporting reception held by President and Mrs. Carter at the White House.

GRANT AND CONTRACT AWARDS--FY 1978

1. State Leadership & Training Projects (54).....	\$ 5,962,343
New (1)--Trust Territory of the Pacific Islands Continuation (53)	
2. Elementary & Pre-Elementary Reading Improvement Projects (134).....	\$ 8,394,253
Elementary School Projects (101)	\$7,122,629
Pre-Elementary School Projects (33)	\$1,271,624
3. Reading Academy Projects (79).....	\$ 4,719,460
2d-Year Continuations (60)	\$3,501,434
3d-Year Continuations (19)	\$1,218,026
Grants, Subtotal.....	\$19,076,056 (19 million)
4. Inexpensive Book Distribution Project (1).....	\$ 5,000,000
Contract to Reading is Fundamental, Inc.	
5. Special Emphasis Projects (7).....	\$ 956,302
Contracts to Seven (7) Local Education Agencies	
6. National Impact Projects (12).....	\$ 568,766
Contracts, Subtotal.....	\$ 6,525,068 (6.5 million)
TOTAL.....	\$25,601,124 (25.6 million)

# CHAPTER III

## NATIONAL IMPACT DEVELOPMENT ACTIVITIES

National Impact efforts are authorized by the Congress for the purpose of developing and disseminating innovative projects which show promise of impacting significantly on the reading deficiencies of the Nation. The following paragraphs describe current and recent activities carried out under this authority.

### INFORMATION

#### Right to Read Film

A Right to Read film, "...but everyone I know can read," was completed in December 1975. This film, produced under contract by Verve Research Corporation of Bethesda, Maryland, is designed to inform the public about Right to Read and to motivate schools, individuals, and groups to participate in the national effort to eliminate illiteracy. (Please see Chapter V on currently available Right to Read materials for specifics on how to obtain a free-loan copy from Association Films, Inc., which is handling the film's national distribution under contract.)

#### Newsletter - CEMREL, St. Louis, Missouri

CEMREL was awarded a contract to produce and disseminate a newsletter called "Reporting on Reading".

### STAFF DEVELOPMENT

#### Right to Read Elementary Principals Training Program

A contract was awarded to Meta-4, a minority business corporation, to produce an audiovisual/print series of modules designed to provide training in reading leadership for elementary principals. Future plans include dissemination and training through the State leadership and training effort.

#### Strategies For Classroom Problem Solving: A Self-Help Model For Reading Teachers

A contract is being let to refine the development and field testing of a model for assisting classroom teachers in solving instructional problems in reading.

## Staff Development Modules

Seven (7) audiovisual staff development support modules have been produced for use by preservice and inservice trainers. Although much money, time, and effort is being spent on staff development nationally, little or no training material exists to direct and support those efforts that:

- provide content and training strategies with audiovisual support materials that can be used by reading program leaders to train their staffs.
- translate research and promising instructional and management practices into usable forms and formats for project administration, classroom teachers, and school support staffs.

Recognizing this national deficit, the national Right to Read office has produced audiovisual staff development support modules in the following areas:

- Leadership Skills
  - (a) Group Development
  - (b) Change Agency
  - (c) Supervision For Effectiveness Management
- Reading Program Development
  - (a) Diagnosis And Prescription - Elementary
  - (b) Diagnosis And Prescription - Adult
  - (c) Reading Readiness
  - (d) Vocabulary Development

There are three components to each module:

- Trainer's Manual, which outlines suggested training procedures for the trainer, giving presentation strategies, where and how to incorporate audiovisual materials, and other pertinent support information.
- Participant's Manual, which outlines workshop objectives and content, assembles activities, simulations, and case studies that are to be used in the training process, and contains program and workshop evaluation tools.

Audiovisual Support Material, which enhances and summarizes major content/concepts presented in the modules. These include 2 to 4 sets of colored slides with 2 to 4 sets of coordinated, pulsed cassette tapes for each module.

#### TECHNICAL ASSISTANCE

##### Handbook For Establishing An Adult Literacy Project

A collaborative effort with the adult education community produced a handbook which outlines the process of planning, implementing, and evaluating an effective adult education program. This handbook is being refined and prepared for dissemination through the Government Printing Office (GPO).

##### Position Papers On Reading And Literacy Development

Right to Read awarded a contract for the development of position papers covering reading instruction from preschool through the adult levels. These position papers, together with a strategy for implementation, will be contained in a document currently being reproduced for national distribution. These will be available by January 1979.

# CHAPTER IV

## ORGANIZATIONAL AND OPERATIONAL STRUCTURES

### HEADQUARTERS STAFFING AND OPERATIONS

In FY '78 the staffing of the national office included the Director, 16 permanent professional staff members, 2 technical assistants on Intergovernmental Personnel Act (IPA) assignments from universities (one from October 1977 to January 1978 and one from October 1977 to July 1978), 6 permanent secretaries, and 2 permanent clerk-typists--making a total of 25 permanent staff members and two technical assistants on IPA assignments, or 27 in all.

Under the Office of the Director, three branches were operative:

#### Program Operations Branch

Jack McCarthy, Chief

- . Reading Improvement Projects
- . State Projects
- . Assigned National Impact Projects

#### Community Based Branch

Thomas Hill, Chief

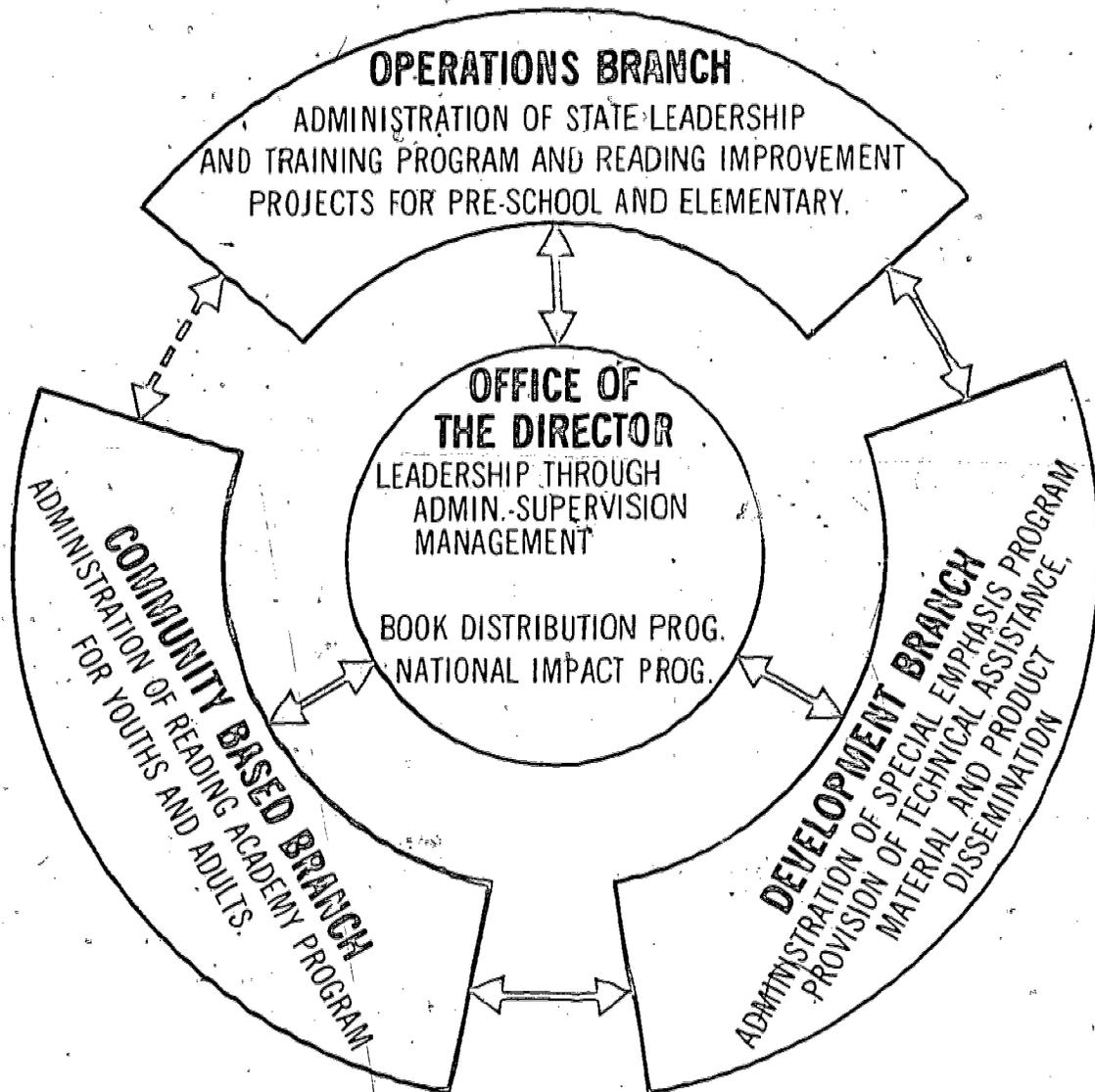
- . Academy Projects
- . Assigned National Impact Projects

#### Program Development Branch

Shirley A. Jackson, Chief

- . Special Emphasis Projects
- . Technical Assistance
- . Assigned National Impact Projects

**OFFICE OF EDUCATION  
THE NATIONAL RIGHT TO READ EFFORT  
OPERATIONAL FLOW CHART  
OF THE NATIONAL OFFICE**



NATIONAL PROGRAM RESPONSIBILITIES AND RELATIONSHIPS

Project Officer Assignments

. Reading Improvement and State Leadership Projects, by States

Mr. Jeff Irons  
(202) 245-2598

Arkansas  
Illinois  
Louisiana  
Michigan  
Missouri  
Nevada  
Oklahoma  
Virgin Islands

Mrs. Barbara S. Little  
(202) 245-9752

Alabama  
Georgia  
Kentucky  
Mississippi  
North Carolina  
South Carolina  
Tennessee  
West Virginia

Mr. Thomas Keyes  
(202) 245-2710

Connecticut  
Maine  
Massachusetts  
New Hampshire  
Pennsylvania  
Vermont  
Virginia

Mrs. Mary Jean LeTendre  
(202) 245-7950

Colorado  
Indiana  
Kansas  
Minnesota  
Nebraska  
Ohio  
Wisconsin

Mr. Sherwood Simons  
(202) 245-2689

Alaska  
Idaho  
Iowa  
Montana  
North Dakota  
Oregon  
South Dakota  
Utah  
Washington  
Wyoming

Ms. Hilda A. Moreno  
(202) 245-7950

Arizona  
California - Bilingual  
Delaware  
Florida  
New Mexico  
Puerto Rico  
Rhode Island  
Texas

Mr. Edward E. Smith  
(202) 245-2644

California  
Hawaii  
Maryland  
New York  
New Jersey  
Trust Territory  
Washington, D.C.

Academies, by Region

Joseph Moore - (202) 245-8213  
Southeast

Doris Dew - (202) 245-8213  
Northeast

Kenneth Wood - (202) 245-8213  
Midwest and Southwest

Andres Montez - (202) 245-8213  
Southwest and Northwest

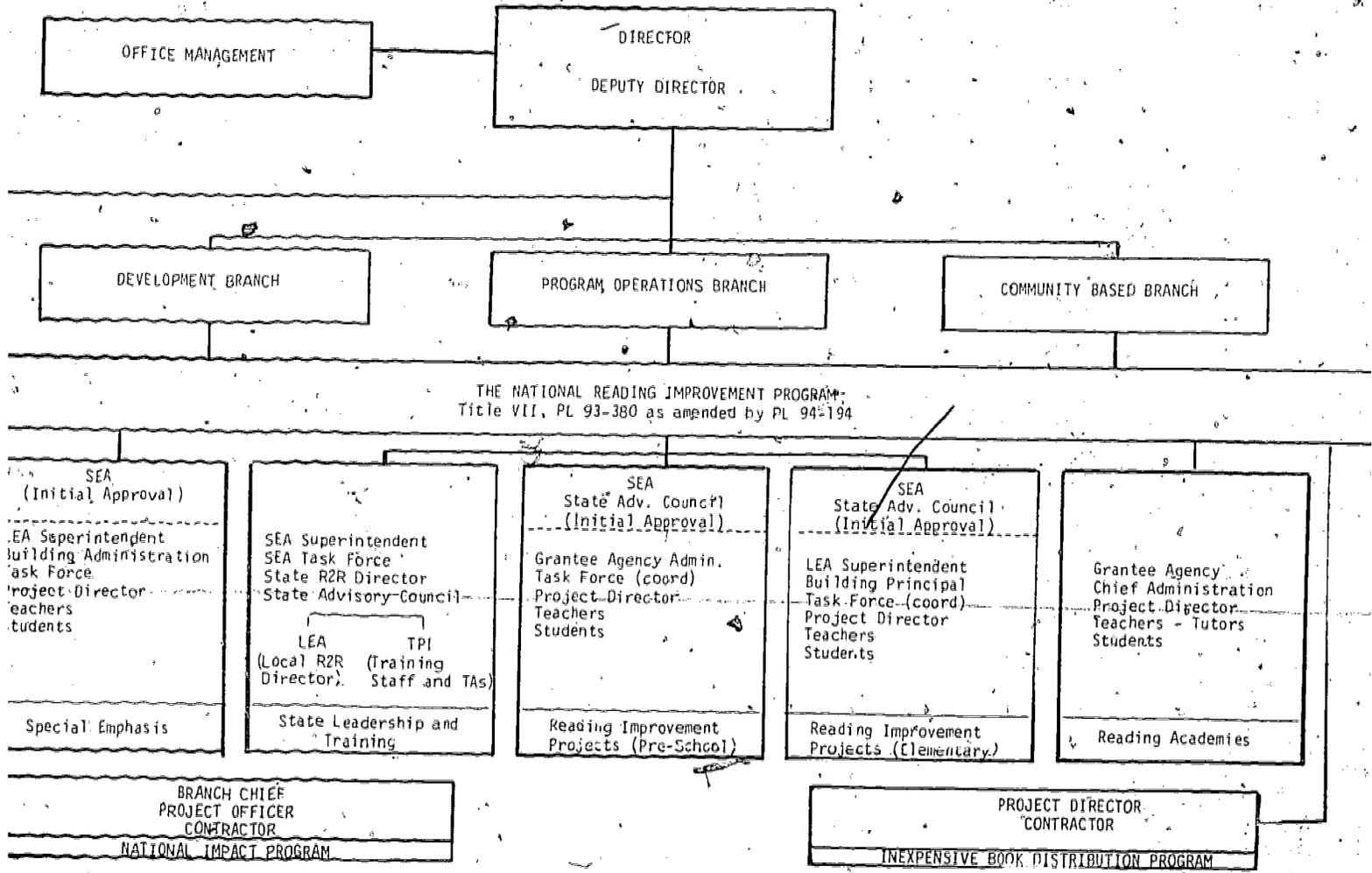
Special Emphasis Projects

Helen O'Leary - (202) 245-8008

Reading is Fundamental Project

Jack McCarthy - (202) 245-7946

NATIONAL RIGHT TO READ EFFORT PROGRAMMATIC FLOW CHART



ODE: SEA - State Education Agency

LEA - Local Education Agency

TPI - Teacher Preparation Institution



**NATIONAL RIGHT TO READ EFFORT  
PROGRAMMATIC ROLES AND RESPONSIBILITIES**

NATIONAL OFFICE	STATE EDUCATION AGENCY (SEA)	LOCAL EDUCATION AGENCY (LEA) & ADULT READING ACADEMIES	INEXPENSIVE BOOK DISTRIBUTION PROGRAM CONTRACT
<p>Establishes policy and direction</p> <p>Provides public information regarding the program</p> <p>Prepares regulations and protocol materials</p> <p>Screens, reviews proposals in the grant and contract awards process</p> <p>Monitors projects to ensure compliance</p> <p>Provides seminars on Right to Read Effort on appropriate content in assessed problem areas</p> <p>Provides technical assistance, training, and materials for program improvement and national impact</p> <p>Disseminates information on promising Right to Read practices and materials thru State and national conferences/seminars/workshops</p> <p>Translates research and promising practices into usable forms and formats for national projects, administrators, classroom teachers, and support staff</p>	<p>Establishes task force in SEA to coordinate emphasis on reading</p> <p>Conducts State needs assessment</p> <p>Establishes a State Advisory Council for reading which develops the criteria and a plan for reading in the State</p> <p>Provides leadership to LEAs and Teacher Preparation Institutions (TPIs) in developing cooperative and coordinated approach to meeting literacy needs</p> <p>Provides for training for LEA Right to Read administrators</p> <p>Provides for technical assistance to LEAs</p> <p>Provides for dissemination of materials and information</p> <p>Provides assistance regarding ongoing evaluation</p> <p>Approves LEA and Special Emphasis applications for national review and funding</p>	<p>Receives training provided by National Office</p> <p>Identifies appropriate population(s) and instructional objectives based on assessed needs</p> <p>Develops instructional program based on assessment, program planning process, and diagnostic/prescriptive approach</p> <p>Selects specific materials and instructional approaches</p> <p>Plans staff development program to meet specific needs of staff members</p> <p>Obtains needed assistance from SEA and TPI in staff development</p> <p>Receives technical assistance for program implementation provided for by SEA</p>	<p>Distributes books by gift, loan, at 50 percent of cost</p> <p>Provides technical assistance in process of determining, providing, administering the non-Federal cost</p> <p>Identifies and promotes successful reading motivation programs</p> <p>Makes arrangements with publisher and book distributors to insure books at discount prices</p> <p>Provides public with information regarding program</p>

# CHAPTER V

## CURRENTLY AVAILABLE RIGHT TO READ MATERIALS

### FROM THE GOVERNMENT PRINTING OFFICE

(When ordering, give title, number of copies desired, and stock numbers if indicated; enclose payment and mail to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Reading Assessment Scale, "That All May Read" - A checklist which stimulates preliminary thinking about components necessary for a successful reading program. \$.65

The Reading Crisis In America - An illustrated brochure that dramatizes the reading problem in the U.S. / \$.40; GPO Stock No. 1780-011310

Right to Read Assessment and Planning Handbook - A step-by-step process for systematically planning a reading program. \$2.35; GPO Stock No. 017-080-01390-8

Tutor-Trainers' Resource Handbook - For planning, development and administration of a volunteer tutor program. \$1.90; GPO Stock No. 1780-01334

Tutors' Resource Handbook for Teachers - For effective utilization of tutors by classroom teachers. \$.75; GPO Stock No. 1780-01332

Tutors' Resource Handbook - For tutors to develop their roles both inside and outside the classroom.

### FROM RIGHT TO READ

National Assessment of Educational Progress (NAEP). Mini-Assessment of 17-year-olds - Press release from the Educational Commission of the States, Denver, Colorado, 1975 (available from the National Right to Read Office). This release reports the findings on the functional reading levels of 17-year-old inschool youth.

Six (6) Tutor-Training Filmstrips - Designed to assist in organizing and administering a tutoring effort in reading for elementary schools, to complement the Tutor-Training Handbooks.

22

"Overview: On Being a Reading Tutor;" "Organizing and Administering Your Tutoring Program;" "Talking to Tutors about Tutoring;" "Word Attack Skills;" "Comprehension Skills;" and "Study Skills".

(Limited copies available from the Right to Read Director at your State Department, of Education)

FROM THE NATIONAL AUDIOVISUAL CENTER

Effective Reading Program Packages - Twelve descriptions of effective and validated innovative programs in reading identified by the Right to Read program from all age levels from across the United States. Each package consists of a filmstrip, management handbook, instructional handbook, charts of a simulated classroom layout, and summary of the program's objectives, activities, and assessment techniques.

(Available for purchase from:

National Audiovisual Center (GSA)  
Order Section  
Washington, D.C. 20409

<u>Title</u>	<u>Price</u>
All Day Kindergarten	\$36.75
Alphaphonics	\$37.00
Andover's Individualized Reading System	\$38.25
Child-Parent Centers	\$37.00
Functional Literacy Program	\$33.25
Hawaii English Program	\$40.50
Intensive Reading Improvement Program	\$37.75
Learning To Read Through The Arts	\$39.50
Learning To Read Through Reading	\$36.00
Project Read	\$37.50
Right To Read	\$37.00
Title I Reading Center Program	\$39.00

Checks to be made payable to National Archives Trust Fund)

FROM OTHER SOURCES

CEMREL, Inc., Briefing Reports - A series of reports developed cooperatively with CEMREL, Inc., under contract, covering many aspects of the Right to Read Effort. (Inquiries to be directed to -

Reporting On Reading  
CEMREL, Inc.  
An Educational Laboratory  
3120 59th St.  
St. Louis, Mo. 63139 )

Effective Reading Programs - Selected from among 1,520 U.S. programs on the basis of certain screening criteria, but do not have official endorsement. (Available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801)

IRA Briefing Reports - A series of reports covering many aspects to the Right to Read effort developed cooperatively under contract with the International Reading Association.

Volume I, 1974

1. The Use of Volunteers
2. Staff Development
3. Diagnosis/Prescription
4. Motivation
5. Special Target Populations
6. Large City Approach to Reading
7. Right To Read and The Sea
8. State Right To Read Program
9. Community Involvement In Right To Read
10. Organizing For Instruction

Volume II, 1975

1. Right To Read Today: An Overview
2. Volunteers In Reading
3. Improving Preservice Teacher Education
4. Developing Secondary School Reading Programs
5. Working Towards Literacy - Adult Academy Program
6. Right To Read '76 - Title VII, PL-93-380, As Amended

(Back orders as available from International Reading Association, 800 Barksdale Rd., Newark, Del. 19711)

Recipes For Reading and Recetas Para Leer (Spanish edition) - A reading guide for parents, developed through Right to Read for the Urban Coalition. (Available only from National Urban Coalition, 1201 Connecticut Ave., N.W., Washington, D.C. 20036, at a cost of \$1.20. Reduced in quantities of 100 or more.)

Right To Read Film - "...but everyone I know can read" - 27½ minutes, 16mm., color. Designed to inform the public about Right to Read and to motivate schools, individuals, and groups to participate in the national effort to eliminate illiteracy.

(Available on a free loan basis through the following Regional Film Centers of Association Films, Inc.:

6644 Sierra Lane, Dublin, Calif. 94566  
7838 San Fernando Rd., Sun Valley, Calif. 91352  
5797 New Peachtree Rd., Atlanta, Ga. 30340  
512 Burlington Ave., LeGrange, Ill. 60525  
410 Great Rd., Littleton, Mass. 01460  
6420 West Lake St., Minneapolis, Minn. 55426  
600 Grand Ave., Ridgefield, N.J. 07657  
915 N.W. 19th Ave., Portland, Oreg. 97209  
324 Delaware Ave., Oakmont, Pa. 15139  
8615 Directors Row, Dallas, Tex. 75247

# APPENDIXES

- A.--"Should You Teach Your Child to Read?"
- B.--How to Get Funded
- C.--State Right To Read Contact Persons
- D.--Title VII Legislation

Just because they're not professional teachers is no reason for parents to infer that they are unable to help their preschooler learn the fundamentals of reading

By SHIRLEY A. JACKSON

# Should You Teach Your Child To Read?

Schools alone do not educate a child. It is parents—not professional educators—who teach some of the most basic, taken-for-granted skills and with a phenomenal rate of success. Think about it. What would you be like today if you knew only what you had been taught in school? Where would you have learned to talk, handle a spoon or fork, or tie shoelaces? For that matter, what if you had entered school without knowing how to speak?

In many ways parents and friends exert more of an influence upon a youngster than does formal schooling. Some parents, sensing this intuitively, assume an active role in the education of their children. Others, however, are hesitant, wondering Is it educationally sound for me to try to teach my child to read? After all, thinks the parent, I'm not a professional.

You can and you should help your preschooler prepare both for school and for reading. Two of the most essential ingredients for readying a preschooler to read are parent-child interaction and a mutual sense of fun as part of that interaction. Parent-child interaction means simply that the experience of doing things together is every bit as important as what is being done. More and more studies are underlining this importance. One national survey made in 1969 and summarized below found that preschool children receiving attention and support from their parents perform better than those getting little support. Remember, too, that the word "parents" includes fathers as well as mothers, and that both parents have roles in preparing a child for school and reading. Above all, keep the accent on fun and avoid pushing too far at too fast a pace.

#### Tips from a National Survey

In 1969 a national survey, "The Influence of Home Environment on the Success of First Graders as Viewed by Mothers of First-Grade Students," done for the Institute for

the Development of Educational Activities (I/D/E/A) identified preschool factors that distinguish children who do well in first grade from those who do not. The study further substantiated the importance of parental influence during preschool years. Here is a sampling of the findings:

You might want to do some homework on your own by reading a few books and pamphlets for further insight into specific subjects. Here are a few selected publications you can check out:

- 1. *Beautiful Junk*, an HEW publication, identifies low-cost materials commonly found either around the home or out in the community, at little or no cost. The booklet describes games using "beautiful junk" to develop reading-readiness skills.
- 2. *Children's Books*, published annually by the Library of Congress, is a useful list of books for young people from preschool through junior high school ages.
- 3. *Learning to Talk*, an HEW publication, discusses how speech, hearing, and language affect a child's ability to communicate. The booklet also helps parents recognize speech and hearing problems and disorders in children from infancy up to five years of age, with suggestions on where to go for help.
- 4. *When a Child Begins School*, an HEW publication, offers guidelines to parents who want to help their children adjust to this new experience.
- 5. *Your Child from One to Six*, published by the Department of Agriculture, is a comprehensive guide to the care, development, behavior, and health problems of preschool children.

Most of the top students in the first grade had had early reading experience. Before these children started school, most of their parents had read to them, some almost every day.

6. Parents who themselves showed an obvious and genuine interest in reading, perhaps by visiting the library regularly or having lots of books and magazines around the house, had children who were good readers.

7. If parents themselves think that education is important, their children will generally feel the same way. This powerful motivation was evident even in first graders.

8. Virtually all children today watch TV, but poor achievers in the study spent more time in front of the television set than did high achievers.

9. Games requiring mental concentration were played more often in the homes of children who were good readers.

10. How children behaved in school was closely tied to how well they performed their class work. Top students tended to like school very much.

11. Parents whose children were doing poorly in school were more likely to be critical of the school. Researchers believe that such negative attitudes influence children and the quality of their schoolwork.

12. Those parents who showed an interest in what their children were learning in school were more likely to have children with high reading achievement.

#### Start with Guidelines

These findings indicate how important a parent's attitude toward reading can be, and how much that attitude influences the child—even before school begins. A 1967 U.S. Office of Education survey found that two specific preschool achievements were critical to a child's ability to learn to read: recognizing letters and distinguishing among word sounds. Granted that the

Mrs. Jackson is Chief of the Program Development Branch in OE's National Right to Read Effort.

preschool years present an opportune time for encouragement, how can you use the time to get your child ready for reading and classroom work?

First, make learning to read a game—fun not forced labor. Children who have to be lassoed into prereading activities are probably not ready for them. Ensure that the child experiences success right from the beginning. You can build in success by starting with the easiest tasks, moving to more difficult ones as the child's skills increase. Don't be afraid to modify the activities to fit a child's individual interests.

Know a game thoroughly before you attempt to teach it and have handy all the necessary materials and equipment. Make sure you have your child's attention before starting the game. For example, you might say, "Let's play a new game. It's all about animals." Show the child how to play the game by running through the activity yourself. But don't get so caught up in the details that you forget to be supportive throughout the game and offer help when it's needed. Don't be afraid to tell the answer after you have given your child an opportunity to respond.

**S**top when the game is no longer fun. Maybe the child wants to play another game. Be sure to give lots of praise when the youngster performs well, and an equal dose of encouragement when apropos. Once a skill has been introduced, maintain it by repeating an appropriate game every so often so that the skill will not be forgotten.

Finally, keep in mind that a preschooler's interest will wane if a game is played too long. Ten to 12 minutes of concentrated activity is usually enough for most four-to-five-year-olds. You can vary the games so they do not tax the child's attention span. Whenever a youngster's attention wanders or the game seems to be less fun, stop. Don't push.

The games and activities below suggest ways that parents can work with their preschoolers in the six main reading-readiness skill areas: language development, motor control, social development, visual discrimination, sound discrimination, and comprehension.

#### *Games for Language Development*

You can help your child develop language skills through conversation. For the parent, this involves listening to as well as talking with your child. Provide ample opportunities for a child to describe experiences and feelings. Meal times can be excellent discussion times. Although most youngsters can ask a million questions about any topic, encourage the natural curiosity in your child. Try a few of these language games:

**Name Game:** Point out various objects around the house or outside while walking or riding in the car and ask the child to name each object. In a more advanced version, you describe an object and the child tries to guess what it is. Let the child ask for hints, such as: "Is it big?" "Is it blue?" "Is it round?"

**Tell Me a Story:** Read to your child every day. When a story is finished, ask the youngster to tell the story in his or her own words, using pictures in the storybook as a guide. Or, let your child tell you a story which you write down. Then have the child draw pictures about the main events. Write one sentence about the story under each picture, giving your child a personal storybook.

#### *Games for Motor Control and Memory*

You can work on motor skills like eye-hand coordination and large-and-small-muscle command. You can also help the child's visual-memory skills with tracing and copying activities and hearing-memory skills with exercises in sequences, stories, and oral directions. Some of these are:

**Who Am I?** Rhythmic movements to music—hopping, skipping, jumping, swinging, and bending—develop your child's motor coordination. Clap your hands rhythmically or play an instrument while the child imitates an animal's movement and sounds. You try to guess the animal. Then reverse roles by asking your child to guess what animal you are imitating.

**Sandbox Play and Blocks:** A child develops motor coordination through sandbox play at a public playground or right in his or her own backyard. Make sure your child has a special area just for play. Blocks are another aid in developing eye-hand coordination.

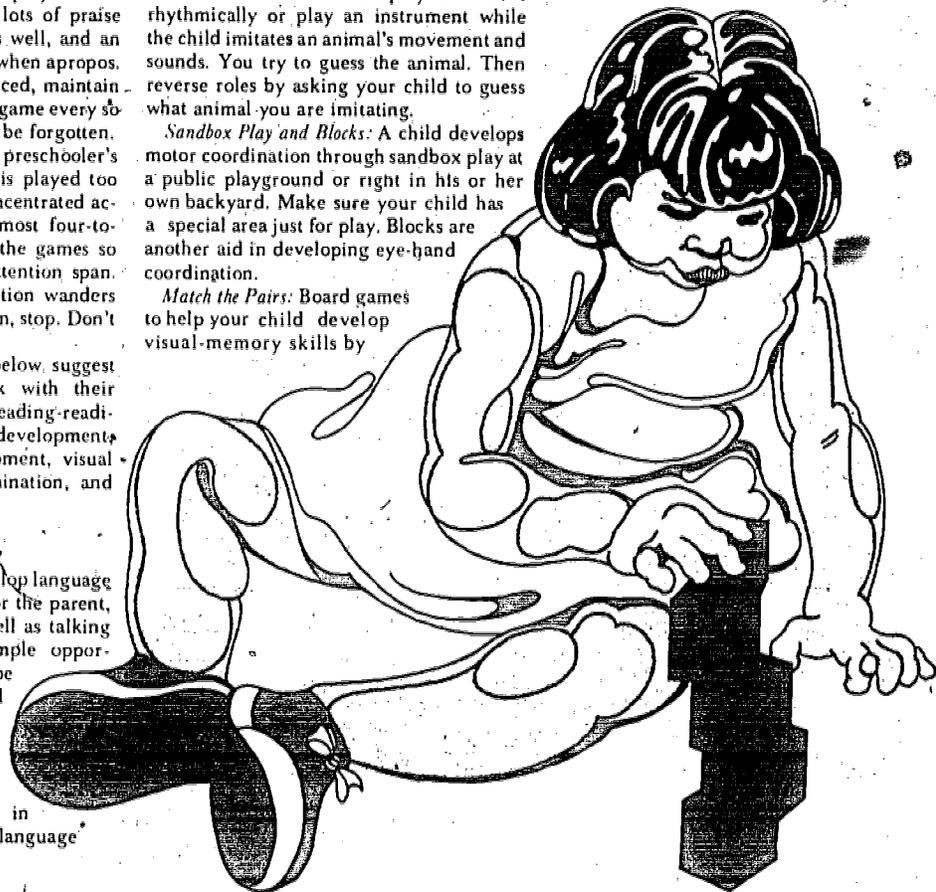
**Match the Pairs:** Board games to help your child develop visual-memory skills by

matching identical pairs are on the market. Or you can make your own game simply by cutting out squares or rectangles of the same size and finding pairs of identical pictures in magazines or newspapers to paste on cards. Start with three or four pairs, adding more as your child becomes more proficient. To play the game, arrange the cards face down on the table and take turns with your child in trying to turn up two matching cards. When a pair has been matched, remove the two cards from the pile. See how many pairs the child can find.

**Rhymes and Songs:** Children love rhymes and songs, and these favorites can help in the development of sound-memory skills. Teach your child songs you learned when you were young. Encourage your child to sing and remember words to songs. Another practical memory exercise is teaching a child his or her address and telephone number.

#### *Games for Social Development*

Social and emotional maturity are reflected by attitudes, self-confidence, persistence, and the ability to work independently. These qualities develop naturally over time, but adults can provide learning



experiences that help children develop a positive self-image.

A few you might try are:

*Let's Decide:* Whenever opportunities arise, allow your child to plan activities or solve problems by playing "Let's Decide." Keep the choices simple: "Which book do you want me to read?" "Which of these two games shall we play?" "Would you like oatmeal or chocolate-chip cookies for a

snack?" "What shall we do today?" Leave the way open for more than one suggestion so that the two of you can discuss which one might be best.

*What I Like about You:* You and your child take turns completing the sentence: "I like you because . . ." For example, the parent might say, "I like you because you are my daughter, because you were so nice to little Billy, or because you shared your toys with Suzy." The child might respond, "I like you because you are my daddy, because you bake good cookies, or because you take care of me."

#### Games for Visual Discrimination

In seeing similarities and differences in colors, symbols, and patterns, a child is developing the skill of visual discrimination.

Some exercises to help develop this skill are:

*Find or Name My Twin:* Show a color, letter, or word to the child along with two, then three additional colors, letters, or words, one of which is the same as the first one shown. The child matches the like colors, letters, or words. For example, the child is first shown the letter A and then three more letters, B-A-C. The child must pick out the letter A from the others to match the first letter A. In "Name My Twin"—a more difficult version of the game—the child is to name a color, letter, or word that is shown.

*Seek and Find:* Show the child a letter or word on a card and ask him or her to find examples of it in books, magazines, or catalogs. Have the child circle the letters or words in a magazine. You might start right with the letters in your child's name.

*Print It:* Letter recognition or a sight vocabulary can be built many ways. For example, use a chunk of clay to form large letters or words. Then ask the child to say the letter or word you have formed. Or fill a shoe box with sand and have the child trace letters or words with the index finger. Write letters or words in fingerpaint or print them in short broken lines or dots so that your child can trace over the lines with crayons.

#### Games for Sound Discrimination

A child's ability to catch similarities and differences in sounds is essential to learning phonics.

Some games to try are:

*What Is It?* With eyes closed, a child tries to identify sounds, perhaps common household sounds such as the ticking of a clock, or outdoor sounds like the buzzing of a lawnmower or rustling of leaves, or created sounds like slamming a door, tapping on a pan with a spoon, or jingling keys.

*Starts Like:* Select any letter—say, "m"—and show concrete objects or pictures on cards depicting words that begin with the sound. Tell the child that this sound is heard at the beginning of the words *man, milk,*

*mustard* and *mat*. Ask for other words beginning with that sound. Repeat each word as you go back over the card, and then ask the child to say them and try to name other things beginning with that sound. Children will also enjoy searching through old magazines and cutting out pictures beginning with "m." Then the child can paste the pictures on the "m" page of a "sound book."

#### Games for Comprehension

If a child can begin to see that print is "talk" written down and that writing is just another way to communicate, you have laid part of the groundwork for reading comprehension.

Here are some ways to do that:

*The Name's the Same:* Make word labels for things in the house—chair, refrigerator, stove, for example—and attach them to the appropriate items. Have the child point to the card and read what it says. If the child doesn't know a label, name it yourself. When the child knows the labels fairly well, switch the game. Give the labels to the youngster to attach to the correct objects. It may be helpful, at first, to cut out a picture of the item from a magazine and tape it to the back of the appropriate word card. In the early stages it's natural for a child to want to peek at the picture; later on, you might want to remove the pictures from the cards.

*Let's Write a Story:* Help your child reconstruct an event, perhaps a recent trip to the grocery store, the zoo, a pet shop, a construction site, or a fire station. Ask the child, "What important things can we write down to remember this trip?" Have your child dictate two or three statements. Write down each statement and read it back to the child, pointing to each word as you say it. Then reread the entire sentence. Follow the same procedure with the other sentence or sentences. Later, the child may graduate to more than three sentences, but be careful not to tackle too many words at one time. Build the length of these stories gradually, increasing one line at a time. Six lines are about the most a preschooler can be expected to absorb. The stories may be kept in a scrapbook and reviewed from time to time.

Try out the pointers and games just described on your preschooler. You probably will be amazed at how skilled a prereading teacher you can become. But the best news is still to come. What is fun now for your preschooler will prove invaluable when he or she enters school and formal reading instruction begins. □

#### FOR MORE INFORMATION

Readers interested in any one of these publications can write to Consumer Information Center, Pueblo, CO 81009 for a free copy of the Consumer Information Catalog.

**Appendix B**

**HOW TO GET FUNDED**

Notices of closing dates for grants and regulations are published in the FEDERAL REGISTER. The next page contains the specifics of procuring this document.

**APPLYING FOR PROGRAM PARTICIPATION**

PROGRAM COMPONENT	ELIGIBLE APPLICANTS	RIGHT TO READ CONTACT PERSON
Reading Improvement Projects	<u>Preschool</u> State education agencies Local education agencies Nonprofit educational institutions Child care centers Institutions of higher education  <u>Elementary</u> State education agencies Local education agencies	Jack McCarthy*
State Leadership and Training Projects	State education agencies	Jack McCarthy*
Reading Academies	State education agencies Local education agencies Nonprofit education agencies Institutions of higher education	Thomas Hill*
Special Emphasis Projects	Local education agencies	Shirley A. Jackson*
Reading Is Fundamental	Local education agencies Community organizations Nonprofit organizations	Jack McCarthy* or Ruth Graves National Executive Director L'Enfant 2500 Smithsonian Institution Washington, D.C. 20202 (202) 381-6117

**\*ADDRESS**

Right to Read  
Office of Education  
Donohoe Bldg., Rm. 1167  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

**IMPORTANT NOTICE  
TO PROSPECTIVE PARTICIPANTS  
IN USOE CONTRACT AND GRANT PROGRAMS**

**GRANTS**

Applicants for grants from the U.S. Office of Education (USOE) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these two reasons, USOE must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that —

**Failure to meet a deadline will mean that an application will be rejected  
without any consideration whatever.**

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$50.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No USOE employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Office of Education  
Application Control Center  
Washington, D.C. 20202

**CONTRACTS**

Competitive procurement actions undertaken by the USOE are governed by the Federal Procurement Regulations and implementing HEW Procurement Regulations.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the Request for Proposals (RFP). Questions regarding the submission of offers should be addressed to the Contracting Officer identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No USOE employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$80.00 per year via second class mail or \$105.00 per year via first class mail. Information included in the Federal Procurement Regulations (FPR) and the Health, Education and Welfare Procurement Regulations (HEWPR) are contained respectively in Title 41, Code of Federal Regulations, Chapters 1 to 2 (\$5.70) and Title 41, Code of Federal Regulations, Chapters 3 to 6 (\$5.90). The foregoing publications may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

In an effort to be certain this important information is widely disseminated, this notice is being included in all USOE mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

Appendix C

STATE RIGHT TO READ CONTACT PERSONS

ALABAMA

Mrs. Nelle Hause  
State Right to Read Office  
111 Coliseum Blvd.  
Montgomery, Ala. 36109

A/C 205-832-3880

ALASKA

Darby Anderson  
State Right to Read Office  
Education Program Support  
Pouch F  
Juneau, Alaska 99801

A/C 907-465-2988

ARIZONA

Mrs. Betty Atchinson  
State Right to Read Office  
Arizona Department of Education  
1535 West Jefferson  
Phoenix, Ariz. 85007

A/C 602-271-5075

ARKANSAS

Ms. Judy Benjamin  
State Right to Read Office  
Arch Ford Education Bldg.  
Capitol Mall  
Little Rock, Ark. 72201

A/C 501-371-1861

CALIFORNIA

Dr. Fred Tillman  
State Right to Read Office  
State Department of Education  
721 Capitol Mall, Room 561  
Sacramento, Calif. 95814

A/C 916-445-9317

COLORADO

Mrs. Jane Larsh  
State Right to Read Office  
Department of Education  
201 East Colfax  
Denver, Colo. 80203

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CONNECTICUT

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P.O. Box 2219  
Hartford, Conn. 06115

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State Right to Read Office  
Department of Public Instruction  
The Townsend Bldg.  
Dover, Del. 19001

A/C 302-678-4667

DISTRICT OF COLUMBIA

Mrs. Mary Harris  
State Right to Read Office  
New Shaw Jr. High School  
10th St. and Rhode Island Ave.  
Washington, D.C. 20001

A/C 202-673-7725

FLORIDA

Joseph Fitzgerald  
State Right to Read Office  
Department of Education  
359 Knott Bldg.  
Tallahassee, Fla. 32304

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State Right to Read Contact Persons, continued

GEORGIA

Dr. William Hammond  
State Right to Read Office  
Office of Instructional Services  
156 Trinity Ave., S.W.  
State Office Bldg.  
Atlanta, Ga. 30334

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HAWAII

Darrell Oishi/Aiko Otomo  
State Right to Read Office  
Hawaii Department of Education  
1270 Queen Emma St. - Room 80  
Honolulu, Hawaii 96813

A/C 415-556-0220

IDAHO

Ms. Elisabeth Schlaefle  
State Right to Read Office  
Idaho State Department of Education  
Len B. Jordan Bldg.  
Boise, Idaho 83720

A/C 208-384-2113

ILLINOIS

Carolyn Farrar  
Illinois Office of Education  
Program Planning & Development  
100 North 1st St.  
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INDIANA

Dr. Gail Tissier  
State Right to Read Director  
Indiana State Department of Public Instruction  
120 West Market - 10th Floor  
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A/C 317-633-4096

IOWA

Mr. William Riess  
State Right to Read Office  
Department of Public Instruction  
Division of Curriculum  
Grimes State Office Bldg.  
Des Moines, Iowa 50319

A/C 515-281-3264

KANSAS

Mr. Wesley Pelsue  
State Right to Read Office  
State Department of Education  
Kansas State Education Bldg.  
120 East 10th St.  
Topeka, Kans. 66612

A/C 913-296-3816

KENTUCKY

Ms. Deborah Johnson  
State Right to Read Office  
Capitol Plaza Tower  
Frankfort, Ky. 40601

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LOUISIANA

Mrs. Lucille McDowell  
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P.O. Box 44064  
Baton Rouge, La. 70804

A/C 504-389-6658

MAINE

Ms. Mary Coombs  
State Right to Read Office  
Department of Educational Services  
Education Bldg.  
Augusta, Maine 04333

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State Right to Read Contact Persons, continued

MARYLAND

Mr. Leroy J. London  
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Department of Education  
International Tower Bldg.  
P.O. Box 8717, BWI Airport  
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A/C 301-796-8300

MASSACHUSETTS

Dr. Joseph Tremont  
State Right to Read Office  
Statler Office Bldg. - Room 613  
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MICHIGAN

Dr. Robert Trezise  
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St. Paul, Minn. 55101

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P.O. Box 771  
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Dr. Grace McReynolds  
State Right to Read Office  
State Department of Education  
P.O. Box 480  
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MONTANA

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State Right to Read Office  
Montana Department of Public  
Instruction  
Division of Consultative Services  
State Capitol  
Helena, Mont. 59601

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NEBRASKA

Esther Arganbright  
State Right to Read Office  
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P.O. Box 94987 - Centennial  
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NEVADA

Mr. William Arensdorf  
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Nevada State Department  
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400 West King St.  
Carson City, Nev. 89710

A/C 702-885-5700, ext. 270

NEW HAMPSHIRE

Ms. Rosemary Duggan  
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State Right to Read Contact Persons, continued

NEW JERSEY

Dr. James Swalm/Ms. June Coultis  
State Right to Read Office  
225 West State St.  
Trenton, N.J. 08625

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NEW MEXICO

Dr. Charles Bomont  
State Right to Read Office  
State Department of Education  
Santa Fe, N. Mex. 87503

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NEW YORK

Mrs. Jane Algozzine  
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NORTH CAROLINA

Ms. Jean Blackman/  
Mrs. Mary Purnell  
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State Department of Education  
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NORTH DAKOTA

Ms. Ethel Lowry  
State Right to Read Office  
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State Right to Read Office  
Ohio Department of Education  
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State Right to Read Contact Persons, continued

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**SOUTH CAROLINA**

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Office of General Education  
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**SOUTH DAKOTA**

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**TENNESSEE**

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**TEXAS**

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Austin, Tex. 78701

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**TRUST TERRITORY**

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State Right to Read Office  
Saipan, Mariana Islands  
Trust Territory of the Pacific 96950

A/C U.S. TTPI-Marshalls, ext. 202

**UTAH**

Ms. Nancy B. Livingston  
State Right to Read Office  
State Board of Education  
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Salt Lake City, Utah 84111

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**VERMONT**

Mr. John Thomas Poeton  
State Right to Read Office  
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Montpelier, Vt. 05602

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**VIRGIN ISLANDS**

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Virgin Islands Department  
of Education  
P.O. Box 630  
St. Thomas, V.I. 00801

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**VIRGINIA**

Bernard R. Taylor/  
J. Lee Pemberton, III  
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State Department of Education  
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Richmond, Va. 23216

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**State Right to Read Contact Persons, continued**

**WASHINGTON**

**Mr. James Click  
State Right to Read Office  
Department of Public Instruction  
Old Capitol Bldg.  
Olympia, Wash. 98504**

**A/C 206-753-6752**

**WEST VIRGINIA**

**Mr. Glen W. Cutlip  
State Right to Read Office  
State Department of Education  
Bureau of Learning Systems  
Charleston, W. Va. 25305**

**A/C 304-348-3376**

**WISCONSIN**

**Eunice Bethke  
State Right to Read Office  
State Department of Education  
126 Langdon St.  
Madison, Wis. 53702**

**A/C 608-266-2799**

**WYOMING**

**Mrs. Roseine Church  
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Wyoming State Department  
of Education  
Hathaway Bldg.  
Cheyenne, Wyo. 82002**

**A/C 307-777-7411**

Appendix D

A.- Title VII Legislation

PUBLIC LAW 93-380  
TITLE VII--NATIONAL READING IMPROVEMENT PROGRAM  
As amended by Public Law 94-194

STATEMENT OF PURPOSE

SEC. 701. It is the purpose of this title--

- (1) to provide financial assistance to encourage State and local educational agencies to undertake projects to strengthen reading instruction programs in elementary grades;
- (2) to provide financial assistance for the development and enhancement of necessary skills of instructional and other educational staff for reading programs;
- (3) to develop a means by which measurable objectives for reading programs can be established and progress toward such objectives assessed;
- (4) to develop the capacity of preelementary school children for reading, and to establish and improve preelementary school programs in language arts and reading; and
- (5) to provide financial assistance to promote literacy among youth and adults.

PART A--READING IMPROVEMENT PROJECTS

PROJECTS AUTHORIZED

SEC. 705. (a) (1) The Commissioner is authorized to enter into agreements with either State educational agencies or local educational agencies, or both, for the carrying out by such agencies, in schools having large numbers or a high percentage of children with reading deficiencies, of projects involving the use of innovative methods, systems, materials, or programs which show promise of overcoming such reading deficiencies.

(2) The Commissioner is further authorized to enter into agreements with State educational agencies, local educational agencies, or with nonprofit educational or child care institutions for the carrying out by such agencies and institutions, in areas where such schools are located, of such projects for preelementary school children. Such projects are to be instituted in kindergartens, nursery schools, or other preschool institutions.

(3) (A) Notwithstanding the requirements of paragraphs (b) through (g) of this section, the Commissioner is authorized to enter into agreements pursuant to this paragraph during the fiscal year 1976 and the period beginning July 1, 1976, through September 30, 1976, with State educational agencies for the carrying out by such agencies of leadership and training activities designed to prepare personnel throughout the State to conduct projects which have been demonstrated in that State or in other States to be effective in overcoming reading deficiencies. These activities shall be limited to

(i) assessments of need, including personnel needs, relating to reading problems in the State,

(ii) inservice training for local reading program administrators and instructional personnel, and

(iii) provision of technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit agencies.

(B) Not to exceed \$5,300,000 of any sums appropriated pursuant to subsection (a) of section 732 for the fiscal year 1976, and for the period from July 1, 1976, through September 30, 1976, may be used for carrying out this paragraph.

\* The amendment made by paragraph (1) of this subsection shall take effect on October 1, 1976.

\*\* Section 705 (a) (3) of the Education Amendments of 1976 as added by subsection (a) of this section is repealed effective September 30, 1976.

\* Ref. Sec. 732 (e), authorization of funds for state leadership and training projects for fiscal years 1976 and 1978.

\*\* \$5,300,000 "set aside" for fiscal year 1976 is only for the current fiscal year. Appropriations will be necessary for succeeding years.

(b) No agreement may be entered into under this part, unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. (Each such application shall set forth a reading program which provides for--)  
*Each such application shall set forth a reading program which provides for the following (except that the requirements contained in paragraphs (4) and (13) shall be met to the extent practicable)--*

- (1) Diagnostic testing designed to identify preelementary and elementary school children with reading deficiencies, including the identification of conditions which, without appropriate other treatment, can be expected to impede or prevent children from learning to read;
- (2) planning for and establishing comprehensive reading programs;
- (3) reading instruction for elementary school pupils whose reading achievement is less than that which would normally be expected for pupils of comparable ages and in comparable grades of school;

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- (4) preservice training programs for teaching personnel including teacher-aides and other ancillary educational personnel, and in-service training and development programs, where feasible, designed to enable such personnel to improve their ability to teach students to read;
- (5) participation of the school faculty, school board members, administration, parents, and students in reading-related activities which stimulate an interest in reading and are conducive to the improvement of reading skills;
- (6) parent participation in development and implementation of the program for which assistance is sought;
- (7) local educational agency school board participation in the development of programs;

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- (8) periodic testing in programs for elementary school children on a sufficiently frequent basis to measure accurately reading achievement, and for programs for preelementary school children a test of reading proficiency at the conclusion, minimally, of the first-grade program into which the nursery and kindergarten programs are integrated;
- (9) publication of test results on reading achievement by grade level, and where appropriate, by school, without identification of achievement of individual children;
- (10) availability of test results on reading achievement on an individual basis to parents or guardians of any child being so tested;
- (11) participation on an equitable basis by children enrolled in nonprofit private elementary schools in the area to be served (after consultation with the appropriate private school officials) to an extent consistent with the number of such children whose educational needs are of the kind the program is intended to meet;
- (12) the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability;
- (13) appropriate involvement of leaders of the cultural and educational resources of the area to be served, including institutions of higher education, nonprofit private schools, public and private nonprofit agencies such as libraries, museums, educational radio and television, and other cultural and education resources of the community; and
- (14) assessment, evaluation, and collection of information on individual children by teachers during each year of the preelementary program, to be made available for teachers in the subsequent year, in order that continuity for the individual child not be lost;

- (c) Each such applicant, (in addition to meeting the requirements of subsection (b)) *in addition to meeting the requirements of subsection (b), except for paragraphs (4) and (13) thereof,* shall provide assurances that--
- (1) appropriate measures have been taken by the agency to analyze the reasons why elementary school children are not reading at the appropriate grade level;
  - (2) the agency will develop a plan setting forth specific objectives which shall include the goals of having the children in project schools reading at the appropriate grade level at the end of grade three; and
  - (3) whenever appropriate, sufficient measures will be taken to coordinate each preelementary reading program with the reading program of the educational agencies or institutions at which such preelementary school children will be next in attendance.
- (d) No grant may be made under this part unless the application for such grant provides assurances that the provisions of this subsection are met. Each State educational agency shall--
- (1) establish an advisory council on reading appointed by such agency which shall be broadly representative of the education resources of the State and of the general public, including persons representative of--
    - (A) public and private nonprofit elementary and secondary schools,
    - (B) institutions of higher education,
    - (C) parents of elementary and secondary school children, and
    - (D) areas of professional competence relating to instruction in reading, and
  - (2) authorize the advisory council established under clause (1) to receive and designate priorities among applications for grants under this section in that State, if--

- (i) that State educational agency desires to receive a grant under this part, or
  - (ii) any local educational agency of that State desires to receive a grant under this part, and notifies the State educational agency concerned, or
  - (iii) in the case of a preelementary school program any nonprofit educational agency or child care institution in that State desires to receive a grant under this part, and notifies the State educational agency concerned.
- (e) (No agreement may be entered into under this part unless the application submitted to the Commissioner--
- (1) has first been approved by the State educational agency, and
  - (2) is accompanied by assurances that such agency will supervise compliance by the local educational agency with the requirements set forth in subsection (b) of this section.)

*No agreement may be entered into under this part unless the application submitted to the Commissioner has first been approved by the State educational agency.*

- (f) The Commissioner may approve any application submitted under this part which meets the requirements of subsections (b), (c), (d), and (e). In approving such applications, the Commissioner may not use any panel (other than employees of the Office of Education) for the purpose of such approval.
- (g) In approving applications under this part the Commissioner shall, to the maximum extent feasible, assure an equitable distribution of funds throughout the United States and among urban and rural areas. Not more than 12½ percent of the funds expended under this part in any fiscal year may be expended in any State in that year.

- (h) From the sums appropriated for the purposes of this part for any fiscal year, the Commissioner may pay to each State educational agency, in addition to any amounts paid to such agency pursuant to subsection (a) of this section, the amount necessary to meet the costs of carrying out its responsibilities under this section, including the costs of the advisory council required to be established pursuant to subsection (d). However, such amount may not exceed 1 per centum of the total amount of grants under this part made within the State for that fiscal year.

## PART B--STATE READING IMPROVEMENT PROGRAMS

### STATEMENT OF PURPOSE

- SEC. 711. It is the purpose of this part to provide financial assistance to the States to enable them--
- (1) to provide financial assistance for projects designed to facilitate reaching the objectives of this title;
  - (2) to develop comprehensive programs to improve reading proficiency and instruction in reading in the elementary schools of the State;
  - (3) to provide State leadership in the planning, improving, execution, and evaluation of reading programs in elementary schools; and
  - (4) to arrange for and assist in the training of special reading personnel and specialists needed in programs assisted under this title.

### APPLICABILITY AND EFFECTIVE DATE

- SEC. 712. (a) the provisions of this part shall become effective only in any fiscal year in which appropriations made pursuant to section 732 (a) exceed \$30,000,000 and then only with respect to the amount of such excess.
- (b) The provisions of this part shall be effective on and after the beginning of fiscal year 1976.

## ALLOTMENTS TO STATES

SEC. 713. (a) (1) From the sums appropriated pursuant to section 732(a) for each fiscal year which are available for carrying out this part, the Commissioner shall reserve such amount, but not in excess of 1 per centum of such sums, as he may determine, and shall apportion such amount to Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title. Of the remainder of such sums, he shall allot an amount to each State which bears the same ratio to the amount available for allotment as the number of school age children (aged 5 to 12) in each such State bears to the total number of such children in all the States, as determined by the Commissioner on the basis of the most recent satisfactory data available to him. The allotment of a State which would be less than \$50,000 under the preceding sentence shall be increased to \$50,000, and the increases thereby required shall be derived by proportionately reducing the allotments to the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotments to any such remaining States from being reduced to less than \$50,000.

(2) For the purpose of this section the term "State" includes the District of Columbia and the Commonwealth of Puerto Rico.

(b) The amount allotted to any State under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallocation from time to time, on such dates during that year as the Commissioner may fix, to other States in proportion to the amounts originally allotted among those States under subsection (a) for that year, but with the proportionate amount for any of the other States being reduced to the extent it exceeds the sum the Commissioner estimates the local educational agencies of such State need and will be able to use for that year; and the total of these reductions shall be similarly reallocated among the States whose proportionate amounts were not so reduced. Any amount reallocated to a State under this subsection from funds appropriated pursuant to section 732 for any fiscal year shall be deemed part of the amount allotted to it under subsection (a) for that year.

## AGREEMENTS WITH STATE EDUCATIONAL AGENCIES

SEC. 714. (a) Any State which desires to receive grants under this part shall, through its State educational agency, enter into an agreement with the Commissioner, in such detail as the Commissioner deems necessary, which--

- (1) designates the State educational agency as the sole agency for administration of the agreement;
- (2) provides for the establishment of a State advisory council on reading, appointed by the State educational agency, which shall be broadly representative of the educational resources of the State and of the general public, including persons representative of--
  - (A) public and private nonprofit elementary school children, and
  - (B) institutions of higher education,
  - (C) parents of elementary school children, and
  - (D) areas of professional competence relating to instruction in reading,

to advise the State educational agency on the formulation of a standard of excellence for reading programs in the elementary schools and on the preparation of, and policy matters arising in the administration of, the agreement (including the criteria for approval of applications for assistance under such agreement) and in the evaluation of results of the program carried out pursuant to the agreement;

- (3) describes the reading programs in elementary schools for which assistance is sought under this part and procedures for giving priority to reading programs which are already receiving Federal financial assistance and show reasonable promise of achieving success;
- (4) sets forth procedures for the submission of applications by local educational agencies within that State, including procedures for an adequate description of the reading programs for which assistance is sought under this part;

- (5) sets forth criteria for achieving an equitable distribution of that part of the assistance under this part which is made available to local educational agencies pursuant to the second sentence of subsection (b) of this section, which criteria shall--
  - (A) take into account the size of the population to be served, beginning with preschool, the relative needs of pupils in different population groups within the State for the program authorized by this title, and the financial ability of the local educational agency serving such pupils,
  - (B) assure that such distribution shall include grants to local educational agencies having high concentrations of children with low reading proficiency, and
  - (C) assure an equitable distribution of funds among urban and rural areas;
- (6) sets forth criteria for the selection or designation and training of personnel (such as reading specialists and administrators of reading programs) engaged in programs assisted under this part, including training for private elementary school personnel, which shall include qualifications acceptable for such personnel;
- (7) provides for the coordination and evaluation of programs assisted under this part;
- (8) provides for technical assistance and support services for local educational agencies participating in the program;
- (9) makes provision for the dissemination to the educational community and the general public of information about the objectives of the program and results achieved in the course of its implementation;

- (10) provides for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to evaluate the effectiveness of the program and to carry out his other functions under this title;
- (11) provides that not more than 5 per centum of the amount allotted to the State under section 713 for any fiscal year may be retained by the State educational agency for purposes of administering the agreement; and
- (12) provides that programs assisted under this part shall be of sufficient size, scope, and quality so as to give reasonable promise of substantial progress toward achieving the purposes of this title.
- (b) Grants for projects to carry out the purposes of this part may be made to local educational agencies (subject to the provision of subsection (e) relating to the participation of private elementary and secondary school pupils), institutions of higher education, and other public and nonprofit private agencies and institutions. Not less than 60 per centum of the amount allotted to a State under section 713 for any fiscal year shall be made available by the State for grants to local educational agencies within that State.
- (c) The Commissioner shall enter into an agreement which complies with the provisions of subsection (a) with any State which desires to enter into such an agreement.
- (d) The Commissioner's final action with respect to entering into an agreement under subsection (a) shall be subject to the provisions of section 207 of the Elementary and Secondary Education Act of 1965, relating to judicial review.
- (e) The provisions of section 141A of the Elementary and Secondary Education Act of 1965 relating to the participation children enrolled in private elementary and secondary schools shall apply to programs assisted under this part.
- (f) *The functions of the State advisory council on reading, required to be established by subsection (a) (2) of this section, may be carried out by the State advisory council created pursuant to section 705 (d) (1).*

PART C--OTHER READING IMPROVEMENT PROGRAMS

SPECIAL EMPHASIS PROJECTS

- SEC. 721. (a) The Commissioner is authorized to contract with local educational agencies for special emphasis projects to determine the effectiveness of intensive instruction by reading specialists and reading teachers. Each such project should provide for--
- (1) the teaching of reading by a reading specialist for all children in the first and second grades of an elementary school and the teaching of reading by a reading specialist for elementary school children in grades three through six who have reading problems; and
  - (2) an intensive vacation reading program for elementary school children who are found to be reading below the appropriate grade level or who are experiencing problems in learning to read.
- (b) No contract may be entered into under this section unless upon an application made to the Commissioner at such time, in such manner, and including or accompanied by such information as he may reasonably require. Each such application shall provide assurances that--
- (1) the provisions of section 705 (b) and (c) are met; and
  - (2) the State educational agency has certified that individuals employed as reading specialists and reading teachers meet the requirements of subsections (e) and (f).
- (c) No contract may be entered into under this section unless the project has been approved by the State educational agency.
- (d) The Commissioner is authorized to enter into at least one arrangement with a local educational agency for a district-wide project conducted in all schools of such agencies. In selecting the districtwide project, the Commissioner shall give priority to an application from a local educational agency if the Commissioner finds that--

- (1) the local educational agency will give credit for any course to be developed for reading teachers or reading specialists under section 722 and will encourage participation by the teachers of such agency in the training;
  - (2) the local public educational television station will present or distribute, in the event supplementary non-commercial telecommunication is utilized, any course to be developed under section 722 at an hour convenient for the viewing by elementary school teachers, and, if possible, at a time convenient for such teachers to take the course, as a group, at the elementary school where they teach, and
  - (3) the local educational agency will make arrangements with the appropriate officials of institutions of higher education to obtain academic credit for the completion of such a course.
- (e) In any project assisted under this section a reading teacher may be used in lieu of a reading specialist, if the Commissioner finds that the local educational agency participating in a reading emphasis project is unable to secure individuals who meet the requirements of a reading specialist and if such reading teacher is enrolled or will enroll in a program to become a reading specialist. A regular elementary teacher may be used in lieu of a reading teacher if the Commissioner finds that the local educational agency participating in a reading emphasis project is unable to secure individuals who meet the requirements of the reading teacher, and if such regular elementary teacher is enrolled or will enroll in a program to become a reading teacher.
- (f) For the purpose of this section and section 722 the term--
- (1) "reading specialist" means an individual who has a master's degree, with a major or specialty in reading, from an accredited institution of higher education and has successfully completed three years of teaching experience, which includes reading instruction, and

- (2) "reading teacher" means an individual, with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses of the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which includes reading instruction.

#### READING TRAINING ON PUBLIC TELEVISION

- SEC. 722. (a) The Commissioner is authorized, through grants or contracts, to enter into contractual arrangements with institutions of higher education, public or private agencies or organizations, and individuals for---
- (1) the preparation, production, evaluation, and distribution for use on public educational television stations of courses for elementary school teachers who are or intend to become reading teachers or reading specialists; and
  - (2) the preparation and distribution of informational and study course material to be used in conjunction with any such course.
- (b) In carrying out the provisions of this section the Commissioner shall consult with recognized authorities in the field of reading, specialists in the use of the communications media for educational purposes, and with the State and local educational agencies participating in projects under this title.

#### READING ACADEMIES

- SEC. 723. (a) The Commissioner is authorized to make grants to and to enter into contracts with State and local educational agencies, institutions of higher education, community organizations and other nonprofit organizations, having the capacity to furnish reading assistance and instruction to *in-school as well as out-of-school* youths and adults who do not otherwise receive such assistance and instruction.
- (b) Grants made and contracts entered into under this section shall contain provisions to assure that such reading assistance and instruction will be provided in appropriate facilities to be known as "reading academies".

## STATE LEADERSHIP AND TRAINING PROJECTS

SEC. 724. The Commissioner is authorized to enter into agreements pursuant to this section with State educational agencies for the carrying out by such agencies of leadership and training activities designed to prepare personnel throughout the State to conduct projects which have been demonstrated in that State or other States to be effective in overcoming reading deficiencies. The activities authorized by this section shall be limited to--

- (1) assessments of need, including personnel needs, relating to reading problems in the State,
- (2) inservice training for local reading program administrators and instructional personnel, and
- (3) provision of technical assistance and dissemination of information to local educational agencies and other appropriate nonprofit agencies.

## NATIONAL IMPACT READING PROGRAMS

SEC. 725. ((a)) The Commissioner is authorized to carry out, either directly or through grants or contracts,

- (1) innovation and development projects and activities of national significance which show promise of having a substantial impact in overcoming reading deficiencies in children, youths, and adults through incorporation into ongoing State and local educational systems throughout the Nation, and
- (2) dissemination of information related to such programs.

((b)) Not to exceed \$600,000 of any sums appropriated pursuant to subsection (a) of section 732 for the fiscal year 1976, and for the period from July 1, 1976, through September 30, 1976, may be used for carrying out this section.)

\*In the above section (Sec. 725), the amendment striking out "(a)" after the section designation and striking out subsection (b) of such section shall take effect on September 30, 1976.

\*Ref. Sec. 732 (f), authorization of funds for National Impact Reading Programs for fiscal years 1977 and 1978.

INEXPENSIVE BOOK DISTRIBUTION PROGRAM FOR READING MOTIVATION

SEC. 726. (a) The Commissioner is authorized

- (1) to enter into a contract with a private nonprofit group or public agency (hereinafter in this section referred to as the 'contractor'), which has as its primary purpose the motivation of children to learn to read, to support and promote the establishment of reading motivational programs which include the distribution of inexpensive books to students and
- (2) to pay the Federal share of the cost of such programs.

(b) This contract shall provide that--

- (1) the contractor will enter into subcontracts with local private nonprofit groups or organizations or with public agencies (hereinafter referred to as 'subcontractors') under which the subcontractors will agree to establish, operate, and provide the non-Federal share of the cost of reading motivational programs which include the distribution of books by gift, loan, or sale at a nominal price to children in preelementary, elementary, or secondary schools;
- (2) funds made available by the Commissioner to a contractor pursuant to any contract entered into under this section will be used to pay the Federal share of the cost of establishing and operating reading motivational programs as provided in paragraph (1);
- (3) the contractor will meet such other conditions and standards as the Commissioner determines to be necessary to assure the effectiveness of the programs authorized by this section and will provide technical assistance in furtherance of the purposes of this section.

(c) The Commissioner shall make no payment of the Federal share of the cost of acquiring and distributing books pursuant to a contract authorized by this section unless he determines that the contractor or the subcontractor, as the case may be, has made arrangements with book publishers or distributors to obtain books at discounts at least as favorable as discounts that are customarily given by such publisher or distributor for book purchases made under similar circumstances in the absence of Federal assistance.

(d) For purposes of this section--

- (1) the term 'nonprofit', when used in connection with any organization, means an organization no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual;
- (2) the term 'Federal share' means, with respect to the cost of books purchased by a local private nonprofit group, organization, or public agency for a program in a locality for distributing such books to school-children in that locality, 50 per centum of the cost of that agency or group or organization for such books for such programs;
- (3) the term 'preelementary school' means a day or residential school which provides pre-elementary education, as determined under State law, except that such term does not include education for children who have not attained three years of age;
- (4) the term 'elementary school' has the same meaning as provided in section 801 (c) of the Elementary and Secondary Education Act of 1965; and
- (5) the term 'secondary school' has the same meaning as provided in section 801 (h) of the Elementary and Secondary Education Act of 1965.

#### PART D--GENERAL PROVISIONS

##### EVALUATION

SEC. 731. (a) The Commissioner shall submit an evaluation report to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives not later than (March 31) February 1, in each fiscal year ending prior to fiscal year 1979. Each such report shall--

- (1) contain a statement of specific and detailed objectives for the program assisted under the provisions of this title;

- (2) include a statement of the effectiveness of the program in meeting the stated objectives, measured through the end of the preceding fiscal year;
  - (3) make recommendations with respect to any changes or additional legislation deemed necessary or desirable in carrying out the program;
  - (4) contain a list identifying the principal analyses and studies supporting the major conclusions and recommendations contained in the report; and
  - (5) contain an annual evaluation plan for the program through the ensuing fiscal year for which the budget was transmitted to Congress by the President, in accordance with section 201 (a) of the Budget and Accounting Act, 1921.
- (b) From the sums appropriated pursuant to section 732 for any fiscal year, the Commissioner may reserve such amount, not in excess of 1 per centum of such sums, as he deems necessary for evaluation, by the Commissioner or by public or private nonprofit agencies, of programs assisted under this title.

#### AUTHORIZATION OF APPROPRIATIONS

- SEC. 732. (a) There are authorized to be appropriated to carry out the provisions of parts A and B of this title
- \$30,000,000 for the fiscal year ending June 30, 1975,
  - \$82,000,000 for the fiscal year ending June 30, 1976,
  - \$88,000,000 for the fiscal year ending June 30, 1977, and
  - \$93,000,000 for the fiscal year ending June 30, 1978.
- (b) There are authorized to be appropriated to carry out the provisions of section 721, relating to special emphasis projects, \$15,000,000 for the fiscal year ending June 30, 1975, \$20,000,000 for the fiscal year ending June 30, 1976, and \$25,000,000 for each of the fiscal years ending June 30, 1977 and 1978.

- (c) There are authorized to be appropriated for the purpose of carrying out section 722, relating to reading training on public television, \$3,000,000 for the fiscal year ending June 30, 1975. Sums appropriated pursuant to this subsection shall remain available for obligation and expenditure through the succeeding fiscal year.
- (d) There are authorized to be appropriated to carry out the provisions of section 723, relating to reading academies, \$5,000,000 for the fiscal year ending June 30, 1975, \$75,500,000 for the fiscal year ending June 30, 1976, and \$10,000,000 for each of the fiscal years ending June 30, 1977 and 1978.
- (e) There are authorized to be appropriated to carry out the provisions of section 724, relating to State leadership and training projects, \$6,400,000 each for the fiscal year ending September 30, 1977, and for the succeeding fiscal year.
- (f) There are authorized to be appropriated to carry out the provisions of section 725, relating to national impact reading programs, \$800,000 each for the fiscal year ending September 30, 1977, and for the succeeding fiscal year.
- (g) There are authorized to be appropriated to carry out the provisions of section 726, relating to inexpensive book distribution programs for reading motivation, \$4,000,000 for the fiscal year ending June 30, 1976, and \$9,000,000 for each of the following two fiscal years. Under such conditions as the Commissioner determines to be appropriate, not to exceed 10 per centum of the amounts appropriated for each fiscal year shall be available for a contract from the Commissioner to the contractor designated under section 726 for technical assistance under subsection (b) (3) of section 726 to carry out the provisions of such section.

#### ACCEPTANCE OF GIFTS

SEC. 733. Notwithstanding the provisions of section 408 (c) (3) of the General Education Provisions Act, the Commissioner may accept on behalf of the United States, gifts or

*donations made with or without conditions of services, money or property (real, personal, or mixed; tangible or intangible) made for any activities authorized to be carried out by such agency under the authority of this title.*

Public Law 93-380 Approved August 21, 1974.  
Public Law 94-194 Approved December 31, 1975.

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Transcription and Synthesis:

Office of Federal-State Relations  
Minnesota Department of Education  
St. Paul, Minnesota 55101

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