This Summary of the Washington Education Project is divided into four parts:

1) Introduction,

2) Project Operation,

3) $25,000 "Start-Up" Grants For The Nation's Colleges,

4) Support From The Nation's Major Corporations.

INTRODUCTION

It is beyond doubt that the nation is moving with considerable speed into the "technological age", into a time when vast numbers of semi-literate workers will be not only unemployed, they will be unemployable, and for a lifetime. Although this is a great tragedy for millions of Americans, "illiteracy" also represents a clear and growing threat to the ability of the nation to create wealth in the technological age, and to be, as the current phrase has it, "economically competitive".

The answer to all this is to provide these people with reliable tutors on a massive scale, and that is precisely what the Washington Education Project is designed to do.

PROJECT OPERATION

The main thrust of the Washington Education Project is to provide a more realistic education for college students by injecting "experience" into the undergraduate curriculum. As a practical matter, the undergraduates enroll in three-credit, "elective" courses in which they are required to tutor six hours each week of the semester in established community agencies, such as elementary and secondary schools, Head Start Centers, prisons, adult literacy centers, and in agencies for handicapped children and the emotionally disturbed.

In addition, the undergraduates are required to meet in weekly seminars with supervising professors from various departments, such as Sociology, Education, and Economics, where the students' experience in the community is matched against the theories of the academic discipline. In this way, the undergraduates get a mix of "experience" and "theory" at the same time, and a more realistic education than they can get through courses that provide only classroom theory.
But the undergraduates benefit in other ways, in that these courses provide the sort of solid work experience that will help them to make a sensible choice of a college major, and a career. It is this same work experience that will help them to get a job upon graduation, since they will be able to show employers a clear record of achievement at something genuinely important. And, not least, these courses permit undergraduates to learn the "old virtues" of duty, obligation, and compassion.

To receive credit in this course, each undergraduate is required to:

1) Tutor six hours each week of the semester,

2) Attend a weekly seminar with their faculty supervisor,

3) Submit a one-page report each three weeks of the semester to their faculty supervisor,

4) Keep a private journal,

5) Submit a Final Report to their faculty supervisor at the end of the semester.

The courses are inexpensive to operate. The undergraduates are not paid to do the tutoring, and there are no capital expenditures of any kind. In operational terms, the undergraduates are permitted to work only in established community agencies that have instructional programs already underway; that is to say, in a working classroom that has a teacher, students, books, and a curriculum already in place.

These agencies would include elementary and secondary schools, as well as Head Start Centers. But eligible agencies also would include prisons, libraries, and adult basic education centers that operate GED and basic literacy programs in a traditional classroom setting.

All tutoring is done by the undergraduates in the back of the classroom, and under the direct supervision of the classroom teacher, who provides the undergraduates with the minimal on-the-job training they require. The undergraduates work as tutors from the very first week of the semester, usually tutoring on a 1:2 ratio, with children or adults assigned to them by the classroom teacher, who evaluates their work on a daily basis.

Given this structure, the undergraduates are effective from virtually the first week of the semester, and do not need to undergo an extensive "training" program before they actually start work. The undergraduates use the "methodology" of the classroom teacher, as well as the books and instructional materials selected by the teacher and already on hand at each agency.

The undergraduates in this Project do not work in private homes, nor do they establish literacy programs, themselves, and no funds are used to rent "storefronts", or to pay the salaries of "consultants" or "tutor trainers", or to buy books or instructional materials.

Since the tutoring is done by the undergraduates as part of a college course, they are reliable, profoundly effective, and absolutely free.
Moreover, the undergraduates are required to work on a regular schedule for the entire semester (for example, Monday, Wednesday, and Friday mornings from 9:30 to 11:30), and they must sign-in and sign-out for each tutoring session. There are no excused absences.

And the undergraduates are available on a massive scale. There are 10,000,000 college students in this country, and each is eligible to participate, since the courses are offered as "electives", and since undergraduates, generally, must take elective courses to get a degree.

Each undergraduate in this Project is required to produce a minimum of 60 hours of tutoring per semester (that is, 6 hours of tutoring per week x the 10 weeks in a semester). As a result, 1,000 undergraduates, just one percent of the 100,000 undergraduates in Boston, for example, would produce a minimum of 60,000 hours of reliable tutoring in the Boston public school system each semester (that is, 1,000 undergraduates x 60 hours of tutoring each). Five percent of Boston's eligible undergraduates would produce 300,000 hours of tutoring each semester.

On a national scale, just five percent of the nation's 10,000,000 undergraduates would produce a minimum of 30,000,000 hours of tutoring per semester (that is, 500,000 undergraduates x 60 hours of tutoring each). Valued at $20 per hour, this represents an astounding $600,000,000 in tutorial services produced by just five percent of the nation's undergraduates each and every semester.

And this does not take into account the vast amounts of new wealth that will be created over the course of a working lifetime by those who are taught to read by the undergraduates.

It should be said that this is not a traditional "student volunteer" program, in which undergraduates provide a variety of "services" to the community. Here, the undergraduates work as tutors, and only as tutors, in a Project that is designed to transfer the power to create wealth in the technological age (that is to say, reading, writing, and mathematics) to the illiterate poor.

The Washington Education Project is based upon a model program begun by Mr. Norman Manasa in 1969, when he was an undergraduate at the University of Miami. That program ran for four years, and had over 1,000 undergraduates enroll in these courses and work as tutors in prisons, inner-city schools, and Head Start Centers throughout the city.

Here is an evaluation of the effectiveness of the tutors, written by the principal of a Miami school for emotionally disturbed adolescents:

"Because [of the tutors], our remedial reading students have had reading level gains of one to two years within a three to five month period." (Emphasis Supplied)

The Washington Education Project's national fund-raising campaign is an attempt to produce similar results on a massive scale, and all across the country.
$25,000 "START-UP" GRANTS FOR THE NATION'S COLLEGES

To assist colleges in getting these courses underway, the Washington Education Project has been conducting a national fund-raising campaign that is designed to provide $25,000 "start-up" grants to colleges all across the country.

Any accredited college or university in the nation, including community colleges, would be eligible to apply for these grants. Each $25,000 grant would be disbursed, under contract, to individual colleges by the Washington Education Project in four payments over a two-year period.

Payment of grant funds will be made prior to the start of each semester, according to the following schedule:

1) First Semester
   -- One faculty member ......................... $4,000.00

2) Second Semester
   -- One faculty member ......................... $4,200.00

3) Third Semester
   -- Two faculty members ....................... $8,400.00

4) Fourth Semester
   -- Two faculty members ....................... $8,400.00

Since this is an academic program, the grant is to be administered at each college by a faculty member chosen by the college administration. All tuition generated by these courses will remain the property of the college offering the course.

In addition to the $25,000 "start-up" grant, the Washington Education Project will provide consultant services to each college throughout the life of the grant. The Project will assist each college in getting these courses underway, and will provide administrative support to the college throughout the two-year grant period. These services, as well as one copy of the Washington Education Project's "Operation's Manual", will be provided to each college at no cost.

The courses are offered as three-credit "electives", and in departments such as Sociology, Education, and Economics. To get a Project started at a college, it is only necessary that one academic department agrees to offer the course, using a new course name or one that is already in the college bulletin.

The normal "Faculty/Student" ratio for these courses is 1:30, with each faculty member hosting two seminars each week of the semester, with 15 undergraduates in each seminar. However, to get the Project underway, the college may begin the first semester with a course enrollment of 10 to 15 undergraduates.

The college chooses the community agencies in which the undergraduates will work, with no more than two agencies being allowed to participate during the first semester of the grant.
The college may use $1,000 of the grant to pay stipends of $100 each to 10 "Student Coordinators"; that is, undergraduates who have been in the program at least one semester, and who then are asked by the faculty member responsible for the grant to manage the work of a group of undergraduates at an individual community agency, a public elementary school, for example.

This would mean that the college may use $24,000 of the $25,000 grant for faculty salaries, with $1,000 to be used for stipends for the "Student Coordinators".

The "Student Coordinators" arrange transportation for the undergraduates, monitor attendance and punctuality, establish times and meeting places for the weekly seminars with faculty, and handle various communication and liaison responsibilities as assigned. The approximate ratio of "Student Coordinators" to undergraduates is 1:15.

The undergraduates are required to tutor on a regular schedule for the entire semester; for example, Monday, Wednesday, and Friday mornings from 9:30 to 11:30. In addition, the undergraduates are required to sign-in and sign-out for each tutoring session in a special "Sign-In Book" that is kept for this purpose in the central office of the community agency in which they are working.

It should be pointed out that the undergraduates are permitted to work only as tutors, producing six full hours of tutoring each week of the semester. The undergraduates do not perform any other activity. They do not grade papers for the classroom teacher, or monitor the cafeteria at lunchtime, or do office work for the school principal.

The attendance of the undergraduates is checked each day by the faculty supervisor (or by the "Student Coordinator" who has been assigned to the agency) and, each week, the attendance of the undergraduates is recorded in the "Attendance Book" that is kept in the office of the college faculty member responsible for the grant.

There are no excused absences. An undergraduate who misses a tutoring session is required to make up the tutoring session within two weeks, and at the convenience of the agency in which the undergraduate is working.

During the two-year life of the grant, the faculty member selected by the college to administer the grant will be responsible for providing the Washington Education Project with a one-page report twice each semester, showing the precise number of hours of tutoring produced by the undergraduates.

This is a simple procedure. At midterm and at the end of each semester, the faculty member responsible for the grant simply adds up the number of hours of tutoring recorded in the "Attendance Book", and then transfers this information to a standard, one-page, "fill-in-the-blanks" form that will be provided by the Washington Education Project for this purpose.

The Washington Education Project, in turn, will provide all corporate donors with a report at the end of each semester, showing the precise number of hours of tutoring that the undergraduates have produced during the previous semester.
In addition to the two reports per semester showing the precise number of hours of tutoring produced by the undergraduates, the faculty member also provides a brief report to the Washington Education Project at the end of each semester that responds to an outline prepared by the Director of the Project. This report has two main parts:

1) Analysis of the operation of the course,

2) Evaluation of the effectiveness of the tutors.

The Washington Education Project's national fund-raising campaign has received support from several major corporations, including the New York Daily News, the Primerica Foundation, the Manufacturers Hanover Trust Company, The Xerox Foundation, the Los Angeles Times, the Hughes Aircraft Company, the Bank of Boston, and the Boston law firm of Goodwin, Procter & Hoar.

As a result, the first $25,000 "start-up" grant was awarded to St. John's University, Queens Campus, in New York City, for a Project that began in January of 1987.

Moreover, five colleges in Boston and New York City placed Projects into operation in September of 1987: Boston College, Bunker Hill Community College, Endicott College, and Stonehill College in Boston, as well as St. John's University, Staten Island Campus, in New York City.

SUPPORT FROM THE NATION'S MAJOR CORPORATIONS

The Washington Education Project, Inc., a non-profit, tax-exempt corporation, is conducting a fund-raising campaign among the nation's major corporations that is designed to provide $25,000 "start-up" grants to colleges all across the country.

In this effort, the Project has been receiving a most encouraging hearing from corporate executives, since it is clear that the nation, in one of those "like it or not" developments of history, is moving into the technological age, with the result that "literacy" is now essential to the creation of wealth, for the nation, for individual workers, and for the corporations, themselves.

Moreover, this Project is able to attack the nation's growing illiteracy problem in a way that is efficient and "businesslike", since the undergraduates represent a work force of tutors that is reliable, accountable, absolutely free, profoundly effective, and, with 10,000,000 college students across the country, readily available on a massive scale.

The amount that is required to get a college underway is small; indeed, $25,000 over a two-year period. And the Washington Education Project will agree to disburse these funds to a college in any city or state in which the corporate donor might have a particular interest.
Any accredited college or university in the nation, including community colleges, would be eligible to apply for these grants. Each $25,000 grant would be disbursed, under contract, to individual colleges by the Washington Education Project in four payments over a two-year period.

Payment of grant funds to the college will be made prior to the start of each semester, according to the following schedule:

1) First Semester
   -- One faculty member ......................... $4,000.00

2) Second Semester
   -- One faculty member ........................ $4,200.00

3) Third Semester
   -- Two faculty members ...................... $8,400.00

4) Fourth Semester
   -- Two faculty members ...................... $8,400.00

A grant of $25,000 to a single college would produce an absolute minimum of $198,000 in tutorial services during the two-year life of the grant; that is, a total of 165 undergraduates, producing 60 hours of tutoring each, with the tutoring valued at $20 per hour. (These figures do not take into account the vast amounts of new wealth that will be created over a working lifetime by those people who, as a result of being taught to read, have been made employable in a technological economy.)

Of course, the Washington Education Project would welcome grants smaller than $25,000, and has asked corporations to consider providing $5,000 "Challenge Grants", which the Project then combines with $20,000 in "Matching Grants" from other corporate donors.

This approach has worked with great success in New York City. In 1986, the New York Daily News provided a $5,000 "Challenge Grant" to the Washington Education Project, which was then "matched" by grants of $5,000 each from The Xerox Foundation, the Manufacturers Hanover Trust Company, and the Primerica Foundation.

As a result, the first $25,000 "start-up" grant was awarded to St. John's University, Queens Campus, in New York City, for a Project that began in January of 1987. A second $25,000 "start-up" grant has been awarded to the Staten Island Campus of St. John's University, for a Project that began in September of 1987.

During this time, the Project also received operational grants from the Los Angeles Times and the Hughes Aircraft Company.

To get Projects into operation at colleges in Boston, the Bank of Boston recently awarded a "Challenge Grant" of $25,000 to the Washington Education Project. The Project also has received a grant of $5,000 from the Boston law firm of Goodwin, Procter & Hoar.

As a result, four colleges in Boston placed Projects into operation in the Fall semester of 1987: Boston College, Bunker Hill Community College, Endicott College, and Stonehill College.
When soliciting funds for the colleges, the Washington Education Project also requests that corporations provide "Fixed Costs" at 20%. These funds will be used by the Project to help pay the cost of administering the $25,000 "start-up" grants to the various colleges; that is to say, Project salaries, travel, telephone, office rent, and other costs.

As a result, a corporation choosing to "Adopt-A-College" would be asked to provide the Washington Education Project with a grant totaling $30,000 over a two-year period. Of this amount, $25,000 would be given to the college, and $5,000 (20%) would be used by the Project for operational expenses.

The Washington Education Project will provide consultant services to each college throughout the life of the grant. The Project will assist each college in getting the courses underway, and will provide administrative support to the college during the two-year grant period. These services, as well as one copy of the Washington Education Project's "Operation's Manual", will be provided to each college at no cost.

During the two-year life of the grant, each college is required to provide two reports per semester to the Washington Education Project, at midterm and at the end of each semester, showing the precise number of hours of tutoring produced by the undergraduates.

In turn, the Washington Education Project will provide all corporate donors with a report at the end of each semester, showing the precise number of hours of tutoring that the undergraduates have produced during the previous semester. (Since the attendance of the undergraduates is monitored on a daily basis, these figures are absolutely reliable.)

It should be said that the undergraduates pay the standard tuition to the college that is required for any three-credit course. As a result, the undergraduates, themselves, provide the funds to pay faculty salaries after the initial two-year, $25,000 "start-up" grant ends, allowing the college to continue to offer these courses semester after semester, and well into the next century.

The first $25,000 grant was awarded to St. John's University in New York City, for a project that began in January of 1987. The results of the first semester are most encouraging. Indeed, in evaluating the effectiveness of the tutors from St. John's, one classroom teacher wrote:

"The test results when [the St. John's undergraduate] helps them study are excellent. Thank you!"

Now that Projects at six colleges in Boston and New York City are underway, the Washington Education Project has begin work to raise $25,000,000 from the nation's corporations, which will be used to provide "start-up" grants of $25,000 each to 1,000 colleges all across the country.

The result will be to provide effective and reliable tutors on a massive scale to children and adults who desperately need this help, and to bring the light of learning to those places that have known only illiteracy, poverty, and despair.