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001. letter	Martin Sheen to William Jefferson Clinton [partial] (1 page)	09/05/2000	b(6)
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FOLDER TITLE:

AmeriCorps Event 10/2000 [2]

2013-0436-S

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AmeriCorps Works

***Knight-Ridder Op-Ed
Marc Racicot
Governor of Montana
September 5, 2000***

As a conservative governor from a western state, I had some doubts when AmeriCorps was launched in 1994. Would young people answer this call to service? What would they accomplish? Even worse, would AmeriCorps become a bureaucratic, expensive, Washington-run program?

Six years and 200,000 volunteers later, these questions have been answered. AmeriCorps works. It is cost-effective, and achieves results all Americans want – safer streets, better schools, and healthier children. At the same time, by teaching young people to serve their country, AmeriCorps is rekindling a sense of patriotism and civic duty that our country sorely needs.

I am not the only governor who thinks this way. This month, 46 Governors will send a letter urging Congress to extend AmeriCorps for five years. Republican and Democrat, liberal and conservative, America's Governors agree that AmeriCorps is, in actuality, a success and they want more of this force for good in the future.

Why is there such overwhelming support? One reason is AmeriCorps' hard-hitting results. Here in Montana, volunteers are battling forest fires, tutoring at-risk students, helping crime victims, and restoring parks and forests. Last year, they served more than 50,000 Montana children and families.

Nationally, the results are notably impressive: in five years members have tutored four million children, recruited 2.5 million volunteers, and helped build thousands of homes. This service is cost-effective. Independent studies have found that for every dollar invested, AmeriCorps returns \$1.66 or more in direct benefits.

AmeriCorps has been successful precisely because it is not a top-down Washington program. In fact, it is one of the most far-reaching experiments in local control government has ever supported. Most AmeriCorps grants are decided by states, and volunteers serve with nonprofit and faith-based groups including the Red Cross, Habitat for Humanity, and the YMCA. This double devolution of decision-making puts states in the driver's seat and helps nonprofits accomplish more and equips them to recruit additional volunteers.

By investing in the civic sector, empowering communities, and calling on citizens to get involved, AmeriCorps is at the center of a growing consensus on how our country should meet its challenges. General Colin Powell, one of America's great civic leaders, recently said, "AmeriCorps is a tremendous investment in young people, a tremendous investment in the future, and I am a strong supporter of AmeriCorps."

The program's critics – the few who remain -- have a strategy of death by anecdote: Find the rare "bad apple" and conclude the entire program should be shut down. We don't do that with other government programs, and we should not with AmeriCorps.

To those who say government has no business encouraging service, my response is simple: You are sadly mistaken. It is precisely the business of government to foster good citizenship – our democracy depends on it. I grew up in a small, rural town in northwest Montana. The "barn-raising ethic" was, for us, not just a sentimental notion.

Sadly, I fear we are losing this sense of connection. Where neighbors used to meet and discuss the day's events, tall fences now divide us; where porches once invited neighbors into our homes, locks and alarms now separate our lives. To stop this erosion of community, we need more connection, service, and citizenship – exactly what AmeriCorps provides.

It is my fervent hope that Washington will listen to the vast majority of our great nation's Governors and continue this successful investment in our young people. The future of our democracy may very well depend upon such commitments.

PRELIMINARY FINDINGS: THE ACTIVITIES OF TUTORING PROGRAMS IN WHICH AMERICORPS MEMBERS SERVE TUTORING PROGRAMS AND THEIR EFFECTS ON STUDENT READING

I. INTRODUCTION

The Corporation for National Service (the Corporation) is a public corporation established by the National Service Trust Act of 1993. The Corporation's mission is to provide opportunities for Americans of all ages and backgrounds to engage in service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. Funding is provided through three major programmatic streams: AmeriCorps; Learn and Serve America; and the National Senior Service Corps. Examples of service projects include:

- tutoring disadvantaged students;
- organizing neighborhood crime watches;
- converting vacant lots into neighborhood parks;
- leading community health awareness campaigns; and
- operating food banks.

AmeriCorps is composed of three programs, State and National; National Civilian Community Corps (NCCC) and Volunteers in Service to America (VISTA). The focus of this report is on the AmeriCorps*State/National program, which currently involves 35,000 members nationwide in 961 programs. State/National programs are operated through State Commissions and National service organizations. They support a national network of community-based programs providing opportunities for participants, referred to as "members," to engage in community service. In exchange for a year of full-time service, AmeriCorps members each receive a stipend and earn an education award that may be used to pay for higher education or to help pay back existing student loans. Members serving part-time receive pro-rated stipends and educational awards.

Education-related activities have been a priority for the Corporation since its inception. Indeed, education programs comprise the largest single area of service (of the four issue areas of need) as well as a significant portion of the Corporation's funding. Most recently, the Corporation has directed substantial resources toward the national issue of children's reading performance. This focus supports an important national mandate, as articulated in the America Reads initiative: *to help ensure that every child can read well and independently by the end of the third grade*. Toward this end, the Corporation has encouraged its programs to provide literacy services to young readers. Members offer these services through a variety of strategies, including tutoring, mentoring, volunteering as classroom assistants, and other literacy-related activities (e.g., conducting trips to the

library or organizing book distributions). Such literacy activities represent a major investment of Corporation resources.

Study Designs and Purposes

To inform staff, programs, Congress and other stakeholders about its literacy activities, the Corporation contracted with Abt Associates to conduct two independent studies of AmeriCorps' literacy and tutoring programs. This report summarizes the findings of both studies, conducted between Spring, 1998 and Summer, 2000. The first of these, a *Descriptive Study of AmeriCorps Literacy Programs: State and National*, had several goals: to describe the programmatic structures and activities of AmeriCorps*State/National programs engaged in literacy development and reading tutoring; to identify programs using effective reading/literacy instructional models likely to improve children's reading abilities; and to describe the target populations receiving services. The second study, the *Reading Outcomes Study*, was designed to investigate in greater detail that subset of the programs included in the *Descriptive Study* which provide direct reading instruction in the form of tutoring to students in grades one, two and three. The *Reading Outcomes Study* was designed to determine the effects of the AmeriCorps tutoring programs on the reading performance of students in these early grades.

The *Descriptive Study* was completed in November, 1999; the results of the *Reading Outcomes Study* are still preliminary at this time. To provide the fullest possible picture of what has been learned to date, the results of both studies are summarized here. The results of the *Descriptive Study* are based on information collected during the 1998-99 school year, while the preliminary results of the *Reading Outcomes Study* are based on information collected during the 1999-00 year.

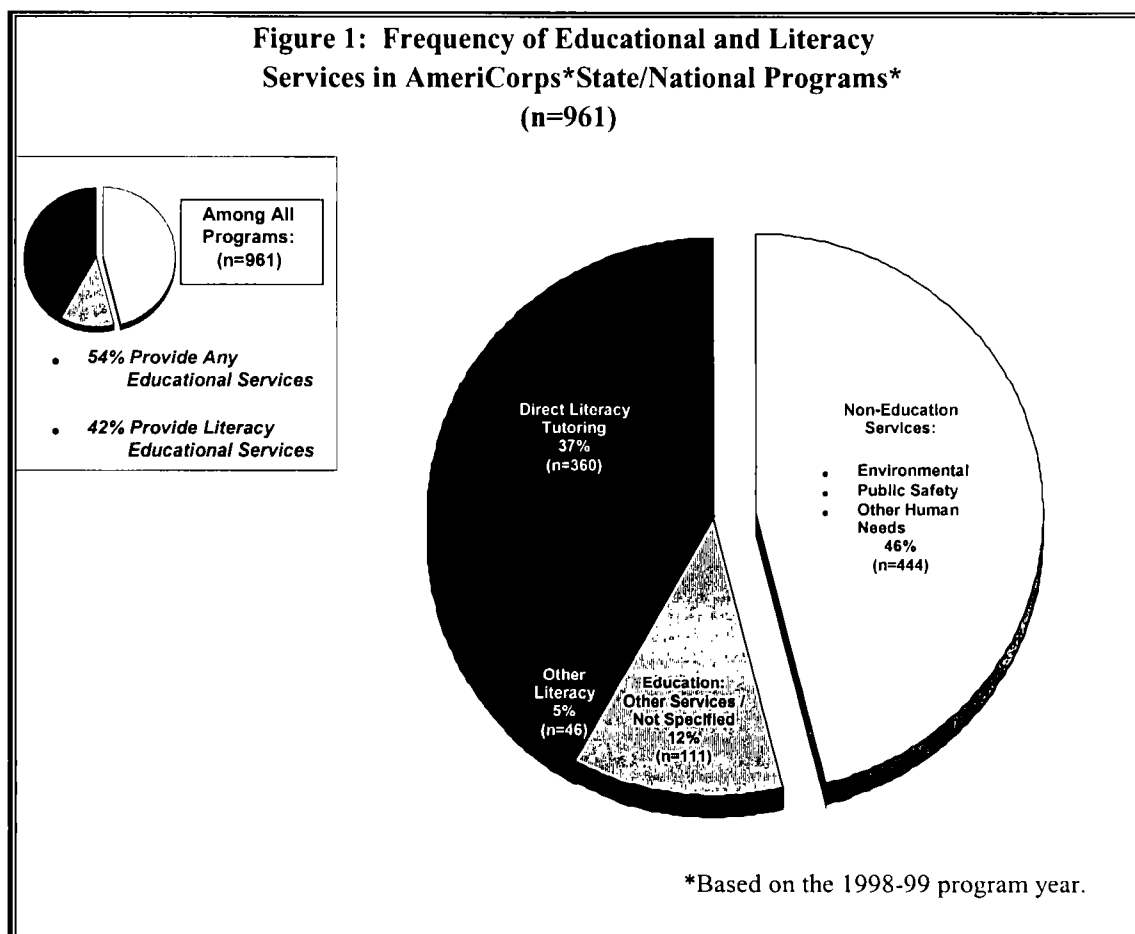
II. DESCRIPTIVE FINDINGS ON AMERICORPS LITERACY PROGRAMS MAJOR FINDINGS

In spring 1999, a survey was sent to the 517 directors of AmeriCorps*State/National programs who had reported that their programs were engaged in the provision of educational and literacy services. The survey collected information about: 1) the sponsoring agencies supporting the programs; 2) the AmeriCorps*State/National programs conducting educational and literacy activities; 3) the population receiving services; and 4) the structures and operations of their programs' literacy component.

Of the 517 project directors, 481 completed the survey, resulting in a response rate of 93 percent, with 406 respondents indicating that their programs were conducting literacy activities. This report is based upon information from these 406 programs and we examine more specifically a subset of 360 programs that engaged in tutoring in reading.

Sponsoring Agencies

- The majority of agencies sponsoring AmeriCorps State*/National literacy programs (83 percent) have been operating for five or more years.
- Most often, the sponsoring agencies are community-based organizations (61 percent) or secondarily, educational institutions (29 percent).
- The sponsoring agencies report education as a primary focus of their mission and are experienced providers of educational services, particularly to children. The majority had provided literacy services to their communities prior to the 1998-99 program year.



Resources

Funding

- Two-thirds of the literacy programs receive funding from at least one other Corporation source (e.g., America Reads, AmeriCorps Education Award, AmeriCorps Vista) in addition to their AmeriCorps*State/National grants.

- Some programs (17 percent) use members and volunteers who are funded through the Federal Work Study Program.

Literacy providers

- Literacy services offered by programs were substantial: nationwide, over 10,000 members and 40,000 volunteers (recruited by members) provide literacy services.
- The literacy programs typically had fewer than 20 members providing services; only nine percent have 50 or more members conducting literacy activities.
- The majority of members (93 percent) and volunteers (80 percent) were high school graduates. Three-quarters of the members and half of the volunteers had participated in some postsecondary education.

Recipients of Literacy Services

- Approximately 260,000 individuals received the literacy services offered by AmeriCorps*State/National programs. Ninety-percent (235,000) of these recipients were children.
- AmeriCorps*State/National programs typically provided literacy services to large numbers of students: most programs (76 percent) provided services to over 100 students.
- Literacy services were provided to the full spectrum of learners, from infants/toddlers, to elementary and high school students, to families and other adult learners. However, across all programs nationwide, the majority of students receiving literacy services are concentrated in grades 1 through 6.
- Nationwide, two-thirds of the recipients of literacy services are African-American or Hispanic.

Literacy Program Structures

- The primary goals of virtually all of the literacy programs are to improve: 1) students' overall academic achievement, 2) motivation for reading and 3) reading comprehension skills. The majority of programs (56 percent) also strive to increase parents' involvement in their children's reading.
- Almost all literacy programs provide some training to members and volunteers in literacy instruction and in working with children. Typically, about 16 hours of training are provided before and 20 hours are provided during the delivery of literacy services. Training is provided by a combination of staff from the sponsoring agency, the AmeriCorps program, the school district, and/or outside experts.
- Most programs provide literacy services in two broad areas: 1) direct reading instruction (e.g., tutoring in reading, classroom and homework assistance, and

- reading to children); and 2) support for instructional activities (e.g., developing and organizing instructional materials, recruiting volunteers).
- Three-quarters of the programs conduct formal evaluations to assess the effectiveness of their literacy activities.
- Literacy programs engaged in direct tutoring of reading are more likely to conduct formal evaluations than are programs with no tutoring component (78 percent vs. 50 percent).

Tutoring Activities

Tutoring activities are of particular interest since they are aimed directly at improving children's reading abilities and those activities were the central focus of the *Reading Outcomes Study*. As a foundation for the *Reading Outcome Study*, the *Descriptive Survey*, collected detailed information about the nature and potential effectiveness of these activities. The findings summarized below are based on the responses of the 360 AmeriCorps*State/National programs providing literacy tutoring.

- Tutors engaged in a wide range of activities with their students; these activities encompassed the full range of reading subskills (e.g., reading aloud, reading comprehension, vocabulary development, reading fluency, decoding).
- Over half (55 percent) of the tutoring programs reported that tutors conducted decoding activities with students (i.e., activities that help beginning readers develop sound-symbol correspondences).
- Most of the tutoring programs incorporated some of the structural and instructional features perceived by educators and researchers as important for positive reading outcomes.ⁱ The features reported most frequently include:
 - coordination of tutoring activities with the classroom curriculum;
 - adequate intensity of tutoring activities—meeting at least twice weekly for at least 1.5 hours/week; and
 - provision of training to members and volunteer tutors before and during service delivery in two important content areas: 1) reading and tutoring children; and 2) child development.ⁱⁱ
- Almost half of the tutoring programs used well-known, widely-used instructional models (e.g., Reading Recovery, Reading One-to-One, Success for All).
- Programs sponsored by colleges and universities were slightly more likely to report use of effective tutoring practices, on average, than were programs under other sponsorship.
- Programs utilizing members supported by Federal Work Study (FWS) funds, on average, used more effective tutoring practices than did programs not using members supported by FWS.
- Programs receiving America Reads funds, on average, used more effective tutoring techniques than programs not receiving these funds.

- More fully-implemented programs used more effective tutoring techniques than partially implemented programs.

The findings about tutoring activities described above suggested that the Corporation's efforts to encourage programs to develop and implement effective tutoring programs appeared to be meeting with some success. The use of effective tutoring practices appeared to be fairly widespread across programs, at a minimum to the extent that programs' intentions about effective tutoring activities were well aligned with what is known in the research. This is an important preliminary finding about the potential effects of these tutoring programs on children's reading abilities.

To determine the effect of these tutoring programs on students' reading performance, a second study, the *Reading Outcomes Study* was undertaken during the 1999-2000 academic year. The next section of this report describes the preliminary findings of that research.

III. PRELIMINARY FINDINGS: EFFECTS OF AMERICORPS TUTORING ON STUDENT READING PERFORMANCE

Overview of the Study Design

Building upon the results of the *Descriptive Study*, the Corporation commissioned Abt Associates to conduct a *Reading Outcomes Study* using a pre- post design to estimate the effects of tutoring programs on children's reading performance. Student reading performance was assessed using a set of well-known standardized reading tests that are part of the Woodcock-Johnson Tests of Achievement.

In the absence of a national comparison group, the gains made by the tutored students were compared against the 'norming sample' of students for the Woodcock-Johnson--a nationally representative sample of children tested as part of the standardization of scores on the test. By comparing the performance of the study sample to the norming sample, we could determine the extent to which students receiving tutoring gained more or less than expected based on the normal development of reading skills during this time period.

Data were collected in late fall 1999 /early winter 2000 (pretest) and again in spring 2000 (posttest) on 869 first, second and third grade students being tutored in a nationally representative sample of 68 AmeriCorps tutoring programs. This sample allowed us to generalize the findings to the entire population of AmeriCorps programs and tutored students (through the use of sampling weights at the program and student level). During program year 1999-2000, at least 100,000 students in first through third grades were tutored by AmeriCorps members.

Students were tested individually using four reading subtests of the Woodcock-Johnson test battery. Difference scores (posttest score minus the pretest score) were computed for

Excellence Act (REA) initiative to improve instructional practice in reading in the early grades. Furthermore, many states and school districts are also instituting research-based reforms to improve instructional practice and ultimately students' development of reading skill. Thus, improved reading performance may be attributable to other instructional reforms occurring in reading, and not only related to reading tutoring programs in which AmeriCorps member serve.

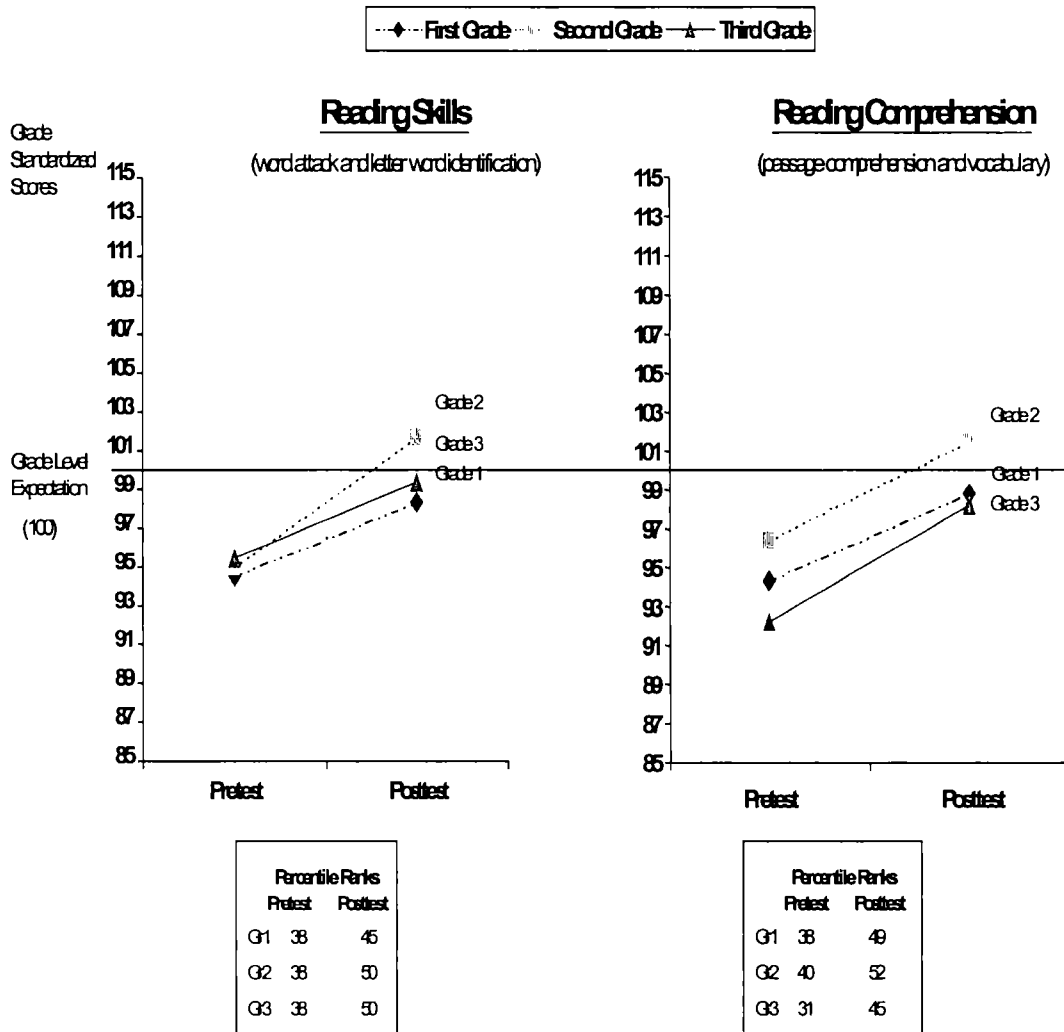
There is some evidence, however, that these broad reforms have yet to improve the reading performance of the nation's primary-grade students. The latest results from the National Assessment of Educational Progress indicate that reading performance for a nationally representative sample of students nine-year olds (generally, third graders) has remained flat from 1992 through 1999 (NAEP Trends in Academic Progress, 1999). Given that there are no reading gains in the national population of nine-year olds, ***and there are gains for AmeriCorps students*** (in all three grades) we can take this as some evidence to suggest that the tutoring program may be responsible for these reading gains.

IV. SUMMARY AND CONCLUSION

Our *Descriptive Study* documents that AmeriCorps programs are conducting reading tutoring activities on a large scale, using methods and practices that should be effective in improving student reading performance. Moreover, in our *Reading Outcomes Study*, students in the AmeriCorps tutoring programs improved during the course of their participation in the program. At year-end, their performance in both reading comprehension and reading skills was close to the expectation for their grade level.

The evidence suggests that the students in the AmeriCorps tutoring programs improved their reading skills more than would be expected when compared with a nationally representative group of their peers. While this study cannot establish with certainty that this improvement in reading is attributable to participation in the program, it is our belief that AmeriCorps tutoring has had a positive effect, based on knowledge of the current national trends in children's reading performance.

Figure 2 Student Performance on the Woodcock-Johnson Reading Test



End Notes

- ⁱ These features include: 1) coordinating with classroom instruction; 2) tutoring on more than two occasions during the week; 3) conducting formal evaluations; 4) convening for a total of at least 1.5 hours weekly; 5) providing pre- and in-service training; 6) use of 'brand-name materials'; 7) involving a reading specialist in planning literacy activities; and 8) using a stable one-to-one tutoring model.
- ⁱⁱ The survey collected information about types and amounts of training; however, we have no information about the quality of these trainings, a critical element of effective training.
- ⁱⁱⁱ The test developers provide a third reading achievement cluster score, Broad Reading. This score uses one subtest from each of the other two clusters (letter-word identification and passage comprehension) and is therefore redundant with respect to the other cluster scores. For this reason, although mean scores are shown in the results Table 1, we do not discuss them in this report.
- ^{iv} Grade-level expectations are based on the grade-standardized scores for the norming sample. These scores have a mean of 100 and a standard deviation of 15 at each grade-level. At any point in time then, by definition, the expected level of performance for the typical child (i.e., the norming sample) would be a score of 100. The Woodcock-Johnson tests allow for the conversion of raw scores to several types of scores. For this analysis, grade-standardized scores and percentile ranks were used.
- ^v We applied the definitions suggested by Cohen (1977), who proposed that differences of .20 to .50 of a standard deviation corresponds to a 'small' effect. For instance, a five point gain from pre to posttest computes to an effect size of .33 (the five point gain is divided by 15, the standard deviation of the distribution of test scores in the norming sample).
- ^{vi} A second source of appropriate caution concerns the fact that the sampled students are not a random sample, but rather, were referred for tutoring by school personnel based on their need for services. This raises the possibility that the some part of students' gains may be the consequence of a statistical artifact referred to as 'statistical regression,' rather than a true improvement in reading ability. We have carefully examined our data for evidence of such statistical regression, however, and we believe the weight of the evidence suggests our findings are not an artifact of statistical regression, but instead, represent true improvement in reading ability made by students in the tutoring program.

two key components of reading achievement: 1) *reading comprehension*, composed of two subtests, Passage Comprehension and Reading Vocabulary; and 2) *reading skills*, composed of two subtests, Word Attack and Letter-Word Identification. Taken together, these two scores represent the building blocks needed to become competent reader; they measure critical skills involved in the mechanics of reading as well as comprehension of text.ⁱⁱⁱ

Changes in Student Reading Performance

The tutored students at all grade levels improved their reading performance from pretest to posttest *more than the gain expected for the typical child at their grade level*. Reading comprehension and reading skills started out below grade-level; by year-end, students closed the gap and were reading at or near the grade-level expectation.^{iv} As presented in Table 1, the reading gains range from 3.7 to 6.6 points, depending on the grade and reading score. All of the gains are statistically significant, most at the .01 or .001 level. Another way to interpret the size of these gains is in terms of their 'effect size.' These gains represent effect sizes ranging from .25 to .33. According to the convention in the field, this kind of effect size is small but educationally significant.^v

Figure 2 displays the average pre- to posttest gains relative to grade-level expectations for the three grades in the study. The gains are most pronounced for second graders who, on average, are performing at or slightly above expectations on both reading measures at posttest. Reading scores can also be characterized in terms of percentile ranks that represent each students' standing relative to the norming sample. Also included in Figure 1 are the percentile ranks for each grade and test. Note that on average, first grade students performed at the 38th percentile at pretest (in other words, 38 percent of the norming sample obtained lower scores), while they performed at the 45th percentile at posttest, on average.

Implications / Discussion

Students' gains from pretest to posttest in their reading performance are consistent across grade-levels and reading measures. The gains are statistically significant and of sufficient size to be considered by researchers and practitioners to be educationally meaningful. However, the absence of a randomly-selected control group means that we cannot attribute the gains made by tutored students to the AmeriCorps tutoring program with total confidence because we cannot establish conclusively that other, similar, non-tutored students would also have made similar gains.^{vi} Below we discuss other data that can help us to interpret the gains seen among AmeriCorps-tutored students, and for the next several months we will continue to review additional data that can improve our interpretation of the *Reading Outcomes Study*.

National Trends in Reading.

The improvement in reading achievement demonstrated by students receiving tutoring has occurred at a time in which there has been increased national attention on reading instruction and reading performance in the primary grades. As one example, our sample contains 28 programs located in states that are implementing the federal Reading

AmeriCorps' Impact on Students' Reading Levels

The Corporation for National Service released today the preliminary findings of a major evaluation showing positive impact on students' reading abilities of tutoring programs in which AmeriCorps members serve. AmeriCorps members tutor more than 100,000 students in grades 1 through 3. This past year, tutored students started out scoring below grade-level on standardized tests at the beginning of the year, and were reading at or near the grade level expectation by the end of the year.

"This is a remarkable achievement," announced Harris Wofford, the Chief Executive Officer of the Corporation for National Service. "The evaluation shows that AmeriCorps members are serving in top caliber literacy programs, they are using best practices and are well trained, and most important, they are having a positive effect on children's reading levels. As a country, we know how important it is to children's success in school and life that they learn to read well and independently by the end of the third grade."

The preliminary report noted: "The tutored students at all grade levels improved their reading performance from pretest to posttest *more than the gain expected for the typical child at their grade level.*" At the beginning of the year, students' test scores were between the 31-40 percentile rank, depending upon the grade and type of test. At the end of the year, students tested at levels between the 45-52 percentile ranks. The researchers characterized all of the gains as statistically significant and "of sufficient size to be considered by researchers and practitioners to be educationally meaningful." The researchers noted the difficulty of isolating the effects of the tutoring from other changes in classrooms and schools, but concluded that "it is our belief that AmeriCorps tutoring has had a positive effect."

The focus of the study was the AmeriCorps*State and National programs, which are operated through governor-appointed state commissions and national nonprofit organizations. AmeriCorps members serve in community-based programs designed to meet critical community needs in the areas of education, the environment, public safety, and health and other human needs. In literacy programs, members tutor, mentor, volunteer as classroom assistants, conduct after-school programs, and perform other

activities such as organizing book drives and supporting parent involvement in the education of their children.

Abt Associates Inc., a research firm located in Boston, Massachusetts, conducted the study. A copy of the preliminary findings is available from the Corporation for National Service at _____.



Overview

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The America Reads Challenge is a grassroots national campaign that challenges every American to help all our children learn to read, including English Language Learners and students with disabilities. America Reads sparks collaborations between educators, parents, librarians, business people, senior citizens, college students, and community and religious groups.



The America Reads Challenge:

- ☆ **I**nspires families to read together at home.
- ☆ **A**sk childcare providers to read daily to children.
- ☆ **E**ncourage teachers to use research-based methods.
- ☆ **R**ecruit college students and others to tutor children.
- ☆ **E**ngage businesses to involve employees.
- ☆ **U**nite communities to form strong partnerships.

Americans are responding to the Challenge!

- ☆ **At more than 1100 colleges and universities**, students earn financial aid by tutoring children in reading. Some also tutor parents in family literacy programs.
- ☆ **More than two million children** have been taught, tutored, or mentored through national service programs such as AmeriCorps, VISTA, and Foster Grandparents.
- ☆ **Pediatricians** are reading to children, advising parents, and giving away free books to children as part of their check-ups. Volunteers model reading aloud for parents. DISCLAIMER
- ☆ **Hundreds of communities** are coming together to recruit tutors, organize book drives, and support parents, child care providers, and schools.
- ☆ **Nearly 300 organizations**—religious groups, businesses, schools, literacy groups, libraries, museums, media outlets,

schools, literacy groups, libraries, museums, media outlets, children's, parents', and teachers' organizations—have joined the President's Coalition for America Reads.

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Frequently Asked Questions

How can I contact the America Reads Challenge?

Write us:
America Reads Challenge.
U.S. Department of Education, 7th Floor
400 Maryland Avenue, SW
Washington, DC 20202-0107

Call us: 202-401-8888

E-mail us: AmericaReads@ed.gov

Fax us: 202-260-8114

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How can I order America Reads Challenge resources?

If you know the specific publication or resource you want:
Call toll-free: (877) 4ED-PUBS (877-433-7827).
Order online at: www.ed.gov/pubs/edpubs.html
If you aren't sure what resource is right for you, look through our [resource](#) descriptions for guidance. Call toll-free: (800) USA-LEARN for one-on-one advice.

What is the America Reads Challenge?

Recognizing that reading is the key to learning and that research shows that students unable to read well by the end of the third grade are more likely to leave school and have fewer good options for jobs, President Clinton issued the America Reads Challenge in 1997. The President asked all Americans to join in the effort to improve children's reading achievement. The America Reads Challenge stresses the importance of communities coming together to ensure all children read well. Everyone can join in the challenge whether it is volunteering to read with a child, participating in book drives, or supporting teachers and schools. See the [Families](#), [Communities](#), [Educators](#) or [Colleges/Universities](#) pages to see what you can do to take the challenge!

What does the America Reads Challenge offer?

We offer:

- Free resources for parents, childcare providers, educators, tutors, community groups, and all concerned citizens. Resources include summer materials that help promote literacy during the months when

- children are out of school and most likely to fall behind.
- Access to the latest and best research on effective literacy practices.
- Information on how other federal agencies and organizations are helping to improve literacy, including the Corporation for National Service, the Department of Health and Human Services, and the National Institute for literacy
- A network of committed organizations committed to helping children learn to read.
- Periodic newsletter updates to members of the President's Coalition and colleges and universities committed to the challenge.

Why do we need The America Reads Challenge?

Research shows us that more than nine out of ten children can learn to read, yet national assessments show that a significant number of children are not reaching their reading potential. In fact, nearly four out of ten fourth-graders fail to achieve even partial mastery of the reading skills needed for school success. Only three in ten read at the proficient level or higher. The performance of poor and minority students is significantly lower than the national average. A landmark study of reading research, Preventing Reading Difficulties in Young Children, identified a number of ways we can help more children succeed in reading. America Reads helps families, child care providers, schools, and communities apply effective, research-based strategies to help every child learn to read, including English language learners and those with disabilities.

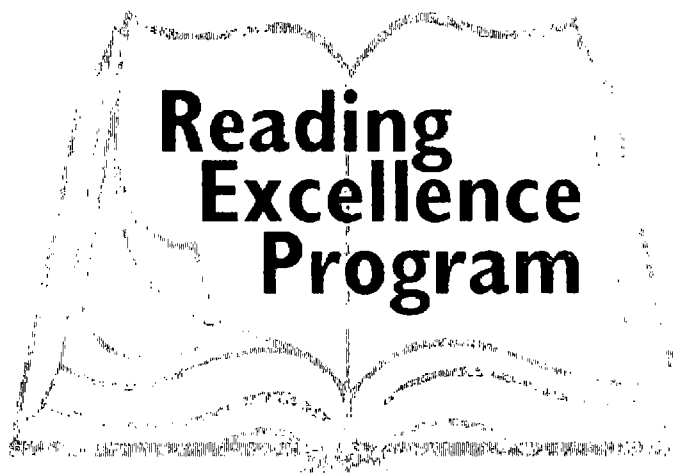
What is America Counts?

America Counts is an initiative at the U.S. Department of Education to improve student achievement in mathematics. Eligible college students who tutor children in mathematics can earn financial aid through the Federal Work-Study program. The members of the America Reads*America Counts Steering Committee of College Presidents recruit their peers to participate in both programs.

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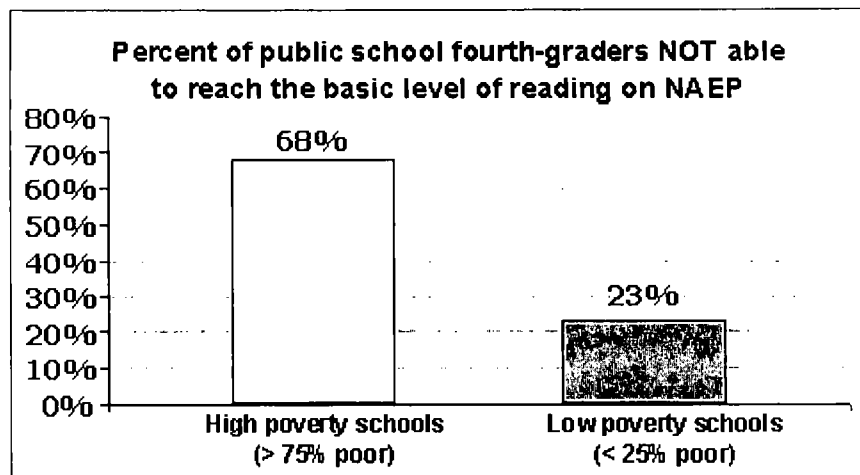
U.S. Department of Education Announces:

The Reading Excellence Program

The Reading Excellence Act was authorized to carry out the following purposes:

- Teach every child to read by the end of third grade.
- Provide children in early childhood with the readiness skills and support they need to learn to read once they enter school.
- Expand the number of high quality family literacy programs.
- Provide early intervention to children who are at risk of being identified for special education inappropriately.
- Base instruction, including tutoring, on scientifically-based reading research.

The law was passed for two major reasons. First, in recent years, findings from scientifically based reading research have provided compelling guidance for improved reading practice. Second, national assessments have continued to show great need for improving reading instruction in many schools, especially high poverty schools. The National Assessment of Educational Progress (NAEP) shows serious deficiencies in children's ability to read. Even in wealthier schools, almost a quarter of fourth-graders are unable to reach NAEP's basic level. More than two-thirds of fourth-graders in high poverty schools are unable to reach the basic level.



The Act authorizes competitive Reading and Literacy Grants to state education agencies, which in turn distribute the funding to eligible local education agencies through a competitive process.

Only selected districts and schools are eligible for Local Reading Improvement (LRI) subgrants. Basically the intent of the Act is to provide funds to very needy districts and schools. The state education agency holds a competition for two-year subgrants among the following districts:

- Title I school improvement status. All districts that have at least one school identified for school improvement under section 1116(c) of Title I, ESEA. (ED's Title I office approves which schools are in school improvement. The main criterion is that a
- Title I school is identified for school improvement if for two consecutive years it has failed to make adequate progress in meeting the state's student performance standards, as defined in the state's plan.)
- High poverty numbers. The two districts with the largest or second largest number of children in the state counted for the Title I formula under section 1124(c).
- High poverty rate. The two districts with the highest or second highest poverty rate of school-age children in comparison to other LEAs in the state.

In turn, successful districts allocate funding to some or all of the schools that are in Title I school improvement status, have the highest or second highest number of poor children in the LEA, or have the highest or second highest percent of poor children in the LEA.

States must allow all eligible districts to compete for the funding. The SEA may place some limits on the percent of schools that can be served or can add criteria such as priority for schools that have greater need or have fewer resources from outside grants. Districts need not select every eligible school and may select from among those eligible, taking into account local needs. However, the SEA's review will assess the district's choices.

Uses of Funds

The LRI subgrants provide support to local educational agencies to advance reform of reading instruction in participating schools. This must include, among other activities:

- improving the reading instruction practice of teachers and other instructional staff through professional development based on scientifically based reading research,
- carrying out family literacy services (e.g., parent and child interactive activities, early childhood education, adult training, and parent education), and
- providing early literacy intervention to children experiencing reading difficulties, including kindergarten transition programs.

Key features include the requirements that the LEA will base the project's activities on scientifically based reading research and will enter into an agreement with experts on the particular reading approaches being implemented.

Also, the LEA must form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy and reading readiness, reading instruction, and reading achievement in carrying out the project's activities, or describe why such a partnership is not feasible.

The funds may be used for the following activities, all of which must be provided, although not necessarily with REA funds:

- Research-based reading instruction in grades K-3
- Reading instruction to children with reading difficulties
- High quality professional development for classroom teachers and other instructional staff
- Curriculum and supportive materials
- Tutoring and other reading support services during non-instructional time
- Training for tutors
- Kindergarten transition
- Family literacy services (parent and child interactive activities, early childhood education, adult literacy, and parenting education)
- Parent training to help their children with reading
- Technical assistance
- Promotion of reading and library programs that provide access to engaging reading materials
- Coordination of local reading, library, and literacy programs and others supported by the Elementary and Secondary Education Act
- Administrative costs

Key Principles in the Reading Excellence Act

Coverage of the six dimensions of reading in grades K-3.

The Reading Excellence Act's definition of reading, which must be used by all schools that implement reading strategies under REA, is as follows:

"The term 'reading' means a complex system of deriving meaning from print that requires all of the following:

- A. The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
- B. The ability to decode unfamiliar words.
- C. The ability to read fluently.

- D. Sufficient background information and vocabulary to foster reading comprehension.
- E. The development of appropriate active strategies to construct meaning from print.
- F. The development and maintenance of a motivation to read." Section 2252 (4)

Use of rigorous research when selecting reading instruction content and strategies The REA requires that reading instruction be based on scientifically based reading research and includes a definition of this as follows:

"The term 'scientifically based reading research'

(A) Means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

(B) Shall include research that-

- i. Employs systematic, empirical methods that draw on observation or experiment;
- ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- iii. Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
- iv. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review." Section 2252 (5)

This does not require selection of specific program models. In fact, most funded grantees in FY 1999 did not propose to select comprehensive models developed by others. Instead, funded states, districts, and schools will assess the reading research and identify specific content and instructional strategies to implement in grades K-3, with supporting family literacy activities for preschool and early elementary grades.

To contact the Reading Excellence Act Program, Office of Elementary and Secondary Education (OESE), call (202) 260-8228 or e-mail reading_excellence@ed.gov.



Page last updated on Aug. 11, 2000 by (mw)

national effort to make sure that all Americans have access to the power of technology.

[Three?] years ago we began a national crusade called America Reads with the goal that every child would be able to read well and independently by the end of the third grade. [Mention other elements of America Reads.]

AmeriCorps responded to the America Reads challenge immediately, turning many of its resources to reading programs. And I am very grateful that Congress made funds available specifically for AmeriCorps members to work on reading.

Today, I am happy to release the preliminary results of an extensive, national study that shows that AmeriCorps members are having a positive impact on the reading skills of the students they work with. []. This independent national survey involved hundreds of sites and thousands of children and it found – cite key statistic. These findings demonstrate once again that AmeriCorps is working – that AmeriCorps members are “Getting Things Done.”

From the beginning I believed that AmeriCorps should be separate from partisan politics – this form of national service should receive the same respect and support as service in the armed forces or the Peace Corps. When I asked Harris Wofford to lead AmeriCorps, I asked him to work closely with me to build bi-partisan and non-partisan support for AmeriCorps.

Because of Harris’ effort, and because of the service of nearly 200,000 AmeriCorps members, this effort has been very successful. Many former skeptics like John McCain and John Kasich have come to see the value of AmeriCorps and to support. This summer Dan Coats wrote a column in which he described why he had changed his mind and become an AmeriCorps supporter. He wrote [insert quote on energy for non-profit sector].

Just recently, 49 of the 50 governors, including Gov. Ridge here in Pennsylvania, and Gov. George W. Bush, sent a letter to Congress asking that AmeriCorps be reauthorized this year. In an election year, such a show of bipartisan support is truly remarkable and the Governors’ letter shows that there is a true consensus that AmeriCorps is good for communities, good for participants and good for our country.

I have spoken directly with both Sen. Lott and Speaker Hastert about the importance of the AmeriCorps legislation, and I have asked each of them to work with me to make sure this legislation passes before Congress recesses. The record of success is there; the bi-partisan support is there. The time for Congress to act is now.

As we close here today, I would like to ask Harris and my friends on the stage and all of the AmeriCorps members here today to stand – I don’t know how many more times I’ll be able to do this as President – to take the AmeriCorps pledge.

[insert the pledge]

Thank you and congratulations.

Notes and suggestions for the President's Talk
Philadelphia, PA 10/11/00

Happy to be here

Acknowledgements of speakers and dignitaries. Mention special visits to Philadelphia – right after the budget bill passed in 1993 and for the President's Summit on America's Future in 1997.

It is especially fitting that we gather today in Philadelphia, the hometown of the head of AmeriCorps, my friend Harris Wofford. Harris was part of the team that created the Peace Corps 40 years ago. Since then he has harbored the dream of bringing national service home to America on a grand scale. I first met Harris almost 15 years ago when we started working together on a plan to create a new national service program. When Harris was in the Senate, he was once again part of the team that led the way to passing the legislation that created AmeriCorps. And for the last five years, Harris has provided extraordinary leadership at the Corporation for National Service and AmeriCorps. Thank you Harris for your friendship, and especially for your dream, and for working so hard to make the dream come true.

Riff on Admin accomps -- Jobs created, etc. Emphasis on education, presaging discussion of America Reads and release of the study of AmeriCorps and reading outcomes.

Of all of the things we have accomplished, and progress we have made over the past seven and a half years, I take a special pride, a special satisfaction and happiness from the great success of AmeriCorps.

When I took office in January 1993, I said that there is nothing wrong in America that can't be solved by what is right in America. AmeriCorps is a living testament to the truth of that statement.

AmeriCorps challenged citizens, especially young people, to take up a season of service – to help our communities and country meet some of our most persistent and vexing problems. In exchange, AmeriCorps members would receive help in paying for college. It was a bargain based on the bedrock American principles of community, responsibility and opportunity.

The response has been extraordinary. In just six years, almost 200,000 people have joined AmeriCorps. That's more people than have joined the Peace Corps in 40 years.

AmeriCorps has put the idealism and energy of individual citizens, many but not all young, to work meeting challenges in communities all over this country.

As I traveled the country, I have met hundreds, maybe thousands, of AmeriCorps

members. I have seen AmeriCorps members in classrooms, in after-school projects, in national parks, in communities hit by natural disasters, in computer laboratories, in health clinics, and in homeless shelters. I have had the pleasure of serving with teams of AmeriCorps members on Martin Luther King Day, and as I have had the chance to swear in previous classes of AmeriCorps members.

[Insert stories of AmeriCorps members – one should come from a relatively advantaged background who joined to “give back” and who in the process got a lot too (e.g. Josh Watson) and the other should come from a much more difficult background who was headed for disaster without the AmeriCorps experience, and who is now on the right track (e.g. Andre Crisp).]

AmeriCorps has become a meeting place for young Americans of all walks of life, which is why I believe it is the living, breathing realization of Dr. King’s dream. [Check quote from MLK Day 1999 – Regency House Washington DC] The ideal of One America is being lived out through AmeriCorps – our present and our future are better for it.

I expect, and I look forward to, the day that former AmeriCorps members take on leadership roles in our communities. I meet former Peace Corps members all the time – they have become members of Congress, corporate CEOs, educators, leaders in international affairs and heads of major non-profits.

And over the next three days hundreds of former VISTA members are gathering to celebrate their service and to look to the future contributions of citizen service. I saw VISTA’s work first hand in Arkansas, and I know what a great national resource VISTA is. That’s why I am so proud that VISTA has become a central part of AmeriCorps. [This isn’t well-said, but it is important to make a note of the VISTA gathering. Not doing so would be conspicuous and offensive. Might look at the proclamation from the President that will be read at the VISTA event for better language.]

In the years to come, those returned Peace Corps members, and current Peace Corps volunteers, along with former VISTA volunteers, will be joined by thousands of AmeriCorps members who will – in part because of their AmeriCorps experience – be leaders in our communities, our civic organizations, our economy and our government.

AmeriCorps motto is “Getting Things Done.” And AmeriCorps members have a track record of success in tackling some of most difficult and important problems. Ask anyone who has seen AmeriCorps members in action responding to natural disasters. Most recently, hundreds of AmeriCorps members were in western states fighting the fires, and helping communities to rebuild. Ask anyone who has seen AmeriCorps members lead a Habitat for Humanity blitz build.

This record of success is why I was proud to announce two weeks ago that AmeriCorps has made grants of 10 million dollars for projects that will use AmeriCorps members to help close the digital divide. AmeriCorps members are going to play a central role in the

September 25, 2000
(Senate)

S. 2764 - National and Community Service Amendments Act of 2000
(Sen. Kennedy (D) MA and 26 others)

The Administration supports Senate passage of S. 2764, as reported from the Senate Health, Education, Labor, and Pensions Committee, which would reauthorize for five years the Corporation for National and Community Service and its major service programs. S. 2764 would enable these programs to build on the far-reaching benefits they have provided. Major programs that would be reauthorized include:

- AmeriCorps. With this year's class of new members, more than 200,000 Americans will have served communities in programs operated by State commissions or private non-profit organizations at the State and local levels. In exchange, AmeriCorps members receive an education award to pay the cost of education or student loans. The Administration is pleased that S. 2764 would improve this program in various ways, including creation of an "E-Corps" to close the digital divide between the technology "haves" and "have nots," an area of growing national concern.
- Senior Corps. This program has harnessed the wisdom and experience of over half a million older Americans to help meet pressing community needs, such as providing meals to home-bound seniors or giving nurturing support to hundreds of thousands of special needs children.
- Learn and Serve America. Public schools now routinely offer community service opportunities for students, who also benefit from service-learning at all levels from kindergarten through college. The Administration supports the improvements that S. 2764 would make to this program, in part, by creating a per-State minimum for funding.

S. 2764 would reaffirm and strengthen our nation's commitment to national service by helping citizens serve together to solve problems facing our communities and allowing the successful Federal-State partnerships -- that have been the hallmark of national service -- to continue.

* * * * *

(Do Not Distribute Outside Executive Office of the President)

This Statement of Administration Policy was developed by the Legislative Reference Division (Connie Bowers) in consultation with the Corporation for National and Community Service (Avery) and EIML (Ceja/Kron/Cassell/Stack). The following concur with or do not object to this position: the Departments of Labor (Morin), Health and Human Services (Wallace), Housing and Urban Development (Sikora), Interior (Richmond), Justice (Taylor), Education (Riddle), and Commerce (Clark), the National Council on Disability (Rosen), Federal Emergency Management Agency (Hirsch), Office of Government Ethics (Ley), Office of Personnel Management (Christakos), DPC (Buxton), BRC (Zimmerman), BAS (Stigile), TCJS (Hunn), and VA/PERS (Seferian).

OMB/LA Clearance:

Background

The Corporation for National and Community Service (CNCS) provides Americans of all ages and backgrounds the opportunity to work in community service. CNCS administers the National Service Trust, from which educational awards are made to eligible volunteers. Funds are distributed through States and provided to community based organizations through "AmeriCorps grants." National service is also provided by the residential National Civilian Community Corps, and by students participating in service learning activities as part of the Learn and Serve America program. Grants are also provided to the nongovernment, nonprofit Points of Light Foundation, which supports volunteer activities for Americans. The National Senior Service Corps programs provide opportunities for older Americans to perform voluntary social service activities in communities.

S. 2764, which would reauthorize these programs, was reported by the Senate Committee on Health, Education, Labor and Pensions on August 25, 2000. The Administration did not comment on the bill during Committee consideration.

Summary of S. 2764

S. 2764 would authorize the appropriation of such sums as may be necessary for each of fiscal years 2001 through 2005 for national and community service programs, including the Corporation for National and Community Service. These include: (1) the National and Community Service Act of 1990, which authorizes the AmeriCorps program, Points of Light Foundation, the School-Based Service Learning Programs grants, Higher Education Service Learning Programs, the National Service Trust Program, and the Civilian Community Corps; and (2) the Domestic Volunteer Service Act of 1973, which authorizes Volunteers in Service to America (VISTA), the Foster Grandparent Program, and the National Senior Service Corps. Authorizations for these programs expired in 1996. Since that time, national service programs have continued to receive appropriations. In FY 2000, appropriations totaled \$732 million. The bill would also make numerous technical and other non-controversial amendments to these Acts.

Major Provisions of S. 2764

S. 2764 would amend current statutes to:

- Include Indian tribes as organizations that are qualified to apply for grants in the School-Based and Community Based Service Learning Programs;
- Codify a maximum CNCS share of average budgeted cost per AmeriCorps member at \$15,000 for fiscal year 1999, adjusted for inflation in fiscal years 2000 and 2005;
- Allow education awards earned by national service participants to be used to repay private or State loans, as well as Federal loans, which current law allows to be repaid from such awards;
- Raise the income threshold for participating in some Domestic Volunteer Service Act programs to 150 percent of poverty, and encourage, in various ways, the long-term sustainability of VISTA programs in the absence of Federal assistance;
- Provide for increased participation of individuals with disabilities in national service positions, and allow CNCS to make grants to organizations to support demonstration programs that promote the participation of individuals with a disability in national service in addition to providing grants for outreach;
- Allow CNCS to use the National Service Trust Fund to support a national service scholarship program to recognize secondary school juniors and seniors engaged in outstanding community service. (Since FY 1998, appropriations bills have made available up to \$5 million for this purpose.)
- Modify procedures relating to appointment of board of directors members of CNCS and the Points of Lights Foundation, and authorize the CEO of CNCS to enter into agreements with other Federal agencies to carry out national service activities;
- Expand eligibility for priority enrollment in, and increase stipends for, national service programs involving senior citizens; and
- Amend the AmeriCorps programs to encourage training of AmeriCorps volunteers in computers and technology to work with students to bridge the "digital divide" (Sen. Mikulski's 'E Corps Amendment'.)

Pay-As-You-Go Scoring

According to EIML(Ceja) and BAS (Stigile/Balis), S. 2764 would not affect direct spending or receipts and, therefore, is not subject to the pay-as-you-go provisions of the Omnibus Budget Reconciliation Act of 1990. CBO concurs.

September 25, 2000 - [2:30PM]

AmeriCorps' Impact on Students' Reading Levels

The Corporation for National Service released today the preliminary findings of a major evaluation showing positive impact on students' reading abilities of tutoring programs in which AmeriCorps members serve. AmeriCorps members tutor more than 100,000 students in grades 1 through 3. This past year, tutored students started out scoring below grade-level on standardized tests at the beginning of the year, and were reading at or near the grade level expectation by the end of the year.

"This is a remarkable achievement," announced Harris Wofford, the Chief Executive Officer of the Corporation for National Service. "The evaluation shows that AmeriCorps members are serving in top caliber literacy programs, they are using best practices and are well trained, and most important, they are having a positive effect on children's' reading levels. As a country, we know how important it is to children's success in school and life that they learn to read well and independently by the end of the third grade."

The preliminary report noted: "The tutored students at all grade levels improved their reading performance from pretest to posttest *more than the gain expected for the typical child at their grade level.*" At the beginning of the year, students' test scores were between the 31-40 percentile rank, depending upon the grade and type of test. At the end of the year, students tested at levels between the 45-52 percentile ranks. The researchers characterized all of the gains as statistically significant and "of sufficient size to be considered by researchers and practitioners to be educationally meaningful." The researchers noted the difficulty of isolating the effects of the tutoring from other changes in classrooms and schools, but concluded that "it is our belief that AmeriCorps tutoring has had a positive effect."

The focus of the study was the AmeriCorps*State and National programs, which are operated through governor-appointed state commissions and national nonprofit organizations. AmeriCorps members serve in community-based programs designed to meet critical community needs in the areas of education, the environment, public safety, and health and other human needs. In literacy programs, members tutor, mentor, volunteer as classroom assistants, conduct after-school programs, and perform other

activities such as organizing book drives and supporting parent involvement in the education of their children.

Abt Associates Inc., a research firm located in Boston, Massachusetts, conducted the study. A copy of the preliminary findings is available from the Corporation for National Service at _____.

MEMORANDUM FOR DISTRIBUTION

SUBJECT: AMERICORPS PROGRAMS IN PHILADELPHIA, PA

Please see the attached information regarding AmeriCorps programs in Pennsylvania, specifically Philadelphia.

- List of AmeriCorps programs (including AmeriCorps grantees) in Philadelphia, PA

[Please note that the number of AmeriCorps members at each program (listed on the right-hand side of the page) is the number of people that the program *can* support. If we are interested in specific programs, the Corporation for National Service will contact them to confirm the number of members actually working at those sites currently.]

- Overview of national service efforts in Pennsylvania
- Highlights of national service programs in Pennsylvania (including 5 programs in Phila.)
- National service by the numbers in Pennsylvania (# of sites, members, funding)

Please let me know if you need additional information on any of these programs. Thanks!

Anne Bovaird, x6-7072

For Internal Use only.

Corporation for National Service Programs in Philadelphia, Pennsylvania

American Red Cross of Southeastern PA Chapter		AmeriCorps	AmeriCorps*National
Ms.Mary Olge	Grant Number	97ADNDC001	Subgrants
National Rapid Response Corps	Program Officer	Adin Miller	Members /
23rd & Chestnut Streets	Phone	215-299-4802	Students /
Philadelphia, PA 19103	Fax		Volunteers
	CNS Funding	\$73,022.66	

ASPIRA/AmeriCorps - PA		AmeriCorps	AmeriCorps*National
Ms.Evelyn Briganty	Grant Number	94ADNDC043	Subgrants
4322 North 5th Street	Program Officer	Rodney Tucker	Members /
Philadelphia, PA 19140	Phone	215-455-1300	Students /
	Fax		Volunteers
	CNS Funding	\$214,685	

Aspira Association, Inc. is a national non-profit organization devoted solely to serving Puerto Rican and other Latino youth through leadership development and education. AmeriCorps Members teach Latino youth literacy, language and mathematical skills through tutoring and mentoring in school and after school. Members develop and facilitate programs providing leadership development, service learning, and enrichment activities. Members also conduct outreach to parents individually and through group programming.

Philabundance		AmeriCorps	AmeriCorps*National
Mr.Scott Schaffer	Grant Number	96ADNDC099	Subgrants
Box37555	Program Officer	Adin Miller	Members /
Philadelphia, PA 19148	Phone	215-339-0900	Students /
	Fax		Volunteers
	CNS Funding	\$105,268	

Congressional Hunger Center is a bi-partisan, non-profit organization founded in 1993, working to end hunger through domestic programs and international policy. It also currently sponsors an AmeriCorps VISTA project. Beyond Food AmeriCorps Members provide services addressing hunger, under-nutrition, malnutrition and food security. Members work to eliminate hunger by establishing or expanding community gardens, food banks/ food pantries, school breakfast and summer feeding programs, feeding programs for the homeless, farmer's markets in low-income neighborhoods, food collection efforts, and providing nutrition education.

For Internal Use only.

Corporation for National Service Programs in Philadelphia, Pennsylvania

Philadelphia Child Care Resources	AmeriCorps	AmeriCorps*National
Mr. Julio Paz y Mino		
Philadelphia Child Care Resources - South/Center City	Grant Number 94ADNDC022	Subgrants
1709 South Broad Street, Suite 200	Program Officer Adin Miller	Members / 1
Philadelphia, PA 19148	Phone 215-271-0433	Students /
	Fax	Volunteers
	CNS Funding \$9,733	

The National Association of Child Care Resource and Referral Agencies promotes the growth and development of high quality resource and referral services; and exercises national policy leadership to build a diverse, high quality child care system with parental choice and equal access for all families. AmeriCorps members build community stability by improving the quality and availability of infant/toddler and school age child care. Members work directly with families, children, child care providers and the community by serving in child care settings, provide trainings to child care providers, consult with child care centers on program improvements, provide resource materials to families, and help families obtain education, health care, and other services.

Philadelphia Youth for Change, Inc.	AmeriCorps	AmeriCorps*National
Mr. Taylor Frome		
619 Catharine Street	Grant Number 94ADNMA061	Subgrants
Philadelphia, PA 19147	Program Officer Marlene Zakai	Members / 209
	Phone 215-627-8671	Students /
	Fax	Volunteers
	CNS Funding \$221,516	

YouthBuild USA, Inc., is a national non-profit organization that engages educationally at risk youth in a combination of service and youth development activities. The service activities focus primarily on renovating houses and buildings for the homeless and low income families. YouthBuild USA has a substantial number of affiliate organizations across the country. Members serve directly with community based organizations to rehabilitate abandoned housing and build new homes for homeless people, persons with HIV/AIDS, the physically challenges, and low income families. They build awareness of community issues and generate volunteers for local service projects.

Woodrow Wilson National Fellowship Foundation	AmeriCorps	AmeriCorps*National
National School and Community Corps - Philly		
Ms. Phyllis Lawrence	Grant Number 94ADNNJ058	Subgrants
National School and Community Corps	Program Officer Miki Akimoto	Members / 233
JFK Tech Center, 734 Schuylkill Avenue, Rm 580	Phone 215 875 8050	Students /
Philadelphia, PA 19146	Fax	Volunteers
	CNS Funding \$1,826,962	

The Woodrow Wilson National Fellowship Foundation identifies critical education needs and develops programs to address those needs, including fellowships and programs for students, minorities and teachers. The National School & Community Corps (NSCC) was established in 1994. Its AmeriCorps Members provide services in literacy, the arts, and service learning to children and adults. Members also provide mentoring, homework assistance, club activities, youth leadership, conflict resolution, and other programs as identified by local communities and schools.

For Internal Use only.

Corporation for National Service Programs in Philadelphia, Pennsylvania

City Year, Inc. PA

Mr. Jim Balfanz
12 South 23rd St.
6th Floor
Philadelphia, PA 19103

	AmeriCorps	AmeriCorps*State
Grant Number	98ARCPA042	Subgrants
Program Officer	Tynetta Darden	Members / 36
Phone	215-988-2118	Students /
Fax		Volunteers
CNS Funding	\$405,000	

AmeriCorps Members deliver a specialized literacy curriculum to children with physical, emotional, and cognitive disabilities and to children for whom English is a second language. Through a partnership with City Year Philadelphia and the Institute on Disabilities, Members serve in 2 public elementary schools where they provide one-on-one tutoring to 60 children in grades K-3. Members help improve reading ability and interest levels for the children they serve in addition to integrating children with disabilities into normal classroom activities.

City Year, Inc. - Philadelphia

Mr. Jim Balfanz
2221 Chestnut Street
2nd floor
Philadelphia, PA 19103

	AmeriCorps	AmeriCorps*State
Grant Number	94ASCPA039	Subgrants
Program Officer	Tynetta Darden	Members / 93
Phone	215-988-2118	Students /
Fax		Volunteers
CNS Funding	\$787,749	

City Year Philadelphia addresses unmet community needs with AmeriCorps Members who serve in the community and local schools. Members engage 340 elementary and middle school children students in structured activities that emphasize civic responsibility, HIV/AIDS and health education, and 15 physical service projects to help revitalize Philadelphia. Expected impacts include: 75% of Young Heroes (after-school program) will maintain or increase their level of interest in service, as well as increase their awareness of critical health or social issues reported by participants in pre and post tests; and 2500 citizens will be engaged in service.

City Year Philadelphia

Mr. Jim Balfanz
2221 Chestnut Street, 2nd Floor
Philadelphia, Pa 19103

	AmeriCorps	AmeriCorps*State
Grant Number	94ASCPA039	Subgrants
Program Officer	Tynetta Darden	Members / 129
Phone	(215) 988-2118	Students /
Fax		Volunteers
CNS Funding	\$1,192,749	

ECA AmeriCorps Program

Energy Coordinating Agency of Philadelphia, Inc.
Ms. Elizabeth Kimball
1924 Arch Street
Philadelphia, PA 19103

	AmeriCorps	AmeriCorps*State
Grant Number	94ASCPA039	Subgrants
Program Officer	Tynetta Darden	Members / 30
Phone	215-988-0929	Students /
Fax		Volunteers
CNS Funding	\$337,214	

AmeriCorps members improve the financial stability of low income and homeless families of Philadelphia through budget counseling, energy conservation, and mentoring/peer counseling. Members weatherize the homes of the elderly and install energy conservation materials in 2000 homes resulting in a 20% decrease in utility bills. The program also strengthens partnerships with city-wide community-based organizations and increases opportunities for 200 citizens to volunteer.

For Internal Use only.

Corporation for National Service Programs in Philadelphia, Pennsylvania

Institute on Disabilities Temple University/Institute on Disabilities/UAP Dr.Diane Bryen Ritter Annex 423 1301 Cecil B. Moore Avenue Philadelphia, PA 19122	Grant Number Program Officer Phone Fax CNS Funding	94ASCPA039 Tynetta Darden 215-204-1356 \$235,484	AmeriCorps AmeriCorps*State Subgrants Members / 28 Students / Volunteers
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AmeriCorps Members provide children and adults with disabilities quality personal assistance services (PAS) in order to increase their independence, productivity, and community inclusion. Through a partnership with City Year Reads, members also focus on children with disabilities to assist them in their transition to regular education programs. Impacts include a 10% increase in either independence, productivity, or community inclusion; access to at least one new community resource on the part of the service recipient; and a 50% increase in the use of computer and other technology for the disability population.

Safety in the Empowerment Zone Norris Square Neighborhood Project, Inc. Sis.Carol Keck 2141 N. Howard Street Philadelphia, PA 19122-1712	Grant Number Program Officer Phone Fax CNS Funding	94ASCPA039 Tynetta Darden 215-426-4631 \$225,000	AmeriCorps AmeriCorps*State Subgrants Members / 20 Students / Volunteers
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The Norris Square Safety in the Empowerment Zone program works with Empowerment Zone residents to make it safer for children, youth, and their caregivers. AmeriCorps Members bring together area residents with police to conduct Town Watches, Block Clubs, and Peace Patrols. Members also serve with children to teach them conflict resolution and alternatives to violence. Expected impacts include: 500 residents are more involved in making their block safer; there are 15 new Town Watches; and 20 children at each of the 5 participating schools are trained in Playground Peace Patrol and actively patrol playgrounds.

Big Brothers/Big Sisters of America Joyce Augustyn 230 North 13th Street Philadelphia, PA 19107-1538	Grant Number Program Officer Phone Fax CNS Funding	LA451317 	AmeriCorps AmeriCorps*VISTA Subgrants Members / 2 Students / Volunteers
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AmeriCorps*VISTA members are designing new opportunities for citizens to volunteer to mentor children. The AmeriCorps*VISTA members are working with churches, the mayor, various Army groups at Fort Polk, etc. to design mentoring programs for specific groups. AmeriCorps*VISTA members are also working with schools in an effort to establish school-based mentoring programs.

Trehab Center, Inc. Dennis Phelps P.O. Box 366, 10 Public Avenue Philadelphia, PA 18801	Grant Number Program Officer Phone Fax CNS Funding	PA013799 (570) 824-8891 	AmeriCorps AmeriCorps*VISTA Subgrants Members / 1 Students / Volunteers
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AmeriCorps*VISTA Members will work on a homeownership program targeted for at-risk prospective homeowners. The goal is to assist 25 such families with homeownership. Two members will work on a job development program to move welfare recipients to work and self-sufficiency. The goal is to place 15 such individuals in unsubsidized work. One member will work on a microenterprise program to coordinate a multi-county volunteer/mentor system.

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Corporation for National Service Programs in Philadelphia, Pennsylvania

Habitat For Humanity - Germantown
Shelly Halloran
400 W. Winona Street
Philadelphia, PA 19144

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA053919	Subgrants
Program Officer		Members /
Phone	(215) 849-9277	Students /
Fax		Volunteers
CNS Funding		1

AmeriCorps*VISTA Members will be responsible for securing sites for rehabilitation, raising funds, recruiting volunteers, and raising public awareness about the needs for affordable housing. The members will be involved at every stage of the process of making safe, decent affordable housing available to low-income families. The sponsor seeks to build and rehabilitate houses and neighborhoods by providing simple, affordable housing in southwest Germantown for families who otherwise could not afford homes of their own.

Habitat For Humanity - West Philadelphia
Sheldon Rich
4948 W. Stiles Street
Philadelphia, PA 19131

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA312994	Subgrants
Program Officer		Members /
Phone	(215) 477-4639	Students /
Fax		Volunteers
CNS Funding		4

AmeriCorps*VISTA Members recruit and train community volunteers, assist with public relations, grant writing, public speaking, newsletter production and solicitation of in-kind materials. Operation and donations have increased significantly, volunteer participation is up by over 25% and grant solicitation has increased by over 50%. AmeriCorps*VISTA members are assigned to 4 local Habitat Affiliates (North, South, Germantown and West Phila.).

The Filled Cup/Phila. Credit Union Partnership
David McVeigh Schultz
2311 Frankford Avenue
Phila., PA 19125

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA313126	Subgrants
Program Officer		Members /
Phone	(215) 425-3174	Students /
Fax		Volunteers
CNS Funding		1

AmeriCorps*VISTA Members have recruited 250 new members throughout two low-income areas of the city, increased deposits by \$150,000, increased loan volume by \$200,000, and reduced loan deficiency to 5 percent. The hope is for better financial stability for low-income persons in two very depressed areas. The Filled Cup supports community development credit unions in Philadelphia.

U.S. Environmental Protection Agency
Larry Brown
1650 Arch Street, (3cg00)
Phila., PA 19103

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA313206	Subgrants
Program Officer		Members /
Phone	(215) 814-5527	Students /
Fax		Volunteers
CNS Funding		5

AmeriCorps*VISTA Members are working in the Chester area, a very low-income area, near Phila., to bring together individuals from the public and private sectors to develop a plan for addressing the lead abatement, private well and fish consumption issue identified in an EPA Chester risk study. An additional The member is expanding the scope of the present level of Earth Day Activities. "Watershed Snapshot 97" will include more communities, additional habitat assessment and improvement project and is training community members in several low-income neighborhoods to maintain the gain that have already been made.

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Corporation for National Service Programs in Philadelphia, Pennsylvania

Jewish Community Centers-Greater Phila.

Marcia Gross
6600 Bustleton Avenue
Phila., PA 19149

Grant Number
Program Officer
Phone
Fax

AmeriCorps **AmeriCorps*VISTA**

PA313236
Subgrants
Members /
Students /
Volunteers

1

CNS Funding

AmeriCorps*VISTA Members are serving as coordinators for the Experience Corps Research and Demonstration Grant Project. The Experience Corps program is a collaboration between the Retired and Senior Volunteer Program and Temple University Center for Intergenerational Learning. The Experience Corps aims to improve academic achievement and overall quality of life of young children while fostering leadership capabilities of older adults. Three elementary schools in the Olney Cluster (Taylor, Olney, and Morrison) are taking part in this project. Thirty-one Corps volunteers have been recruited and placed in these schools.

Inst for Svc Learning - Phila Coll Textiles & Sci

Mary Beth Morris
Henry Ave. & School House Lane
Phila., PA 19144

Grant Number
Program Officer
Phone
Fax

AmeriCorps **AmeriCorps*VISTA**

PA313327
Subgrants
Members /
Students /
Volunteers

11

CNS Funding

AmeriCorps*VISTA Members will be involved with the development and implementation of community service projects, training teachers for institutionalization, and the development of community advisory boards. The members will also be involved with the pursuit of funding so that these programs may become a regular part of the local school curriculum.

Nonprofit Technology Resources

Stan Pokras
1508 Brandywine Street
Phila., PA 19130

Grant Number
Program Officer
Phone
Fax

AmeriCorps **AmeriCorps*VISTA**

PA313397
Subgrants
Members /
Students /
Volunteers

3

CNS Funding

AmeriCorps*VISTA Members will expand the workspace and the record-keeping systems to speed up the production of functional computer system from donated parts and equipment, working with existing volunteers; and, supervise the logistical and technical process of collecting donated equipment and the production of up to 50 computer systems per month. The members will also organize and lead a volunteer training development team to design instructional materials. Last year, the Community Based Organization Technology program produced 31 workshops for 32 staff members of 9 community based organizations serving low-income communities; 25 volunteers worked at Mars Hills Church to prepare computers for redistribution; and, through the Computer Adoption Program, 18 organizations were given computers and have created their own computer training programs. □

Green Circle Program

Mike Blum
1300 Spruce Street
Phila., PA 19107

Grant Number
Program Officer
Phone
Fax

AmeriCorps **AmeriCorps*VISTA**

PA313488
Subgrants
Members /
Students /
Volunteers

1

CNS Funding

AmeriCorps*VISTA Members will develop the capacity of pre-school and elementary school children to live effectively with human differences in order to contribute to public safety, enhance classroom learning and build community capacity for the future. The members will implement the Green Circle Program, training school/community volunteers to be Green Circle facilitators and build community capacity for program continuity.

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Corporation for National Service Programs in Philadelphia, Pennsylvania

United Way of Southeastern PA
Mary Strasser
Seven Benjamin Franklin Parkway
Phila., PA 19103

Grant Number
Program Officer

PA313508

(215) 665-2467

Fax

CNS Funding

AmeriCorps AmeriCorps*VISTA

Subgrants

Members /
Students /
Volunteers

1

AmeriCorps*VISTA Members will work to promote key collaborations with CBO's, agencies, government and education to provide 120,000 additional youth with the five resource areas outlined in the Presidents' Summit for America's Future. Philadelphia's Promise and the AmeriCorps*VISTA Project will promote volunteerism with young people for young people.

Communities in Schools in Philadelphia, Inc.
Martin Nock
734 Schuylkill Avenue
Phila., PA 19146

Grant Number
Program Officer

PA313578

(215) 875-3171

Fax

CNS Funding

AmeriCorps AmeriCorps*VISTA

Subgrants

Members /
Students /
Volunteers

1

AmeriCorps*VISTA Member will advance the sponsor's overall mission by addressing the following needs: (1) more workplace or service-learning placements for students; (2) additional CISP/community partnerships that will provide classroom resources, service learning placements and paid employment opportunities for students; (3) coordination of expanded activities for students, including the 1999 Teen Summit; and, (4) assist in developing strategies for sustaining expanded partnerships and activities. □

National School and Community Corps
Barbara Melnikov
734 Schuylkill Avenue, Room 672, Jfk Admin. Bldg.
Phila., PA 19146-2397

Grant Number
Program Officer

PA313598

(609) 452-7607

Fax

CNS Funding

AmeriCorps AmeriCorps*VISTA

Subgrants

Members /
Students /
Volunteers

1

AmeriCorps*VISTA Members are assigned to elementary school teams. As part of a team, new opportunities for parents and community members are being developed by forming family reading programs for parents of in-school children and pre-schoolers. Programs are being conducted in units illustrating skills and techniques parents can use to build age appropriate literacy activities into the home environment. The members are also providing the sponsor's members with technical assistance through turn around training, linking teams to each other and other city literacy programs and initiatives, identifying resources, helping to solve problems, and sharing best practices.

Philadelphia Reads
Nicole Torsella
1401 Jfk Blvd., Suite 1000
Philadelphia, PA 19102

Grant Number
Program Officer

PA313658

(215) 351-7601

Fax

CNS Funding

AmeriCorps AmeriCorps*VISTA

Subgrants

Members /
Students /
Volunteers

1

AmeriCorps*VISTA Members will focus on raising reading achievement in 100 classrooms in 10 schools. This initiative will affect approximately 3,000 children, their families, teachers, classroom assistants, administrations and community volunteers. As resources expand, numbers of classrooms in schools will be increased. □

For Internal Use only.

Corporation for National Service Programs in Philadelphia, Pennsylvania

Habitat For Humanity - North Central Philadelphia

Donald Graves
1829 North 19th Street
Philadelphia, PA 19121

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA313789	Subgrants
Program Officer		Members /
Phone	(215) 765-6000	Students /
Fax		Volunteers

1

CNS Funding

AmeriCorps*VISTA Member will enable Habitat for Humanity, North Central Philadelphia, to increase the rate of housing production and increase community involvement and participation in Habitat and the community. The member will recruit and train volunteers for committees and construction, and also be involved in fund development, etc.

Big Brother/Big Sister Associatin of Philadelphia

Douglas Powell
2037 Chestnut Street
Philadelphia, PA 19103

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA313809	Subgrants
Program Officer		Members /
Phone	(215) 557-8600	Students /
Fax		Volunteers

4

CNS Funding

AmeriCorps*VISTA Members will work on the coordination the sponsor's School-Based Mentoring Project with a goal of matching 110 students with 110 corporate volunteer mentors. Two other members will work on coordinating a Service-Learning Project at the Freire School, developing 8 groups through which 110 students will perform service-learning project.

Good Shepherd Mediation Program

Victoria Buksbaze
5356 Chew Avenue
Philadelphia, PA 19138

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA313857	Subgrants
Program Officer		Members /
Phone	(215) 843-5413	Students /
Fax		Volunteers

3

CNS Funding

AmeriCorps*VISTA Members will focus on crime prevention and conflict resolution. The Good Shepherd Mediation Program is a neighborhood justice center and training institute that specialize in the alternative dispute resolution process of mediation. The Summary Officer Diversion Program (SODP) of the sponsor provides first time youth offenders with an alternative to court intervention and an opportunity to get a fresh start by having their record expunged. Currently, Philadelphia youth are an underserved population in that there are no diversion programs with the exception of the Youth Aid Panel Program, on which SODP builds. SODP will strengthen and promote healthy family and community relationships, through the intervention of the sponsor by the youth completing conflict resolution/shoplifting diversion workshops and completing the community service component of the program.

City Year - Philadelphia

Jennifer Hamilton
2221 Chestnut Street
Philadelphia, PA 19103

	AmeriCorps	AmeriCorps*VISTA
Grant Number	PA313889	Subgrants
Program Officer		Members /
Phone	(215) 988-2118	Students /
Fax		Volunteers

3

CNS Funding

AmeriCorps*VISTA Members support the service of approximately 100 AmeriCorps members. The members' activities include: coordinate essential activities at the Book Bank which will ensure the facility's effectiveness; develop and implement an outcome based evaluation system for the sponsor; collaborate with schools or community groups to provide defined service tasks; create a program to generate new funding sources from the small to medium sized business market; and, create systems which will ensure the overall efficiency, effectiveness, and sustainability of the sponsor's Development Department.



Projects In Your State

AmeriCorps*State/Natl
AmeriCorps*VISTA
AmeriCorps*NCCC
Learn & Serve K-12
L & S Higher Ed
Foster Grandparents
RSVP
Senior Companions

PennSERVE: The Governor's Office of Citizen Service

Johnny Butler, Chair
 Mary Mackie, Vice-Chair
 James Birge
 H. William DeWeese
 Tiffany Elliott
 Thomas Fitzgerald
 Emanuel Freeman
 Melissa Hart
 Nathaniel Hench
 Michael Hershock
 Eugene Hickok
 Martin Horn
 Vincent Hughes
 Edward Keller
 John Killian
 W. Barnett Knorr
 Fred Lettieri
 Stanley Mansfield
 Samuel McCullough
 Fred McIlhattan
 Kathy Schweiker
 James Spotts
 Earldine Tolbert
 Deborah Woods

"For the past five years, AmeriCorps has been a vital resource for young Americans who volunteer their time and efforts to improving communities throughout the nation."

Governor Tom Ridge proclamation on AmeriCorps Fifth Anniversary

**How to
Join
AMERICORPS**

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National Service in Pennsylvania

Getting things done in Pennsylvania. More than 85,000 people of all ages and backgrounds are helping to solve problems and strengthen communities through 151 national service projects across Pennsylvania. Serving through local nonprofits, schools, religious organizations and other groups, these citizens tutor and mentor children, coordinate after-school programs, build homes, organize neighborhood watch groups, clean parks, recruit volunteers, and accomplish other things to improve communities. This year, the Corporation for National Service will provide more than \$21,400,000 to support Pennsylvania communities through three national service initiatives:

AmeriCorps: This year AmeriCorps, the domestic Peace Corps, will provide more than 1,900 individuals the opportunity to spend a year serving in Pennsylvania communities. In return, AmeriCorps members receive an education award of up to \$4,725 to help pay for college or pay back student loans. To date, more than 5,400 Pennsylvania residents have qualified for education awards totaling more than \$20,000,000. Two-thirds of AmeriCorps grants are made by the PennSERVE: The Governor's Office of Citizen Service. National nonprofits, such as the American Red Cross and the Boys and Girls Clubs of America, make other assignments. Other members serve in AmeriCorps*VISTA (Volunteers in Service to America), and AmeriCorps*NCCC (National Civilian Community Corps).

Learn and Serve America: Learn and Serve America provides schools, colleges, and community organizations with grants for service-learning that help make it possible for more than 6,000 Pennsylvania students from kindergarten through college to meet community needs while improving their skills and learning the habits of good citizenship.

National Senior Service Corps: More than 20,000 seniors in Pennsylvania contribute their time and talents in one of three programs; **Foster Grandparents**, who serve one-on-one with more than 9,000 young people who have special needs; **Senior Companions**, who help more than 1,700 other seniors live independently in their homes; and **Retired and Senior Volunteer Program (RSVP)** volunteers, who work with more than 2,900 local groups to meet a wide range of community needs.

This information reflects the 1999-2000 program year.

If there are any questions please e-mail us at StateProfiles@cns.gov.

www.nationalservice.org | www.americorps.org | www.learnandserve.org | www.seniorcorps.org | www.mlkday.org
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AmeriCorps*State/Natl
AmeriCorps*VISTA
AmeriCorps*NCCC
Learn & Serve K-12
L & S Higher Ed
Foster Grandparents
RSVP
Senior Companions

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National Service in Pennsylvania

Woodrow Wilson Foundation National School and Community Corps Philadelphia

The 220 AmeriCorps members with the National School and Community Corps (NSCC) work with students to help them improve academically and behaviorally. Activities include reading, visual and performing arts, service-learning, tutoring and homework help, academic clubs, and mentoring. Students who participated in NSCC programs showed standardized test scores increased well beyond expectations, their attendance improved, they completed more homework, and teachers reported substantial change in their classroom behavior. Also as a result of the NSCC service, 92 percent of parents and 76 percent of community members reported a positive change in feelings toward the school or education in general, and 91 percent of the neighborhood agency staff, police liaisons, clergy, and business persons reported increased interactions with the school.

"I have now had two years of experience with AmeriCorps and they are doing a great job... It is a tremendous investment in young people, a tremendous investment in the future, and I am a strong supporter of AmeriCorps. I think they have demonstrated their worth, they have paid their dues and they are worthy of the support I hope they will get from Congress."

General Colin Powell, Chairman, America's Promise, at 1999 National Governors Association meeting

"Older adults and kids are a perfect match. They give them special attention. They can really turn a kid around. It's really important to get these kids and help them with learning early."

Marcia Gross, RSVP Director, Philadelphia

"I've seen what a difference the hard work and dedication of AmeriCorps members working in some of our most challenging neighborhoods and in our schools has made. Philadelphia needs the energy and enthusiasm national service volunteers bring to our city. We can not do all we do in Philadelphia without the help of AmeriCorps. On behalf of 1.6 million Philadelphians, I would like to thank AmeriCorps for another great year of service here in the city."

Former Philadelphia Mayor Ed Rendell

Foster Grandparent Program of Luzerne and Wyoming Counties Wilkes-Barre

Numerous elementary students are referred to an Instructional Support Team (IST) each year due to low academic performance. Fifteen Foster Grandparents from and 15 Retired and Senior Volunteer Program volunteers work one-to-one with 235 IST students in grades K-3 who have low reading scores. In one elementary school, 43 percent of the tutored students raised their reading scores, 45 percent maintained grades above passing for all four quarters, and 86 percent received a passing grade for a final reading grade. In addition, 88 percent showed improvements in their self-esteem and work habits.

American Red Cross, National Rapid Response Corps Southeast Pennsylvania Chapter

During the first program quarter, the Philadelphia American Red Cross deployed all eight of their National Rapid Response AmeriCorps teams to Pascagoula, Mississippi, to help victims of Hurricane Georges. Half of the teams also responded to the Oklahoma tornadoes in May. By the end of their year, members responded to 189 local disaster incidents creating damage assessments and assisting clients in finding shelter and replacing lost items. When not responding to local or national disasters, the members instructed more than 21,000 people in disaster prevention and recruited 57 new volunteers for the Red Cross.

U.S. Environmental Protection Agency (EPA) Region III Philadelphia

The U.S. EPA Region III and AmeriCorps*VISTA teamed up four years ago to combat urban environmental issues. The AmeriCorps*VISTA members educate more than 7,500 children each year, in schools throughout the region, through the Tools-for-Schools and the Chester programs, at yearly Earth Day events, and through summer programs. They also ensure that dozens of abandoned lots and streams are cleaned and have removed 7.5 tons of waste from one site

"These young people bring with them a spirit of community and work long hours in a professional manner. This is one of the finest programs the government has come up with in the last thirty years."

Craig Rolish, CEO of the North Cambria Community Development Corporation, praises a Capital Region AmeriCorps*NCCC team serving in Barnesboro

"Imagine a program that puts thousands of young Americans in service projects every year. They tutor kids, rehab homes, clean up neighborhoods and recruit other volunteers. Hardly a government deal, it sounds like something Ronald Reagan might have dreamed up. Actually, the germ of the idea was George Bush's, and Bill Clinton embellished it: AmeriCorps....Like the Peace Corps, AmeriCorps is one of the best investments around. Congress ought to ensure its future by passing a five-year authorization bill, and by giving it the money for 1999 to expand."

Philadelphia Inquirer editorial

*"As manager of the housing project, I am very grateful to AmeriCorps*VISTA for its involvement in this neighborhood. It has made a difference in the lives of the children through educational and recreational programs. I have seen a positive difference in the atmosphere of this housing project and know that VISTA workers are largely responsible."*

Clementine Coledo, Manager, Mineral Springs Housing Project

alone.

Summerbridge Pittsburgh

Pittsburgh

AmeriCorps members with Summerbridge Pittsburgh tutored, mentored and taught 100 middle school students who have limited educational opportunities. They developed curriculum to support the students' academic enrichment year-round. In addition, members assisted 30 of these students and their families by following up students' school performance, working with students' professional counselors, and meeting individually with the families. To support these efforts, the AmeriCorps members helped to recruit 25 volunteer teachers and tutors.

AmeriCorps*NCCC with the Awbury Arboretum Association

Philadelphia

During April to June 1999, two teams of AmeriCorps*NCCC members helped restore and develop urban gardens and horticultural sites in Philadelphia. The members planted over 30 trees, repaired fencing, and removed over 1,000 pounds of debris. They also coordinated the activities of 35 high school volunteers, and helped them learn about gardening and horticulture.

Senior Companion Program of Allegheny County

Pittsburgh

While more and more of the frail elderly population rely on formal programs for assistance, the majority still rely on family members as the primary source of care. However, the emotional and physical strain placed on family members is leading to an increase in number of elderly being placed in long-term care facilities, at great cost to both family and taxpayers. To combat this trend, 77 Senior Companions are providing respite care to 176 clients, relieving caregivers temporarily of elder care so that they may tend to errands, banking, and other necessities or simply have some time to themselves and enabling them to keep their loved one at home. The Companions' assistance saves approximately \$24,000 per family for in-home services and an average of \$40,000 per family for long-term care.

Pennsylvania Department of Education

Philadelphia

Through the Greater Philadelphia High School Partnership project sponsored by the University of Pennsylvania, more than 1,000 high school students from 74 public, private, and parochial schools are teaming up to organize service-learning projects. With support from Learn and Serve America, this program matches students from inner-city schools with students from suburban schools to work together to tackle community problems while overcoming many of their own socioeconomic, racial, and political stereotypes. Last year's projects included feeding the homeless, park cleanups, and drug prevention. The Philadelphia School District is one of latest school districts to incorporate service-learning throughout its K-12 curriculum and this year, 25 percent of all high school students will participate in this program as part of their graduation requirement.

Greater Pittsburgh Literacy Council

Pittsburgh

Twenty-eight full-time Literacy*AmeriCorps members tutored 870 adult learners in adult basic education and GED preparation programs in 1998-99. Of these, 78 learners earned GEDs. Members also served 641 families in family literacy programs and over 5,000 children in reading programs in schools, community centers, and summer camps.

Allegheny County Health Department National Health Corps-Pittsburgh Health Corps

Pittsburgh

Pittsburgh Health Corps AmeriCorps members serve with more than 20 local partner sites that provide comprehensive public health services to the greater Pittsburgh metropolitan area. Members serve the community by assisting at-risk

individuals in accessing health care, expanding health care knowledge for individuals and groups through health education and outreach efforts, and offering risk reduction programs to children and youth. Through their service members gain experience in, and exposure to a variety of health professions. They receive mentoring from health professionals and ongoing training in health-related fields.

Salisbury-Elk Lick School District

With support from Learn and Serve America, the Salisbury-Elk School District has integrated service-learning into the curriculum for students in kindergarten through twelfth-grade. During the 1997-98 school year, 431 students (95 percent of the district population) participated in service-learning activities. Those activities involved 14 subject areas taught by 22 teachers throughout the year. Accomplishments included water sampling of a local river by science students, construction of a nature trail by fifth-graders, and orientation sessions for new kindergartners taught by those currently in kindergarten.

Disaster Relief by RSVP of McKean County*Bradford*

On August 20, 1999, McKean County experience flash flooding in the City of Bradford as well as Foster and Bradford Townships. Over 700 homes were affected, 58 with major damage and 12 destroyed. In addition, 48 businesses were affected and there was extensive damage to township roads and parks. RSVP volunteers were involved in detailed damage assessment teams, which revealed that many homes had sustained foundation damage. RSVP volunteers also helped the local American Red Cross chapter conduct 127 home visits. In all, 3 shelters opened, 253 cases were opened and 91 paid staff and volunteers worked on the operation. RSVP volunteers continued working to meet the needs of the community long after the disaster struck.

www.nationalservice.org | www.americorps.org | www.learnandserve.org | www.seniorcorps.org | www.mlkday.org
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★ Corporation for National Service

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National Service in Pennsylvania

AmeriCorps	Program Sites		Members	Corporation for National Service Funding¹
AmeriCorps*State	19		834	\$6,302,631
AmeriCorps*National	27		926	\$4,820,650
AmeriCorps*VISTA	48		144	\$585,600
AmeriCorps*NCCC ²	N/A		N/A	N/A
AmeriCorps*Promise Fellows	2		15	\$181,500
AmeriCorps*Indian Tribes	N/A		N/A	N/A
AmeriCorps Total	96		1,919	\$11,890,381
Learn and Serve America	Grantees	Subgrantees	Participants	Funding
K-12 School-Based Programs	2	90	50,375	\$1,065,791
Higher Education Programs	4	14	2,392	\$649,117
Community-Based Programs	1	10	10,465	\$141,500
Learn and Serve AmeriCorps	N/A	N/A	N/A	N/A
Learn and Serve Total	7	114	63,232	\$1,856,408
Senior Corps	Grantees		Participants	Funding
RSVP	30		18,251	\$1,934,741
Foster Grandparent Program	12		1,300	\$4,202,866
Senior Companion Program	5		505	\$1,476,594
Seniors in Schools	1		33	\$112,500
Senior Corps Total	48		20,089	\$7,726,701
Total National Service Resources	151	114	85,240	\$21,473,490

¹ This figure does not include the education award that each AmeriCorps member receives after completing a term of service. To date, more than 5,400 Pennsylvania residents have qualified for education awards totaling more than \$20,000,000.

² Pennsylvania is served by the AmeriCorps*NCCC campus located in SWashington, DC In the past year, AmeriCorps*NCCC teams have served on projects in Altoona, Barnesboro, Kimberton, Philadelphia and Scranton.

³ AmeriCorps Promise Fellows are AmeriCorps members who lead community efforts to provide the fundamental resources for children and youth identified at the 1997 Presidents' Summit for America's Future. This initiative is a partnership between AmeriCorps and America's Promise -- The Alliance for Youth, led by General Colin Powell.

This information reflects the 1999-2000 program year.

If there are any questions please e-mail us at StateProfiles@cns.gov.

Draft 9/10/00 3:15 p.m.
John Pollack

**PRESIDENT WILLIAM JEFFERSON CLINTON
STATEMENT ON
CELEBRATION OF NATIONAL SERVICE
PHILADELPHIA, PENNSYLVANIA
October 11, 2000**

Thank-you, Ardelia Norwood-Ross. Mayor John Street, thank-you for your warm welcome today, and for your commitment to this proud city. And where would we be today without Eli Segal, and Pennsylvania's own Harris Wofford? From the Peace Corps to AmeriCorps, nobody has done more to champion public service, or to help people in this country AND around the world reach for opportunity. We thank you for your leadership.

When Vice President Gore and I took office nearly eight years ago, AmeriCorps was just the spark of an idea. Now, thanks to all of you, it's the swing of a hundred hammers, helping a new family build their first home. [It's the sight of a thousand saplings taking root on a charred mountainside.] WE TEND TO STAY AWAY FROM TREE PLANTING STUFF – NOT VERY POPULAR OR HARD-EDGED. HOW ABOUT CLICKING OF KEYBOARDS AS PART OF TACKLING THE DIGITAL DIVIDE. It's the sound of a million children reading their first book. AmeriCorps, you get things done, and we say thank-you.

It is especially fitting that we meet in Philadelphia to reaffirm our commitment to CITIZEN [national] service. THE PRESIDENT TENDS TO USE THE TERM CITIZEN SERVICE -- WHIC--WE LOVE. It was here that our founders declared independence, calling for thousands of volunteers to leave field and family to fight for the dream of democracy. Here they conceived a new nation that honored both the individual *and* the idea that a free people could accomplish their greatest deeds [only] by working together.

More than two centuries later, you are living proof that every citizen can still make a difference, especially when we work together. In 1992, some people were pretty discouraged about the challenges we faced. But together, we made the tough choices. Together, we created 22 million new jobs, driving unemployment to a 30-year low. We turned record deficits into record surpluses. Crime has dropped for eight years running. Personal income is rising across the board. Home ownership is at an all-time high. Teen pregnancy is falling, and more Americans than ever before are going on to college. At the beginning of a new century, America is stronger than ever.

This turnaround didn't happen by chance; it was a choice. In big cities and small towns, people took responsibility – not just for helping themselves – but also for their neighbors and communities. And nobody has set a better example of this renewed spirit than the dedicated members of AmeriCorps [, the senior service volunteers and so many others who make up the Corporation for National Service.] IN TERMS OF SETTING THE EXAMPLE, I WOULD LEAVE IT AT JUST AMERICORPS

All across the country, AmeriCorps members are serving as a catalyst for community action. Studies show that every AmeriCorps member generates, on average, a dozen extra volunteers [for every project they work on] THE PROJECT LANGUAGE GOES TOO FAR. WE CAN'T CLAIM THAT. AVERAGE OF 12 VOLUNTEERS FOR EVERY AMERICORPS MEMBER. That adds up. Over the past six years, AmeriCorps members have recruited, trained or supervised more than 2.5 million volunteers for community projects.

All across the state of Pennsylvania, volunteers with the National Senior Service Corporation serve as foster grandparents to 9,000 children – passing on wisdom and the lessons of a lifetime. [INSERT SOMETHING ON PHILADELPHIA BEING A LEADER IN SERVICE-LEARNING – THAT'S THE THIRD WING OF THE CORPORATION'S PROGRAMS, AND THEY WILL BE UPSET IF YOU MENTION THE SENIORS AND NOT THEM. PHILADELPHIA HAS A SERVICE REQUIREMENT, LIKE THE STATE OF MARYLAND, AND THE PRESIDENT IS ENTHUSIASTIC ABOUT THESE REQUIREMENTS. PEOPLE IN MY OFFICE HAVE MORE INFORMATION THEY CAN FEED YOU ON THIS – TRY KRIS MINOR AT 606-5000 EXT. 121] Right here in Philadelphia, more than a thousand AmeriCorps members have been working shoulder-to-shoulder with local organizations, running after-school programs, helping neighbors restore parks, bridging the digital divide and engaging other young people in community service.

We know that young people, when they volunteer in their communities, are less likely to get into trouble, and more likely to succeed in school. That's why, of all the work that AmeriCorps does, none is more important than the effort to help our children succeed in the classroom. Thanks to AmeriCorps members like Ardelia, ~~more than 4 million~~ kids have been tutored, mentored or enrolled in after-school programs since 1994. WE USE THIS NUMBER, BUT THE TRUTH IS THAT I DON'T LOVE IT. IT JUST DOESN'T ADD UP VERY WELL IF YOU THINK ABOUT THE NUMBER OF AMERICORPS MEMBERS AND THE TOTAL NUMBER OF YOUNG PEOPLE. IT BEGINS TO DEFY REASON. THE BASIC FACT WORKS FINE WITHOUT THE SPECIFIC NUMBER, I THINK.

Today, I'm releasing an independent study that shows these efforts are paying off. Over the past school year, AmeriCorps members tutored more than 100,000 students in grades 1-3. Sample tests given at the beginning and end of the school year showed that children's reading skills improved dramatically – gains that exceeded even the most optimistic expectations. – *all in*

In one case, an AmeriCorps member down in Atlanta set out to recruit 8 college students willing to tutor struggling kids four hours a week. Today, that program has 250 volunteers serving in 30 schools. They are making an amazing difference. In fact, 70 percent of second and third-graders participating in the program have increased their test scores by at least two reading levels. Teachers love it, because the tutors help them give kids the extra attention they need.

We know what works. Now we need to do more of it. That's why I am urging Congress to reauthorize the Corporation for National Service. [, and bring AmeriCorps membership up to 100,000 every year.] I WOULD STRONGLY URGE DROPPING THE BUDGET REQUEST LANGUAGE. THE SITUATION WITH THE APPROPRIATION IS DELICATE RIGHT

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**IMPROVING AMERICA THROUGH NATIONAL SERVICE:
PRESIDENT CLINTON URGES CONGRESS TO REAUTHORIZE AMERICORPS**

October 11, 2000

Today, the President will address hundreds of AmeriCorps volunteers in Philadelphia where he will urge Congress to reauthorize AmeriCorps and other vital national service programs before the end of the session. In the past six years since the inauguration of AmeriCorps, more than 200,000 AmeriCorps members have served [this isn't strictly right – it is 200,000 enrollments and more like 180,000 separate individuals. We have to be careful on this. I recommend “nearly 200,000 people.”] our communities building homes, responding to natural disasters, helping to make our streets safer, and tutoring in schools. The President will release findings from a new independent study showing that AmeriCorps’ reading tutors are making a tremendous difference in helping the students they work with improve their reading skills. This study confirms that AmeriCorps is working and affirms that we must do all we can to continue to provide AmeriCorps members with the opportunity to serve their communities.

AMERICORPS VOLUNTEERS ARE WORKING TO GET THINGS DONE FOR

AMERICA. President Clinton’s signature national service program, AmeriCorps, is part of a long bipartisan tradition of service extending from President Roosevelt’s Civilian Conservation Corps to [President’s Kennedy’s Peace Corps to] President Bush’s Points of Light Foundation. Today, the Corporation for National Service [administers not only AmeriCorps, but also the National Senior Service Corps and its senior volunteer programs including Foster Grandparents, Senior Companions and RSVP, and the Learn and Serve America, which supports school-based service programs from kindergarten through college. supports the Civilian Conservation Corps, the Points of Light Foundation, General Powell’s America’s Promise, as well as AmeriCorps. This stuff is difficult and complicated and not 100% right.] Since the inception of AmeriCorps in 1994, AmeriCorps members have tutored and mentored more than 4 million children; established or expanded more than 40,000 neighborhood safety patrols; helped build or rehabilitate more than 25,000 homes; and helped communities rebuild after dozens of natural disasters in more than 30 states, including the recent fires in Montana and Colorado. [As I told JP on the speech, we use the numbers sometimes, but I am not very comfortable with them. I wouldn’t bet my house or yours on these numbers. So we tend to veer away from the specific numbers. Also, I would mention digital divide activities.] AmeriCorps also provides trained, dedicated people to help nonprofits such as Habitat for Humanity, the YMCA and the American Red Cross accomplish more and make more effective use of volunteers. In exchange for their service, AmeriCorps members earn educational opportunity – a scholarship that helps pay for college or training, or pay back student loans. To date, AmeriCorps members have qualified for more than \$400 million in education awards.

AMERICORPS AND OTHER VITAL NATIONAL SERVICE PROGRAMS MUST BE REAUTHORIZED. The reauthorization of AmeriCorps has wide-ranging support. Recently, 49 of the nation’s 50 governors sent a letter urging Congress to renew AmeriCorps and other national service programs. [It is important to say 50 because otherwise the territories, etc get confused. Just saying 49 means we didn’t get 4 signatures, and that isn’t right. And don’t we

want to mention Dubya here – it is good for us, not for him] The governors individually signed the letter stating, “As Governors, we recognize the value of national service as a tool in meeting important needs in our states. We do not want to lose this force for good in our communities, states, and country.” The National and Community Service Amendments Act of 2000 would reauthorize for five years the Corporation for National and Community Service and its major service programs. This reauthorization would reaffirm and strengthen our nation’s commitment to national service by enabling the national service programs to build on the far-reaching benefits they have provided. In addition, the reauthorization would expand AmeriCorps to include an E-Corps of volunteers working to close the digital divide.

AMERICORPS READING TUTORS HELPING CHILDREN LEARN TO READ.

In 1996, the President issued the America Reads Challenge to urge the American people to work together in communities throughout the country to help every child learn to read well and independently by the end of the third grade. At the time, the President called for an army of trained reading tutors to join forces with parents, teachers, and reading specialists to help give children the extra practice and extra time they need to learn to read. AmeriCorps members, VISTA volunteers, and Foster Grandparents all heeded the President’s call to action and have since taught, tutored, or mentored more than two million children learning to read.

Today, the President will announce the preliminary results of an extensive, national study showing that AmeriCorps members are making a difference in helping the students they work with improve their reading skills. This independent national survey conducted by Abt Associates Inc., a research firm located in Boston, Massachusetts, involved hundreds of AmeriCorps members working as reading tutors and thousand of children learning to read. The study concluded that in every instance these tutors are making a tremendous difference. In fact, all children involved in the study improved their reading abilities more than the gain expected for other children at their grade level. Many of these students started out in the tutoring programs well below grade level and by year-end, students closed the gap and were reading at or near the grade-level expectation. The study does not say that the reading tutors alone improved reading scores – we know we need a whole package of education reforms from smaller class-sizes to teacher quality to more after-school programs – but, the study did show that AmeriCorps reading tutors made a tremendous difference in helping the children with whom they worked learn to read.

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October 10, 2000

AMERICORPS EVENT

DATE: Wednesday, October 11, 2000
TIME: 3:15 p.m. – 4:15 p.m.
LOCATION: Memorial Hall, Fairmount Park
Philadelphia, Pennsylvania

FROM: Thurgood Marshall, Jr.
Barbara Chow

I. PURPOSE

To highlight the accomplishments of the thousands of AmeriCorps members who have served their country over the past six years and to call on Congress to reauthorize and expand AmeriCorps and other citizen service programs. To announce the preliminary results of a national study showing that AmeriCorps members are making a difference in helping the students they work with improve their reading skills.

II. BACKGROUND

During this event, **YOU** will call on Congress to pass the National and Community Service Amendments Act of 2000, reauthorizing and extending AmeriCorps and other national service and volunteer programs administered by the Corporation for National Service for five years. This reauthorization would reaffirm and strengthen our nation's commitment to national service by enabling the national service programs to build on the far-reaching benefits they have provided. In addition, the reauthorization would expand AmeriCorps to include an E-Corps of volunteers working to close the digital divide.

As you know, the reauthorization of AmeriCorps has wide-ranging bipartisan support as demonstrated recently by the letter sent by 49 of the nation's governors urging Congress to renew AmeriCorps and other national service programs. [Ann- do you want to add something here??] *no In addition, there are other programs in the community.*

YOU will announce the preliminary results of an extensive, national study showing that AmeriCorps members are making a difference in helping the students they work with improve their reading skills. This independent national survey conducted by Abt Associates Inc., a research firm located in Boston, Massachusetts, involved hundreds of AmeriCorps members working as reading tutors and thousand of children learning to

read. The study concluded that in every instance these tutors are making a tremendous difference. In fact, all children involved in the study improved their reading abilities more than the gain expected for other children at their grade level. Many of these students started out in the tutoring programs well below grade level and by year-end, students closed the gap and were reading at or near the grade-level expectation. The study does not say that the reading tutors alone improved reading scores but the study did show that AmeriCorps reading tutors made a tremendous difference in helping the children with whom they worked learn to read.

III. PARTICIPANTS

YOU

Harris Wofford
Ardelia Norwood-Ross, AmeriCorps Member

IV. PRESS PLAN

Open Press

V. REMARKS

To be provided by speechwriting.

VI. SEQUENCE OF EVENTS

- Off-stage announcement of **YOU**, accompanied Harris Wofford and AmeriCorps Member Ardelia Norwood-Ross.
Note: There will be approximately 20 AmeriCorps members on stage.
- Harris Wofford makes brief remarks and introduces Ardelia Norwood-Ross.
- Ardelia Norwood-Ross makes brief remarks and introduces **YOU**.
- **YOU** make remarks and administer the AmeriCorps pledge to all of the AmeriCorps members present.
- **YOU** work a ropeline and depart.

VII. ATTACHMENTS

- Biography of Ardelia Norwood-Ross, AmeriCorps Member
- Governor's Letter on Reauthorization
- AmeriCorps Tutoring and Student Reading Achievements Preliminary Findings

NOW, AND I DON'T THINK THERE IS ANY REASON TO INJECT THIS ARGUMENT INTO THE SPEECH. WE WON'T GET ANYWHERE NEAR 100,000 PER YEAR RIGHT NOW ANYWAY.

62 } A few weeks ago, I received a letter from 49 governors – Democrats and Republicans alike – praising the fine work that AmeriCorps does. They know that AmeriCorps members get things done, and I hope Congress will act in the best bipartisan spirit to send me this legislation without delay. THIS PARAGRAPH NEEDS A LITTLE WORK. FIRST, THE LETTER WASN'T TO THE PRESIDENT – IT WAS TO THE CONGRESSIONAL LEADERSHIP. SECOND, I THINK IT IS VERY USEFUL TO SAY NOT ONLY THAT THEY PRAISED AMERICORPS, BUT ALSO THAT THEY CALLED ON CONGRESS TO REAUTHORIZE AMERICORPS. THIRD, I THINK IT IS BOTH APPROPRIATE AND POLITE AND USEFUL TO SPECIFICALLY MENTION RIDGE. HE IS POPULAR IN PA, AND IT EXTENDS THE BIPARTISAN FEEL. FOURTH, I THINK IT IS USEFUL (AND SLIGHTLY NEWSWORTHY) THAT THE PRESIDENT HAS SPOKEN TO HASTERT (AND LOTT IF HE DOES) ABOUT THIS. REPORTERS ARE FASCINATED BY THESE NEGOTIATIONS, AND THE IDEA THAT AMERICORPS IS PART OF THE BACK AND FORTH WILL BE NOTABLE.

Sometimes people are surprised that others are willing to work so hard for strangers, to invest their time and energy in people they've never met before. But here's an open secret that every volunteer knows: when you help someone else, you always get back more than you give. You meet people from different walks of life. You learn things about yourself. You bring our country that much closer to fulfilling its promise as One America. And ultimately, when you help someone else, you often touch – if only for a brief moment – the true meaning of human existence.

So today, as we welcome a new class of AmeriCorps members, let all of us recommit ourselves to a lifetime of service, one built on the enduring American values of opportunity, responsibility and community. And let's always remember that when we work together, nothing is beyond our grasp.

? I want to say one last thing before I close: of all our accomplishments together these past eight years, there is nothing I am more proud of than AmeriCorps. Thank you for that. You get things done, and you make America proud.

It is now my distinct honor to swear in our nation's newest AmeriCorps class, by leading the AmeriCorps Pledge. *"I will get things done for America – to make our people safer, smarter and healthier. I will bring Americans together to strengthen our communities. Faced with apathy, I will take action. Faced with conflict, I will seek common ground. Faced with adversity, I will persevere. I will carry this commitment with me this year and beyond. I am an AmeriCorps member, and I will get things done."*

Congratulations.

AmeriCorps Works
Knight-Ridder Op-Ed
Montana Governor Marc Racicot

As a conservative tax-cutting governor from a western state, I had some doubts when AmeriCorps was launched in 1994. Would young people answer this call to service? What would they accomplish? Worst of all, would AmeriCorps become a bureaucratic, expensive, Washington-run program?

Six years and 200,000 volunteers later, these questions have been answered. AmeriCorps works, it's cost-effective, and it's achieving results all Americans want – safer streets, better schools, and healthier children. At the same time, by teaching young people to serve their country, AmeriCorps is rekindling a sense of patriotism and civic duty that our country sorely needs.

I'm not the only governor who thinks this way. Next month, 46 governors will send a letter urging Congress to extend AmeriCorps for five years. Republican and Democrat, liberal and conservative, America's governors agree that AmeriCorps is a success and they want more of this force for good in the future.

Why this overwhelming support? One reason is AmeriCorps' hard-hitting results. Here in Montana, volunteers are battling forest fires, tutoring at-risk students, helping crime victims and restoring parks and forests. Last year, they directly served more than 50,000 Montana children and families.

Nationally, the results are more impressive: in five years members have tutored four million children, recruited 2.5 million volunteers, and helped build thousands of homes. This service is cost-effective. Independent studies have found that for every dollar invested, AmeriCorps returns \$1.66 or more in direct benefits.

AmeriCorps has been successful precisely because it isn't a top-down Washington program. In fact, it is one of the most far-reaching experiments in local control the government has ever supported. Most AmeriCorps grants are decided by states, and volunteers serve with nonprofit and faith-based groups including the Red Cross, Habitat for Humanity, and the YMCA. This double devolution puts states in the driver's seat and helps nonprofits accomplish more and recruit more volunteers.

By investing in the civic sector, empowering communities, and calling on citizens to get involved, AmeriCorps is at the center of a growing consensus on how our country should meet its challenges. General Colin Powell, one of America's great civic leaders, recently said, "AmeriCorps is a tremendous investment in young people, a tremendous investment in the future, and I am a strong supporter of AmeriCorps."

AmeriCorps' critics – the few that remain -- have a strategy of death by anecdote:

Find the rare bad apple and conclude the entire program should be shut down. We don't do that with other government programs, and we shouldn't with AmeriCorps. And to those who say government has no business in encouraging service, my response is simple: you are sadly mistaken. It is precisely the business of government to foster good citizenship – our democracy depends on it.

I grew up in a small, rural town in northwest Montana. Memories of neighbor-helping-neighbor are etched into my being. The “barn-raising ethic” was, for us, not a sentimental notion.

Sadly, I fear we are losing this sense of connection. Where neighbors used to meet and discuss the days events, tall fences now divide us; where porches once invited neighbors into our homes, locks and alarms now separate our lives. To stop this erosion of community, we need more connection, service and citizenship – exactly what AmeriCorps provides. I hope Washington will listen to the nation's governors and continue this successful investment in our democracy and young people.

Harris Wofford
Hearing on National Service Reauthorization
Senate Health Education, Labor and Pensions Committee
June 20, 2000

Mr. Chairman, Sen. Kennedy, and other friends and colleagues on the Committee. Thank you for holding this hearing on the future of national and community service.

The field of national service is well represented here today. Gov. Marc Racicot is a leader among Governors in his support for national service. He's a newly confirmed member of our bipartisan Board of Directors and can speak for Governors who play the lead role in administering AmeriCorps. Rosie Mauk, a citizen-leader of service in Texas and throughout the country, is the chair of the Texas state commission on national and community service. And you'll also hear from national service participants – active-duty citizens – from each of the three principal wings of the Corporation: student service; senior service; and the intense, usually full-time, service of AmeriCorps. They represent the story of national service today, as practiced in thousands of communities, classrooms, church basements and community centers across the country.

This is the room where the National and Community Service Act of 1990 was crafted, and where in 1993 we held hearings and hammered out the legislation that created AmeriCorps and the Corporation for National Service. Many of you played leading roles in that bipartisan undertaking. I want to pay special tribute to the Chairman and Senator Kennedy who have been longtime key architects of national service. And to Senator Mikulski, who has championed national service in the VA/HUD appropriations committee, and who continues to lead the way in thinking of new fronts for national service, such as her E-Corps to help close the digital divide.

So it is good to be with you here again. Since my tour of duty will be coming to an end this year, this is probably the last time I'll appear before this Committee, at least in my present capacity. I hope very much that before then the Congress will reauthorize the programs of the Corporation for National Service into the 21st century.

While we as a nation are enjoying unparalleled prosperity, there is also a strong sense that something is missing – a loss of community, a lack of national purpose. And while there is much to celebrate in our current wealth, there are far too many people being left behind, especially children. National service hits these problems head on – putting to work the can-do spirit and optimism that is at the heart of the American experience; bringing Americans together from different backgrounds to focus on great and important goals; working to help solve some of the most persistent problems in our country, from reading skills to the digital divide. That's why I believe so strongly that national service is a powerful antidote to so much of what ails us as a people today.

When I began this tour of duty nearly five years ago, national service was going through a turbulent time. We had envisioned national service as a way to bring people together but

AmeriCorps was under attack as too costly, too politicized, and too governmental. Critics charged that AmeriCorps was a threat to traditional volunteering. And auditors said that the Corporation's financial records – like those of many other government agencies – were not even close to being auditable.

In this climate when the President asked me to take this job, he gave me a very clear charge – to rebuild the bipartisan support for national service, and especially AmeriCorps, so that citizen service on the home front would be embraced and honored in the same way as service with the Armed Forces or the Peace Corps.

As some of you know, national service has been a longtime professional and personal passion. The opportunity to help shape the National Service Act of 1993 was a high point of my time in the Senate and on this Committee. So I knew the opportunity to lead the Corporation could be the most satisfying – and challenging – assignment of my life.

At my confirmation hearing in 1995, I told the Committee that I would administer the Corporation in an entirely non-partisan manner and that I would listen carefully to critics and work to find common ground. I have held to those commitments, faithfully.

The Corporation is overseen by a bipartisan Board of Directors – equally divided between Democrats and Republicans – and has been led by a Republican Chairman for several years. And as you can see Governor Racicot is bringing it new leadership. I have personally maintained a policy of staying completely out of partisan politics, and have established the principle that national service of the civilian kind must be as nonpartisan as service of the military kind. Therefore AmeriCorps members are restricted from participating in political activities as part of their terms of service.

Further, we entered into a far-reaching agreement in response to Senator Grassley's criticisms of some aspects of the Corporation, to reduce the cost-per-AmeriCorps member, and to increase the extent of private sector support. We have carried through with this agreement, and have gone even further in devolution of responsibility to state commissions and to the nonprofit independent sector. Private sector support for national service is growing fast. We have new partnerships with General Mills and Coca Cola, and our work on the digital divide has brought close partnerships with IBM, America Online, Gateway and Yahoo!, among others.

Taking away any hint of politics and meeting the questions of critics helped reduce the partisan tension about national service. But the real key to establishing national service as a nonpartisan enterprise in which all Americans can take pride lies in the service itself. National service in all its forms has been woven into the fabric of our country's problem-solving strategies and of the great civic and faith-based institutions that are on the front-lines of communities across the country.

We've forged a key partnership with the other organization authorized to receive funding in the National Service Trust Act of 1993 – the Points of Light Foundation, established by President Bush. I attach an article about that partnership that the President of the Points of Light

Foundation Bob Goodwin and I wrote recently in *The Nonprofit Times*.

We were the two organizations that took the initiative, at President Clinton's and President Bush's request, to organize the 1997 Presidents' Summit on America's Future in Philadelphia, and we've been key partners in the ensuing campaign for children and youth – America's Promise – led by General Colin Powell. General Powell has called on all the programs of the Corporation to help achieve the goals of America's Promise, and has particularly cited the work of AmeriCorps. He told the nation's Governors:

"I have now had two years of experience with AmeriCorps, and they are doing a great job . . . what they do in terms of leveraging other individuals to volunteer is really incredible. We have 500 AmeriCorps Promise Fellows working with America's Promise. So it is a tremendous investment in young people, a tremendous investment in the future, and I am a strong supporter of AmeriCorps. I think they have demonstrated their worth, they have paid their dues and they are worthy of the support I hope they will get from the Congress."

More than that, the Corporation has reached out to leading national non-profits, like Habitat for Humanity, the American Red Cross, Boys & Girls Clubs, Big Brothers Big Sisters and many faith-based organizations. With these great groups, we serve as a junior partner, offering them the additional people power they need to do more of what they do best. National service has strengthened these organizations, expanded their scope, and improved the effectiveness of their programs.

We've also fully embraced the principles of devolution and collaboration that are at the center of an emerging national consensus. AmeriCorps is one of the most successful experiments in state and local control the government has ever supported. Two-thirds of our AmeriCorps funds go to the governor-appointed bipartisan state commissions on national service so resources can be directed to the most pressing state and local needs. That's one reason that Governors – Republicans and Democrats alike – are so enthusiastic about AmeriCorps. And I attach excerpts from what various Governors have said about our contribution.

And in response to the great need and demand for national service, we've strengthened each of the Corporation's main programs – individually and as forces working together – and demonstrated significant growth and accomplishment.

The **Learn and Serve America** program has been at the forefront of the growth of student service and service-learning at all levels from kindergarten through college. A Department of Education survey conducted last year found that service-learning is now being practiced in some form in one-third of all public schools in the country – and community service opportunities are offered at more than half of all schools, even if not tied directly to the curriculum. The study confirms something I've seen in schools across America and something you know to be true: Service-learning is big, it's growing, and it's taking root in schools throughout the country. More students, more teachers and more schools are engaged in service-learning than ever before – at every grade level and in every type of school. Increasingly

educators understand its power to create the next generation of active-duty citizens that our country needs.

Further, to encourage and reward student service, the Corporation has initiated the President's Student Service Challenge – Student Service Awards to parallel the presidential awards for physical fitness and \$1,000 scholarships matched locally for high schools to select a junior or senior for outstanding service to the community. And some 135 National Service-Learning Leader Schools have been recognized, through a nationwide competition, as schools that best integrate service and citizenship into the learning experience. Together these initiatives are demonstrating that civic fitness is as important as physical fitness.

Similarly, **Foster Grandparents, Senior Companions and the Retired Senior Volunteer Program (RSVP)** – the programs that constitute the **National Senior Service Corps** – have all grown and been recognized for their effectiveness. While retaining proven qualities of those programs that now comprise about a half-million volunteers, we have strengthened the “getting things done” ethic so that they make an even greater contribution. These senior service programs have become a key element of the strategy of using people power to meet pressing community needs.

Continued growth of the existing senior programs will be essential. But as a country we must also find new ways to turn the time and talent of the growing number of healthy seniors to our country's greatest needs. The power of the more than 55 million Americans over 55 can be a great resource in communities across the country.

And **AmeriCorps** – including AmeriCorps*VISTA and the AmeriCorps*National Civilian Community Corps – is now approaching 50,000 participants per year. AmeriCorps members are serving in large numbers with some of our great non-profit partners – Habitat for Humanity, the American Red Cross, Boys and Girls Clubs, Big Brothers Big Sisters, City Year, Teach for America and the Catholic Network for Volunteer Service. But there are also AmeriCorps members at hundreds of small local non-profits. Overall, with the members that will be supported in this program year, more than 200,000 individuals will have served through AmeriCorps. And AmeriCorps has lived up to its GI Bill promise: since 1994, AmeriCorps members have earned more than \$400 million in education awards to pay for college or to pay off student loans.

And we have worked hard to develop program initiatives that draw on all streams of service. Some of the most successful programs have been those that involve students, seniors, and AmeriCorps members in service together. Whether it is working to make sure that all third graders can read up to grade level through the America Reads Challenge or helping to bridge the digital divide, communities are discovering the resources that national service can bring to bear on an issue when those programs work together.

As the demand and opportunities for national service increase, so too does the need to have the infrastructure and systems to support and monitor it in the field. We have worked extremely hard to create the administrative and financial systems to assure that taxpayer funds

are well spent and that programs succeed. Problems still remain to be solved but we have made great progress in this area. We are pointing the way to how such a decentralized system can work and be accountable.

The extraordinary decentralization of national service presents an administrative challenge – with state commissions making two thirds of AmeriCorps grants, state departments of education allocating most of the service-learning funds through subgrants, and the more than one thousand nonprofit grantees actually selecting and administering the volunteers or members. Today we have the structure, the information systems and the team in place and are effectively managing the work of grantees and participants.

We are proud of the quality, the size and the breadth of our programs and what the Corporation has accomplished. But the real story of national service is to be found in the individuals who are serving and the communities that are benefiting.

The real power of national service is shown when 11th and 12th graders tutor 1st and 2nd graders, and both see their test scores go up. In a number of Philadelphia high schools junior and senior English teachers assign their students to tutor second-graders in a well-structured reading program, two or three afternoons a week in nearby elementary schools.

The power of national service is found in Andre Crisp, a 19-year-old young man who says his life was headed in the wrong direction before he joined AmeriCorps. Andre told 1,000 people at the Fifth Anniversary of AmeriCorps that: “I used to think my family was poor, like when the Boys & Girls Club would donate food and gifts for presents. But when I joined AmeriCorps and went to Puerto Rico after Hurricane George, I realized how fortunate I was. My life was beginning to change at that moment. I was learning to open my heart and care about others. As an AmeriCorps member, I realized I could help other people. I’m a different person because of AmeriCorps. I have new hopes, new dreams, and a new outlook on life.”

The power of service is exemplified in the retired principal of a New Jersey school who volunteered to help with the America Reads challenge and found himself in Florida organizing and leading the kind of after-school tutoring program he had dreamed of as an elementary school principal.

Mr. Chairman, members of the Committee, as these stories and thousands more like them illustrate, there is nothing better for the spirit of our country – for our prospects of pulling together and bridging our differences – than citizens serving together to solve our nation’s problems. I believe more than ever today that national service is at the vital center, not on any ideological spectrum, but at the core of what we need to do to make the promise of America a reality for all Americans. That’s why I think this is the right time for Congress and the country to reaffirm our commitment to national service.

Thank you.

Ann O'Leary

All in second year

AmeriCorps
members —
FOR THE PROGRAM

Profiles:

age:

② **Ardelia Norwood-Ross** was born and raised in Philadelphia and graduated from Simon Gratz High School. She earned a BA in American Studies/Elementary Education from Grinnell College in Grinnell, Iowa. After graduating from college in 1999, Ms. Ross returned to Philadelphia and joined the National School and Community Corps. In her first year as a corpsmember Ardelia served at Taggart Elementary in South Philadelphia. This year she has earned a position as a Team Leader and is serving at Adaire Elementary in the Fishtown area of Philadelphia. Ardelia is currently enrolled in Master's program in Elementary Education at Cheyney University and is also earning her public school certification. She has always been involved in volunteer projects throughout her life. She saw the NSCC as a perfect opportunity to continue giving back to her community while gaining valuable experience in Philadelphia public schools. Her terms of service with NSCC will help her prepare for her future plans to become an elementary school teacher.

171.64

Black - 26

① **Jacquelyn Ajose** has served with the NSCC for 1 ½ years, first as a corpsmember and now as a team leader at Harrison Elementary School in North Philadelphia. Jackie is from Washington, DC and attended the public schools in that city. She came to Philadelphia in 1990 to attend the Art Institute of Philadelphia. After working in fashion design and retail Jackie realized that she needed to be doing more for other people, and decided to join the NSCC. Jackie says that her journey of service has caused her to grow in ways that she could never have imagined. She has gone back to school in the African-American Studies Department at Temple University, self-published a book, and created her own small business. Her enthusiasm for her work is visible, and she says that "nothing compares to helping children find their own power, and these children prove me right every day. Transformation is a wonderful thing!"

Black - 26/27

- post

② **Erin Smith** came to Philadelphia from Ohio in 1999 to join the National School and Community Corps. She is a graduate of Ohio Wesleyan University where she earned a BA in Psychology/ Sociology and was on the Dean's List all four years. While in college she served in a number of different volunteer service programs focused on tutoring, juvenile justice, and safety in schools. She began in the NSCC as a corpsmember at Vaux Middle School in North Philadelphia and has now earned a team leader position at that school. She is actively involved in the programs developed at Vaux and has established solid partnerships within the school and community. Erin's experience with NSCC has helped to guide her future goals, and she plans to pursue graduate education and possibly public school certification when she completes her term.

white - 24

choice

Ali Amenas

FROM:**Melody M. Scales****Assistant to Chief of Staff****1201 New York Avenue, NW****Washington, DC 20525****(202) 606-5000, ext. 191****(202) 565-2784 fax****mscales@cns.gov****CORPORATION****FOR NATIONAL****★ SERVICE****To:**Anne O'Leary**Fax Number:**456-5581**Pages:**7

(including cover)

Date:18 Oct 2000

Legal Services Committee
Attorney General's Commission

What's the law when they're out to law?
are we law it is?

→ 60 lawyers/yr. who are there Service Legal Corps
210 law studies plus legal for 10 years

Not without
discovery

NAPL → ① National Service Legal Corps 1994 ↓
full time and 60 members

② Service program
NAPL LSTA program - 60 law studies

www.napl.org

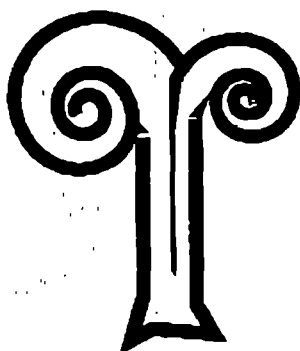
③ New York Edmund 150 law studies -

national association for public interest law
conference • career fair • awards dinner

fostering tomorrow's
leaders

OCTOBER 20 - 22

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creating opportunities
today

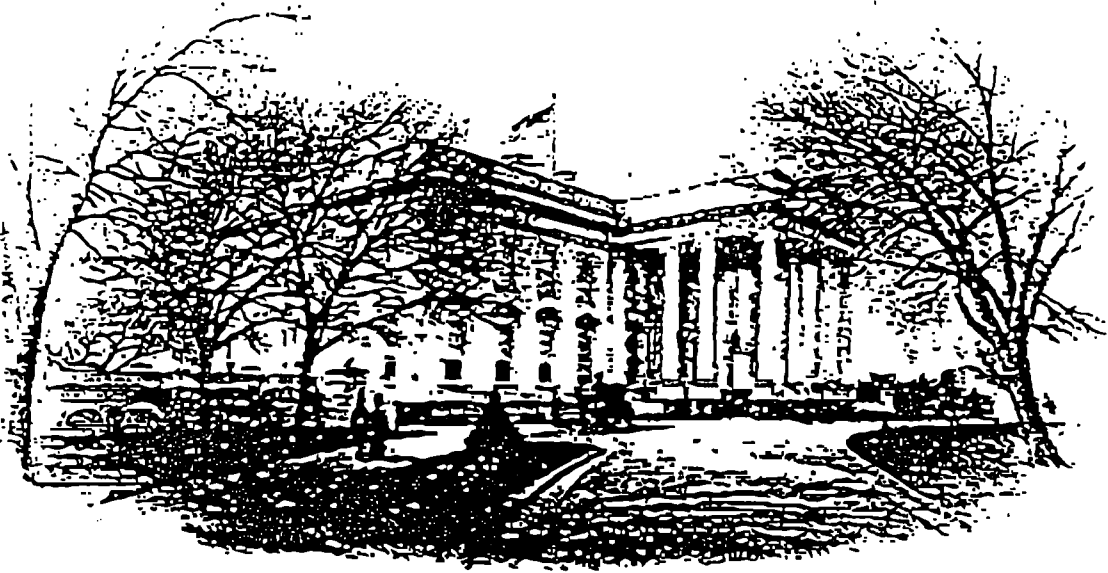
www.napil.org



National Association for Public Interest Law
2120 L Street, NW, Suite 450
Washington, DC 20037

Harris Wofford, CEO
Corporation for National Service
1201 New York Ave., NW
Washington, DC 20525

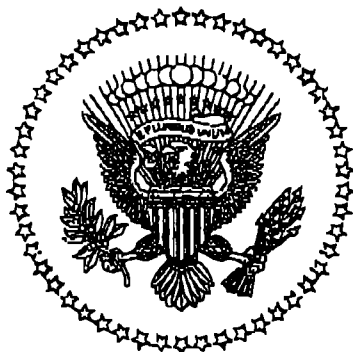
EXECUTIVE OFFICE OF THE PRESIDENT



FACSIMILE TRANSMITTAL SHEET

Number of pages including cover 3Date 10-13-00To Case BovardFAX Number 67067Comments See attachedFrom Jan (65914)

OFFICE OF THE DIRECTOR
Presidential Correspondence
The White House 20502
Washington, DC
Phone: 202-456-7610
Fax: 202-456-2993



REMARKS TO THE DEMOCRATIC NATIONAL CONVENTION

To Martin Sheen

with thanks

Bill Clinton

President William J. Clinton



AUGUST 14, 2000 • LOS ANGELES, CA

PATTON BOGGS LLP
ATTORNEYS AT LAW

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Washington, DC 20037-1350
202-457-6000

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To: Anne Bovaird
Company: Cabinet Affaris, The White House
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Phone Number: 456-7072

Total Pages
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Date: October 12, 2000
Client Number: 998232.108

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Anne -

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Per our e-mails.

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MEMORANDUM

TO: Ann O'Leary, DPC
FROM: Sandy Scott, Corporation for National Service
RE: National Service Legal Corps
DATE: 11/1/2000

Since 1994, more than one thousand lawyers and law students have served in AmeriCorps through the National Association of Public Interest Law (NAPIL), helping expand legal services for vulnerable populations, promote community economic development, help victims of domestic violence and prepare for careers in public interest law. AmeriCorps would welcome the chance to include more opportunities for lawyers to provide legal help to underserved communities.

In total, AmeriCorps has provided **\$6,112, 274** to NAPIL since 1994 to support **1,025 AmeriCorps members**. This includes members currently serving and starting their service this summer. NAPIL is a national coalition of law student organizations that offers grants and other forms of assistance to students and recent graduates engaged in public interest employment. It works with member organizations to create public interest legal employment and training opportunities, remove the economic barriers that confront public interest lawyers, and provide informational resources for public service work. AmeriCorps provides legal service opportunities through three separate grants to NAPIL.

- **National Service Legal Corps: Total members: 635, Total funding: \$5,229,597.** Since 1994, AmeriCorps has provided funding to NAPIL for this program in which lawyers serve full-time for a year in nonprofit organizations working in two primary issues areas: domestic violence and housing/homelessness. This year, 56 full-time members will serve in 13 cities. In the domestic violence area, members provide public outreach and education on the rights of domestic violence victims, assist victims in filing and obtaining restraining orders, mediate custody disputes, represent clients in hearings. In housing/homelessness, members assist clients in maintaining affordable housing, forcing landlords to effect necessary repairs, train local human service agencies in landlord/tenant law, assist people in obtaining housing, and provide community education on tenant rights.

NAPIL is somewhat unique among AmeriCorps programs because the sponsoring organizations provide a larger part of the living allowance to compete better with the higher salaries offered by law firms. The minimum AmeriCorps living allowance is \$9,300, but in the National Service Legal Corps, members usually receive around \$18,000. Given that many law students have a debt load of \$70,000, and that starting law firm salaries can be \$120,000 or more, recruiting lawyers can be difficult. But nearly every site has been able to meet its recruiting goal, and many lawyers stay on after their AmeriCorps term to work for the organization. The \$4,725 AmeriCorps education award and the forbearance on loans provided by AmeriCorps is an attractive benefit. NAPIL would like to see more law schools

match the AmeriCorps education award as a number of undergraduate institutions do.

- **NAPIL VISTA Summer Legal Corps: Total members: 240, total funding: \$865,867 .** This summer legal corps, entering its fourth year, places 60 law students in service for the summer alongside full-time AmeriCorps*VISTA members and other public service advocates. Through this program the students strengthen and expand the impact of national and community service by lending their unique legal skills to VISTA and other service projects in poor and disenfranchised communities.
- **Summer Corps: Total Members: 150, Total funding: \$16,800.** The Summer Corps joins 150 law students at public interest organizations across the country in a common purpose - to expand service delivery to those who need it most. Summer Corps members serve during the summer at the public interest organization of their choice, providing direct services in a broad range of issue areas to low-income clients.

The Corporation also provides \$25,000 a year from our recruitment office for a cooperative agreement to cooperative agreement for recruiting lawyers for full-time lawyers.

More general information and accomplishments.

In 1994, NAPIL launched the National Service Legal Corps (NSLC) with an AmeriCorps grant from the Corporation for National Service. The NSLC, the largest national legal program of its kind in the AmeriCorps network, puts new attorneys into service alongside community educators, social workers and paralegals at legal services offices nationwide. Members focus their service on the issue areas of domestic violence and housing and homelessness. The members expand legal services for vulnerable populations, promote community economic development, as well as prepare for careers in public interest law. The NSLC program includes 12 legal services project sites

The legal system is currently inaccessible to millions of Americans who live in poverty. Poor people face legal problems associated with their most basic needs -- food, housing, health care, personal safety, and education -- yet they cannot find attorneys to help them.

According to state and national studies, only 20 percent of the legal needs of the impoverished are addressed in any way. The elderly, children, individuals of color, homeless people, people with AIDS, institutionalized persons, people facing domestic violence and countless others face a system where justice is at best rationed and often denied.

Working in conjunction with the Corporation for National Service, NAPIL's National Service Programs department develops programs and publicizes opportunities for public interest-minded law students and attorneys to meet the needs of underserved communities.

Last year, AmeriCorps members on the seven NSLC teams addressing domestic violence provided direct legal services to nearly 2,890 victim of domestic violence, helping them obtain

protective orders, resolve custody or paternity problems, learn about other resources and find permanent freedom from their batterers. The teams also provided outreach and made over 116 educational presentations on preventing and confronting domestic violence to over 865 victims of domestic violence, as well as provided over 83 educational presentations reaching 995 shelter employees, shelter volunteers and social workers.

NSLC teams serving in the area of homelessness and housing issues helped over 2,264 low-income adults and children find or retain housing and/or improve their housing conditions. Members' community outreach and educational presentations taught approximately 6,800 additional low-income people about their housing rights and responsibilities and avoiding homelessness.

November 1, 2000

MEMORANDUM TO MARIA ECHAVESTE

FROM: ANN O'LEARY

SUBJECT: JUDICORPS

BACKGROUND

On September 5, 2000, Martin Sheen wrote a letter to President Clinton praising the President for the work he has accomplished in spurring volunteerism in our country through AmeriCorps. Mr. Sheen went on to recommend that the President consider building on the success of AmeriCorps by recruiting lawyers and law students to provide needed legal services in low-income communities or in communities suddenly hit by natural disaster. In his letter, Mr. Sheen cited a recent *New York Times* article regarding the drastic decline in *pro bono* services provided by lawyers at major firms (see attached letter and NYT article).

In order to further the discussion on the viability of this idea, I am providing you with information on how the Corporation for National Service (CNS) already supports legal services volunteerism, as well as some ideas as to how we might expand this work (also see attached article from *The Chronicle of Higher Education* on this idea).

CURRENT SUPPORT OF LEGAL SERVICES

Since 1994, more than one thousand lawyers and law students have served in AmeriCorps through the National Association of Public Interest Law (NAPIL), helping expand legal services for vulnerable populations, promote community economic development, help victims of domestic violence and prepare for careers in public interest law. AmeriCorps would welcome the chance to include more opportunities for lawyers to provide legal help to underserved communities.

In total, AmeriCorps has provided **\$6,112, 274** to NAPIL since 1994 to support **1,025 AmeriCorps members**. This includes members currently serving and starting their service this summer. NAPIL is a national coalition of law student organizations that offers grants and other forms of assistance to students and recent graduates engaged in public interest employment. It works with member organizations to create public interest legal employment and training opportunities, remove the economic barriers that confront public interest lawyers, and provide informational resources for public service work. AmeriCorps provides legal service opportunities through three separate grants to NAPIL.

Currently, CNS provides lawyers and law students with the opportunity to serve their communities through a partnership with the National Association of Public Interest Lawyers (NAPIL). CNS provides nearly \$6 million in funding to support three NAPIL projects: full time lawyers who serve year-round in the National Service Legal Corps; law students who spend their summers serving in the NAPIL/VISTA Summer Legal Corps; and full-time AmeriCorps*Vista lawyers. In total, there are approximately 60 lawyers who serve full-time and 390 law students (see attached profile of NAPIL lawyers).

OPTIONS FOR EXPANDING THIS WORK

- 1) **Additional funding to support legal services work:** Through the recently signed VA-HUD appropriations, the Corporation will receive a total of \$453 million to support AmeriCorps and other national and community service work. While this is a \$26 million increase over last year's funding level much of it has been earmarked for specific purposes. The Corporation does, however, have approximately \$5 million in a discretionary fund to spend on national projects. Per other White House priorities, they plan to spend a portion of this funding on projects that work to close the digital divide, but the Corporation could dedicate a portion of this discretionary funding to expanding its work in the area of legal services.
- 2) **Building a Public-Private Coalition:** There are several hurdles that we face in attracting young lawyers to serve their communities – the growing gap between public interest salaries and the salaries of corporate law firms combined with the increasing debt young lawyers face when they finish law school. Currently, AmeriCorps offers a one-time education award of \$4,725 for their two-years of service. Public interest lawyers can also benefit from generous loan-forgiveness programs sponsored by law schools or through additional fellowships and scholarships offered by the National Association of Public Interest Lawyers. Regardless, the debt is high and the salaries low, which makes outreach and recruitment difficult.

A public-private outreach campaign combined with some type of private scholarship or loan forgiveness for law students who attend schools that do not offer loan forgiveness would be a tremendous incentive to participate. It might be worth exploring the idea of a Hollywood partnership with the Corporation for National Service and the National Association of Public Interest Lawyers to determine whether we could build on existing work and expand it through additional private funding and greater outreach.

PERSONAL

September 5, 2000

William Jefferson Clinton
President of the United States
The White House
Washington, DC

By FAX and Hand Delivery

Dear Mr. President:

I had the distinct honor and pleasure of witnessing your address to the Democratic National Convention in Los Angeles. The strength and courage with which you have served the American people these last seven and one half years has changed forever the landscape of our culture and has instilled in your fellow citizens an enthusiasm reminiscent of the New Deal and the New Frontier. We owe you a great deal, which, I am quite confident, will be repaid by history.

I found one portion of your address particularly important, namely your reference to the success of volunteer efforts during your Administration. The Corporation for National Service and its Americorps program have ignited a fire of energy in the young people of our country, bringing selfless service to this land just as the Peace Corps did a generation ago. As one who has steadfastly supported the role of volunteer service in our society, I applaud and commend these efforts.

Along these lines, I have been developing an idea, along with my dear friend and lawyer (and fellow "West Wing" actor), Joe Cosgrove, of Pennsylvania. While volunteer service has taken its place as a national virtue, the role of lawyers in that endeavor has unfortunately diminished. During the week of the Convention, for example, the *New York Times* ran a story discussing the significant decrease in *pro bono* services provided by lawyers at major firms, much of this trend attributed to the increasingly competitive need for lawyers in the high-tech sector. It is curious, and unfortunate, that this profession, which uniquely calls upon its members in its internal rules to provide free service, should now be seen as lessening its role in the field of volunteerism. To stem this trend and further promote the good work of such programs as the CNS, I foresee development of a program ancillary to Americorps, designed to seek and incorporate lawyers into the volunteer fabric your Administration has woven. Called, perhaps, "**Judicorps**", this program would not need any independent structure beyond Americorps to support itself, but could simply focus on the recruitment of lawyers (likely recent law school graduates) and place these new recruits in already established Americorps homes and the like. Placement of **Judicorps** volunteers would be quite easy: **Judicorps** lawyers could assist victims of natural and other disasters who often find themselves in a legal limbo on everything from mortgage liability to insurance concerns. Likewise, community service centers which provide assistance to the poor, including Legal Services offices throughout the country, could satisfy their constantly pressing need for additional staff with the addition of **Judicorps** members, who could serve the elderly and

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Martin Sheen to William Jefferson Clinton [partial] (1 page)	09/05/2000	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19576

FOLDER TITLE:

AmeriCorps Event 10/2000 [2]

2013-0436-S

rc1234

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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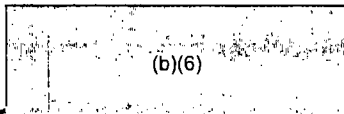
others who are most in need of legal assistance.

I believe it is important that lawyer volunteers, while acting under the Americorps/CNS umbrella, maintain a separate identity. In this way, young legal volunteers could more easily be identified and the concept of *pro bono publico* could be better fostered. The legal profession is a unique entity in our national structure; its volunteer counterpart should be identified likewise. Without a separate identity like Judicorps, lawyer volunteers would be (and obviously are) much more reluctant to provide a term of service comparable to that of Americorps members. Specifically aimed at their talents, and providing tuition benefits similar to those of Americorps, a program organized around lawyers could begin a trend of increasing the role of volunteers from the professional ranks in modern society. With your Executive power, you can make Judicorps just that program, and help enhance the traditionally honorable role of lawyers within our society.

I appreciate the opportunity to discuss this important idea with you and thank you for your time in considering it. You can count on my assistance to make this program a reality. I am currently scheduled to visit Washington, D.C., beginning September 17 for several days of filming. Understanding the constraints on your schedule, I would welcome the opportunity to discuss this idea with you then if you so wished. Further, please feel free to contact Joe or me at any time if you have any questions or comments you wish to share. With every best wish, I remain yours in

Faith, hope and love,

Martin Sheen



cc: Joe Cosgrove
1460 Wyoming Avenue
Forty Fort, PA 18704
570-287-0921
570-823-9078 (home)

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. letter	Bill Clinton to Martin Sheen [partial] (1 page)	09/28/2000	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19576

FOLDER TITLE:

AmeriCorps Event 10/2000 [2]

2013-0436-S

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OCT 3 2000

THE WHITE HOUSE
WASHINGTON

September 28, 2000

Mr. Martin Sheen

(b)(6)

[002]

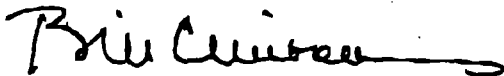
Dear Martin:

Thanks so much for your letter. I was touched by your warm words of support, and I'm pleased to enclose a copy of my speech for you.

I think your idea about establishing a "Judicorps" is interesting, and I was disappointed that we were unable to get together to discuss your proposal during your recent stay in Washington. I've asked my staff in the Scheduling Office to look into the possibility of arranging a meeting, and I also want you to know that I've shared your correspondence with members of my staff in the Domestic Policy Council. You can be assured that your proposal will be carefully considered.

Your support and friendship mean a lot to me, and I send my best.

Sincerely,



*I really appreciate the kind
things you've said about my presidency -
they put a lot of faith in me. Thanks*

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View Related Topics

August 17, 2000, Thursday, Late Edition - Final

SECTION: Section A; Page 1; Column 1; Business/Financial Desk

LENGTH: 2008 words

HEADLINE: Legal Firms Cutting Back On Free Services for Poor

BYLINE: By GREG WINTER

BODY:

Many of the nation's biggest law firms -- inundated with more business than they can often handle and pressing lawyers to raise their billable hours to pay escalating salaries -- have cut back on **pro bono** work so sharply that they fall far below professional guidelines for representing people who cannot afford to pay.

The roughly 50,000 lawyers at the nation's 100 highest-grossing firms spent an average of just eight minutes a day on **pro bono** cases in 1999, according to a survey last month by American Lawyer magazine. That comes out to about 36 hours a year, down significantly from 56 hours in 1992, when the magazine started tracking firms' volunteer hours. Yet with the economy booming, firms are enjoying record profits, the survey also found.

"The phenomenon of being so busy that you don't have as much time for **pro bono** work is quite real," said Jack Londen, a partner at Morrison & Foerster. The San Francisco firm has a long tradition of taking charitable cases, but since the recession of the early 1990's, its lawyers have cut their average **pro bono** hours in half, the survey showed.

"When there is more work than lawyers to do it, and there are not enough new lawyers out there to hire, the **pro bono** gets shelved," Mr. Londen said.

The decline is troubling for many in the legal profession, both because of cuts in government-sponsored legal aid programs and because the American Bar Association urges lawyers to do at least 50 hours of **pro bono** work each year. Only 18 of the 100 firms surveyed reported that their lawyers averaged that many hours or more in 1999, less than half the number seven years earlier.

Even in cities with strong **pro bono** legacies, where public service is a particular point of pride, the trend has emerged, leading to concern that a cultural shift may be under way. In February, a committee of the District of Columbia circuit court conducted a survey of 142 private law firms in Washington, a center of **pro bono** activity. Less than 25 percent of their lawyers spent 50 hours or more representing clients who could not pay, it found.

"What we're seeing is a sea change, rather than just a rogue wave," said Eugene R. Fidell, head of an advisory committee of the Federal District Court in Washington.

Since many large firms raised starting pay for new associates by as much as \$25,000 this year, hoping to dissuade them from flocking to Internet start-ups, many worry that the ebb in **pro bono** work will only accelerate.

"We're under pressure to work hard to pay for these rising salaries," said John Payton, a partner at Wilmer, Cutler & Pickering and president-elect of the Bar Association of Washington. "I don't think it's going to wipe out the tradition of **pro bono**, but it's clearly going

to have some impact."

Susan Hoffman, the partner in charge of **pro bono** assignments at Crowell & Moring, has taken to cornering lawyers in hallways at the big Washington firm. Her e-mail pleas go unanswered, memos no longer work and phone calls leave her colleagues unmoved.

"I know there's somebody out here who has time to do it," she said. "I just have to find that person."

The drop-off in **pro bono** work comes when the legal community can least afford it, many public interest groups say. Since 1996, the **Legal Services** Corporation, a major source of representation for low-income people in noncriminal cases, has lost a quarter of its financing from the federal government -- the source of the bulk of its budget -- leading to hundreds of layoffs among its legal staff nationwide.

Also in 1996, Congress prohibited lawyers who get **legal-services** money from engaging in class-action lawsuits or taking cases on a number of issues, including abortion, illegal immigration and welfare revision. To fill the gap, many say private firms need to increase their volunteer efforts, not retreat from them.

"Without a sustained level of **pro bono**, a lot of people who need legal advice, or who need their rights protected, are not going to have the same access to justice," said Robert Weiner, the **pro bono** chairman of the American Bar Association.

As practices shy away from **pro bono** work, many civil rights lawyers say it is becoming increasingly difficult to find volunteers for cases that would have elicited quick responses years ago. Hilary Chiz, the executive director of the American Civil Liberties Union in West Virginia, says she searched for a law firm to represent students who were told to pray in school but had no takers after a year.

"It's a hot issue; it's sexy; it's First Amendment," she said. "I would have thought it would have been easy to place."

Vera E. Kennedy, 55, is also frustrated by the lack of free legal representation. Ms. Kennedy's apartment is one of about 270 units at Hunter's View, a San Francisco public housing development that the city wants to demolish and rebuild.

When similar buildings were torn down a few years ago, prominent firms made sure residents had adequate interim housing and would be allowed to move back when work was finished. Local public interest lawyers have been scrambling unsuccessfully for months to find a firm to do the same for Ms. Kennedy and the other tenants. "There are mothers with young children here," she said. "They need the protection of having a place to live."

To be sure, civil rights lawyers, advocates and poor people themselves have long lamented the difficulty of finding lawyers with the imposing resources often needed to bring forward big lawsuits. A 1993 study by the American Bar Association showed that less than 30 percent of low-income people who needed a lawyer for a civil matter actually got one -- proof that, even at its best, volunteerism may not solve the legal difficulties of the poor.

"But a problem that was bad in 1993 is only going to be exacerbated by the fact that you have fewer lawyers doing **pro bono**," said Deputy Attorney General Eric H. Holder Jr., who has been directed by President Clinton to monitor and promote **pro bono** work in minority communities.

Not that big firms do all the unpaid work. Small practices and one-lawyer offices take on the bulk of **pro bono** cases, though their volunteer hours often go uncounted. Many of these lawyers continue to take on a wealth of unpaid assignments, even though they are busy, given

recent surges in employment, disability and sexual harassment litigation. But in some rural areas, where small law offices often comprise the entire legal community, many firms have become as preoccupied as have their larger counterparts in cities.

"They can't say yes to everybody," said Angele Court, **pro bono** coordinator for Vermont's **legal services** program. "So they say no to the more difficult case."

Representing the poor is an integral part of being a lawyer, ingrained in the profession since its origins in ancient Rome. In the United States, the commitment to **pro bono** work is in the code of ethics that has governed the profession for nearly a century. For many, the leadership of corporate firms is critical for setting the tone that **pro bono** work is still more a responsibility than an act of charity.

"The big law firms provide the litmus test for the legal community," said Steven B. Scudder, counsel to American Bar Association's standing committee on public service.

Most firms say it is not their commitment that has waned, just their ability to take on as many cases as in the past. While lawyers typically billed 1,700 hours annually just a few years ago, today they routinely bill 2,200 to 2,300 hours, said Esther F. Lardent, director of the **Pro Bono** Institute at the Georgetown University Law Center.

The rush of new business has also meant rapid growth within firms, sometimes by as much as 40 percent a year. Practices have sprouted new offices around the country, often in cities where the firms have few community ties. The lawyers hired to run them are so frantically managing busy practices that it will take time before they can branch out and take **pro bono** cases, firms say.

And it is not as if lawyers are turning their backs on the poor. With more than 150,000 lawyers at their disposal, the top 500 firms still set aside about two million **pro bono** hours each year, according to the **Pro Bono** Institute. Some firms are donating more money than ever to **legal services** organizations to compensate for their declining hours, while 21 of the top 100 firms have stepped up their volunteer efforts, or at least kept them from dwindling.

Skadden, Arps, Slate, Meagher & Flom, which in 1999 became the first law firm to gross more than \$1 billion in a year, now flies new associates to its headquarters in New York for a **pro bono** pep talk, gives public-service awards to high achievers and has expanded its placement of lawyers in community organizations for several months at a time. But the firm only began these initiatives after its **pro bono** hours started to slip in 1998.

"It wasn't a horrible downturn, but it was enough of one," said Ronald J. Tabak, the firm's **pro bono** coordinator. In the current climate, Mr. Tabak added, keeping up **pro bono** hours takes a concerted effort, since the demands of paying clients alone occupy far more than a 40-hour workweek and the competition for new lawyers has greatly intensified.

To pay for rising salaries, most firms have raised the minimum number of hours lawyers are expected to bill clients, yet often do not count **pro bono** work in the totals.

"We didn't want to be in a position where the associates would decide between doing their fee-paying work or not," said R. Bruce McLean, chairman of Akin, Gump, Strauss, Hauer & Field in Washington. Last year, the firm decided not to credit **pro bono** time until lawyers billed at least 2,000 hours in a given year.

Some worry that such changes may chill lawyers' willingness to take **pro bono** cases. Michael Harris, assistant director of the Lawyers' Committee for Civil Rights of the San Francisco Bay Area, says that lawyers who would otherwise take cases are unusually tentative this year, waiting to see how **pro bono** hours will be treated at bonus time. The cases they do take, he says, tend to be short and easy, lest the lawyers become stuck with long-term commitments

that may end up counting against them. "If the people who did **pro bono** work get rewarded at the end of the year," he said, "the people who have been standing on the sidelines will come back."

But even when volunteer hours are, in theory, given equal weight, some associates feel that their careers will be better served by concentrating on paying clients and steering new business to the firm.

"It's a long race going up the partnership track," said Randi L. Strudler, a partner with Jones, Day, Reavis & Pogue in New York. "Rightly or wrongly, not everyone values **pro bono** work the same as client work."

Since President Clinton asked lawyers last year to step up their volunteer service, there have been a number of initiatives to stimulate **pro bono** work.

One of the leading efforts, called Lawyers for One America, is composed of corporate law firms, law schools and bar associations nationwide. The group, based in San Francisco, seeks to draw from the growing ranks of business lawyers -- the largest segment of many large firms, particularly in Silicon Valley.

Because many corporate lawyers focus solely on transactions and never go to court, they often feel out of place handling the mainstays of **pro bono** work -- divorces, tenant-landlord disputes or social security cases. Officials at Lawyers for One America and other public interest groups hope to soften that discomfort by matching business lawyers with low-income people looking to start companies of their own.

But they say the concept is only starting to take root at firms, and some question whether the standing of **pro bono** work has diminished.

"The dollars are so astronomical that they're blinding people to public service," said Teveia R. Barnes, the group's executive director. "It does a disservice to the legal profession and our reputation."

<http://www.nytimes.com>

GRAPHIC: Chart: "Charitable Decline"

Pro bono work has declined considerably among the nation's most successful law firms in recent years. Here are the law firms with the highest **pro bono** hours per lawyer at the 100 highest-grossing firms last year versus 1992, as ranked by The American Lawyer magazine.

PRO BONO HOURS IN 1999

FIRM: Covington & Burling
BASED: Washington
NUMBER OF LAWYERS: 320
AVERAGE **PRO BONO** HOURS PER LAWYER: 105.5

FIRM: Jenner & Block
BASED: Chicago
NUMBER OF LAWYERS: 377
AVERAGE **PRO BONO** HOURS PER LAWYER: 105.1

FIRM: Arnold & Porter
BASED: Washington
NUMBER OF LAWYERS: 441
AVERAGE **PRO BONO** HOURS PER LAWYER: 89.3

FIRM: Wilmer, Cutler & Pickering
BASED: Washington
NUMBER OF LAWYERS: 275
AVERAGE **PRO BONO** HOURS PER LAWYER: 86.3

FIRM: Debevoise & Plimpton
BASED: New York
NUMBER OF LAWYERS: 402
AVERAGE **PRO BONO** HOURS PER LAWYER: 83.2

FIRM: Paul, Weiss, Rifkind, Wharton & Garrison
BASED: New York
NUMBER OF LAWYERS: 395
AVERAGE **PRO BONO** HOURS PER LAWYER: 81.0

FIRM: Heller, Ehrman, White & McAuliffe
BASED: San Francisco
NUMBER OF LAWYERS: 400
AVERAGE **PRO BONO** HOURS PER LAWYER: 80.0

FIRM: Fried, Frank, Harris, Shriver & Jacobson
BASED: New York
NUMBER OF LAWYERS: 426
AVERAGE **PRO BONO** HOURS PER LAWYER: 76.1

FIRM: Morrison & Foerster
BASED: San Francisco
NUMBER OF LAWYERS: 682
AVERAGE **PRO BONO** HOURS PER LAWYER: 71.2

FIRM: Schulte, Roth & Zabel
BASED: New York
NUMBER OF LAWYERS: 239
AVERAGE **PRO BONO** HOURS PER LAWYER: 70.7

PRO BONO HOURS IN 1992

FIRM: Arnold & Porter
BASED: Washington
NUMBER OF LAWYERS: 333
AVERAGE **PRO BONO** HOURS PER LAWYER: 220.6

FIRM: Morrison & Foerster
BASED: San Francisco
NUMBER OF LAWYERS: 572
AVERAGE **PRO BONO** HOURS PER LAWYER: 149.4

FIRM: Covington & Burling
BASED: Washington
NUMBER OF LAWYERS: 307
AVERAGE **PRO BONO** HOURS PER LAWYER: 143.3

FIRM: Wilmer, Cutler & Pickering
BASED: Washington
NUMBER OF LAWYERS: 220
AVERAGE **PRO BONO** HOURS PER LAWYER: 142.1

FIRM: McCutchen, Doyle, Brown & Enersen
BASED: San Francisco
NUMBER OF LAWYERS: 240
AVERAGE **PRO BONO** HOURS PER LAWYER: 131.6

FIRM: Shaw, Pittman, Potts & Trowbridge
BASED: Washington
NUMBER OF LAWYERS: 228
AVERAGE **PRO BONO** HOURS PER LAWYER: 122.8

FIRM: Heller, Ehrman, White & McAuliffe
BASED: San Francisco
NUMBER OF LAWYERS: 393
AVERAGE **PRO BONO** HOURS PER LAWYER: 118.0

FIRM: Paul, Weiss, Rifkind, Wharton & Garrison
BASED: New York
NUMBER OF LAWYERS: 336
AVERAGE **PRO BONO** HOURS PER LAWYER: 106.8

FIRM: Cravath, Swaine & Moore
BASED: New York
NUMBER OF LAWYERS: 308
AVERAGE **PRO BONO** HOURS PER LAWYER: 101.3

FIRM: Jenner & Block
BASED: Chicago
NUMBER OF LAWYERS: 336
AVERAGE **PRO BONO** HOURS PER LAWYER: 92.0

(pg. C5)

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General News;pro bono and legal services

Tuesday, October 24, 2000

TV President Urges the Real One to Create a Pro-Bono Legal-Aid Corps

By JEFFREY SELINGO

Martin Sheen may only play the president on television, but now he's lobbying the real thing to expand the AmeriCorps national-service program to recruit lawyers for pro-bono work.

President Clinton is considering a proposal from the star of the NBC television series *The West Wing* to provide stipends to law-school graduates who volunteer their legal services. AmeriCorps provides participants with \$4,725 vouchers to help cover college expenses or pay back student loans in exchange for a year of full-time community service within the United States. About 50,000 people are expected to serve in the program this year.

But in a letter last month to President Clinton, Mr. Sheen -- who plays President Josiah Bartlet on *The West Wing* -- said that lawyers are reluctant to participate in AmeriCorps because the program doesn't offer volunteer opportunities aimed specifically at their legal skills. So Mr. Sheen suggested a separate program, called Judicorps, that would operate under AmeriCorps, but would concentrate solely on providing legal services in an effort to highlight the nature of the work for potential recruits. Mr. Sheen is well known as a political activist, supporting causes like farm-laborer rights and efforts to shut down the School of the Americas, the military-training center.

Under his Judicorps proposal, lawyers could help victims of natural disasters with mortgage liability and insurance concerns and, working out of community centers, dispense legal advice to poor people. AmeriCorps volunteers already serve in many of those areas, so Judicorps could work within the existing organizational structure, Mr. Sheen wrote.

Jennifer Smith, a White House spokeswoman, said on Monday that the president "thinks this is a good idea and something worth

pursuing." Officials at the Corporation for National Service, which oversees AmeriCorps, said that lawyers already serve as volunteers in the national-service program, but more are needed, given recent cutbacks in government-run legal-aid programs and pro-bono work by lawyers.

"Whether the idea comes from President Clinton or President Bartlet, we would welcome the chance to include more opportunities for lawyers to provide legal help," said Harris Wofford, the corporation's chief executive officer.

Currently, about 60 lawyers serve every year as volunteers in the National Service Legal Corps, and an additional 210 law students provide various legal services as volunteers, Mr. Wofford said. Lawyers also volunteer in other AmeriCorps programs. Still, Mr. Wofford said that participation by lawyers in national-service programs is well below that of some other professions, such as teachers.

The federal law that created AmeriCorps allows officials to dedicate resources to volunteers who serve in particular professional areas. Congress is now considering whether to extend that law, and the AmeriCorps program, for another five years.

"Our ability to do anything ultimately depends on Congress and the bill that's before Congress right now," Mr. Wofford said. Lawmakers recently approved \$458-million for AmeriCorps in the 2001 fiscal year, a \$6-million increase over this year.

Since AmeriCorps began in 1993, efforts to expand it -- usually by pumping more money into the program -- have encountered resistance in Congress. Indeed, many Republican lawmakers seek every year to eliminate the bulk of federal funds for AmeriCorps.

An aide to U.S. Rep. Peter Hoekstra, a Republican from Michigan and one of the biggest critics of the national-service program, said on Monday that AmeriCorps officials need to correct long-standing financial and management problems at the federal agency before they expand into new services.

"Legal work is a laudable goal, but our hope is that AmeriCorps would be better at fulfilling its current mission before moving into new areas," said the aide, Lisa Bos.

Recently, law firms and law schools have been under increased scrutiny for a steep decline in the availability of free legal services to needy people. A survey in July by The American Lawyer found that lawyers at the country's 100 highest-grossing law firms spent only about 36 hours on pro-bono cases in 1999, down from 56 hours in 1992. The American Bar Association urges lawyers to do at least 50 hours of pro-bono work a year.

The Association of American Law Schools has also made increased public-service work a priority for the coming year and adopted the issue as the theme of its annual meeting in January 2001, said Elliott S. Milstein, the association's president. The group is holding 19 meetings across the country to generate ideas on how law schools could help increase public-service work among their students, professors, and graduates.

"There's less pro-bono work being done today, and there are fewer jobs for people doing legal-services work," said Mr. Milstein, a professor at American University's Washington College of Law. "It's a huge problem, so anything that can be done to help would be welcomed."

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NAPIL



National Association for Public Interest Law

national service legal corps
bulletin

September 2000

**From the Director -
National Service Department**

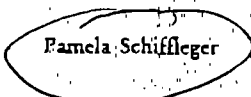
Greetings from NAPIL's National Service Department! It is with great pleasure that we present this first issue of the National Service Legal Corps Bulletin. This publication will provide:

- updates about the work of the NSLC teams in the field
- helpful grant management tools
- general information updates

The Bulletin is designed to be an effective means of providing participants with information about fellow members and the exceptional and innovative work that is being done at NSLC sites. We encourage you to use this newsletter to share with program participants nationwide the new initiatives being undertaken in the 2000-01 program year and the impact that these initiatives are having on the communities being served.

If you would like to contribute to the Bulletin or have suggestions for information that you would like to see covered in future editions, please contact me at nslc@napil.org.

Sincerely,


 Pamela Schiffleger
Profiles:**From Firm Life to AmeriCorps...
Two NSLC Members Share Their Stories****Jill Espelien**

Many people experience an awakening of some kind that changes their lives. Jill Espelien is one of those people.

When she enrolled in law school at Vanderbilt University, Jill's intent was to do public interest work. In fact, the summer after her first year at law school, she worked at the public defender's office in Santa Clara, California. But with loans to pay and the big firms heavily recruiting at her school, Jill decided to work in the private sector. She spent the next six years practicing corporate transactional work in large law firms.

*Espelien, continued on p. 4***Marjorie Briggs**

Seeking a profession where I could "make a difference" in the world, I entered law school at The Ohio State University in 1972. I planned to go into "poverty law," as it was called in those days. However, as graduation approached, my advisor encouraged me to apply for a position at one of the large law firms in Columbus, Ohio, where my family and I were living. Despite my commitment to social justice issues, I believed the training I would receive at a large business-oriented law firm would serve me well. Also, I saw the opportunity of being the first woman lawyer at an all-male firm as a way of opening doors for women and for making positive changes in the legal profession.

*Briggs, continued on p. 2***2000-01 Site Guides are on the way!**

We have compiled a binder to serve as a guide in overseeing your NSLC project. This binder supplements information found in the Program Director's Handbook that will be provided to all project sites by the Corporation for National Service later this fall. Any feedback or suggestions for additional areas to be covered are welcome.

New Site Training!

As part of the orientation and training for our new project sites, NAPIL will hold a training for the project directors and fiscal managers in Washington, DC on November 27th and 28th. Veteran sites are invited to share effective practices or helpful hints with these new projects by sending ideas to the attention of Pam Schiffleger no later than November 1st.

Briggs, continued from cover

I began practicing law in 1975 at Wright, Harlor, Morris and Arnold, in Columbus, Ohio. I was the 32nd lawyer and first woman attorney at that firm, which later grew and evolved into Porter, Wright, Morris and Arthur, now a 250-lawyer firm with many women attorneys and partners and offices in 5 cities. At first, in those days of "women's lib," the men I worked with didn't know whether I would kick them if they held the door for me or paid me a compliment (I would not have), and I didn't know whether I should put pictures of my family on my desk (I did not, but now wish I had).

In the early years of my practice, and occasionally even in recent years, when I announced, "I am here for the Jones hearing," I was told by a bailiff to "Have a seat outside until your lawyer gets here."

There were no female role models and it took me a while to find a level of comfort using my strengths as a woman instead of trying to be "one of the guys." As we got to know each other as individuals instead of stereotypes, and as the numbers of women increased, the men I worked with and I both became more comfortable with my place in the profession.

I was assigned to the litigation department because that is where a worker was needed. Through the years, I continued to work in litigation by choice. I learned to write and speak as an advocate, to think about case strategy, and to deal with people from all walks of life, with varied points of view and very diverse personalities. I found that litigation gave me an opportunity to use many parts of my personality – analytical problem solver, psychologist, detective, performer, writer, humanitarian and comedian.

In the early years of my practice, and occasionally even in recent years, when I announced, "I am here for the Jones hearing," I was told by a bailiff to "Have a seat outside until your lawyer gets here." They were usually so embarrassed when I said, "I AM the lawyer," that I didn't have to do anything else to establish myself as an attorney.

I had many opportunities throughout my 25 years at Porter, Wright to make a difference in the lives of my clients, and the firm was very supportive of my involvement in community and charitable organizations. I was fortunate to be at a firm that believes in giving back to the community, as evidenced by its active pro bono program. But in the last five or six years, my practice became more paper-intensive and motion-oriented, and I did not have as many opportunities to represent individuals. These changes occurred at the same time that I was feeling more of a desire, on a personal level, to work with people and to "make a difference" in their lives. I wanted more opportunities to "give back" to the profession and community that had provided so many benefits to me.

I decided I would make a career change and told the managing partner I was going to explore other areas of practice. While continuing my work at the firm, I began "networking" with people in other areas of the practice. I met with a career transition counselor and took the Myers-Briggs and similar tests to learn more about my personal values, strength and abilities.

During my weekly review of the Career Classified section of Ohio Bar Reports, I saw an ad for an AmeriCorps domestic violence position. I found the work description intriguing but dismissed the position because of the low living allowance and because all of the openings were in smaller Ohio towns that would have required me to move.

Through the following months I continued to meet with other lawyers, research other areas and search for my "dream job" that would provide an intellectual challenge, good pay, the opportunity to work "hands-on" with individual clients and a sense of making the world a better place. My attention was frequently drawn back to the AmeriCorps ad.

The domestic violence position was especially compelling for me because several of my own family members and close friends had been victims of domestic violence. I believed that my legal experience and skills, combined with my own observation of the heartbreaking results of domestic violence, would make me very effective as a legal advocate in this area.

Finally, I took a closer look at my personal situation and decided I could move from Columbus for a year. My children were grown and I was single. I had a small financial cushion I could draw on to supplement the salary.

It became clear that I did have the personal freedom to be an AmeriCorps lawyer for a year and that this position had potential for kindling a new passion for my practice. It also provided an opportunity for me to explore public interest law as a possible future direction for my career. Regardless of my future direction, however, I knew a year representing domestic violence victims would change my life.

Marjorie Briggs is a member of the 2000-01 National Service Legal Corps at Ohio State Legal Services Association in Columbus. The NSLC team there provides legal information and representation to domestic violence victims throughout the Appalachian region of Ohio to help them break the cycle of violence and achieve independence.

Focus

on Key Americorps Provisions

Implications of prior service: AmeriCorps Provision 12

When interviewing candidates for the Class of 2000-01, please remember to ask whether they have previously served in an AmeriCorps program. While the maximum number of terms for the NSLC is two, prior service in an AmeriCorps program, including incomplete terms, may preclude an individual from participating in the NSLC altogether. See the Program Director's Handbook and the AmeriCorps Provisions for further information, and contact NAPIL with any questions.

One Year Rule: AmeriCorps Provision 8

As your 1999-2000 members complete their service and you begin to enroll 2000-01 members, please keep in mind that a member must complete their service term (a) within one year of their start date, and regardless, (b) by December 31st (of 2000 for the Class of 1999-2000 and 2001 for the Class of 2000-01). Please remind 1999-2000 members in particular that simply running out of time at the end of the year will not qualify them for a prorated award. They should plan their remaining service terms accordingly.

Espellen, continued from cover

"I lost track of what I wanted to do," says Jill simply. During all her time at private firms, Jill never saw the inside of a courtroom and had very little client contact. She was not feeling fulfilled in her career. When she heard about the opening for an AmeriCorps domestic violence attorney at Legal Aid of Western Missouri, she thought it would be the perfect opportunity to test the public interest waters. And having had a cousin who was victimized, says Jill, "I had experienced how destructive [domestic violence] was."

Jill felt drawn to the work. "I like having clients I'm responsible for...I actually have human beings coming into my office. I can see I'm making a difference in actual people's lives."

Jill felt drawn to the work. She loved it. So much so that she joined LAWMO's staff last fall. In contrast to the firm environment where she was given pieces of cases to work on, at LAWMO she has enjoyed the responsibility of handling entire cases from beginning to end. "I like having clients I'm responsible for...I actually have human beings coming into my office. I can see I'm making a difference in actual people's lives."

Jill's work has not been without its challenges, of course. She becomes frustrated when she cannot help her clients with all their needs. "You try to help them all you can, but you feel like you're just touching the tip of the iceberg," Jill acknowledges. However, there are definitely success stories, like her 22-year-old client with two children who had been abused and lived in a shelter. Jill helped her get a divorce and custody of the children. Since then, the woman has gone back to college and "turned her life around."

Jill feels that there were certain advantages to having worked in a firm before making the transition to legal services. For instance, she recognizes that the training she received proved helpful when she first arrived at LAWMO. In addition, the salary Jill earned before joining AmeriCorps enabled her to pay off her student loans.

Even without educational debt, however, Jill cautions aspiring public interest attorneys to consider the financial and emotional sacrifices. "You really have to do a lot of soul-searching...you really have to know yourself." She entered AmeriCorps with the attitude that "[i]t's a way to do something worthwhile...something that I'm interested in." And she did not lose sight of the intangible benefits: "I was very proud to say that I was an AmeriCorps attorney and doing something for the betterment of society. I was proud to explain to relatives and friends what I was doing."

Having seen what "the other side" is like, Jill has no regrets about going into public interest law and in fact plans to stay in the field. Fortunately for Jill, her current part-time work schedule allows her to spend more time with her new baby, who was born last October. "It's a nice way of striking a balance," she explains. When her daughter is old enough, she wants to begin working full-time again. Comments Jill about her NSLC term, "I loved the experience. I was, and still am, really happy. When I drive home and process what I do each day, I feel really fulfilled."

Jill Espellen served at Legal Aid of Western Missouri as an NSLC member in 1999. Now a staff member at LAWMO, she represents domestic violence victims in mediations, negotiations and litigation.

NAPIL news

Staff announcements

Jennifer Tschirch – After spending two years providing leadership and support to the NSLC project directors and members, Jennifer has taken on an exciting new role in NAPIL's fellowships department. She looks forward to seeing everyone at the 2001 NSLC training!

Valerie Nannery – In mid-August, Valerie left NAPIL to begin her first year of law school at the University of Virginia. She credited her time at NAPIL with exposing her to the broad range of career opportunities within the field of public interest law.

Please welcome...

Sara Pic – Sara joins NAPIL as the new NSLC program assistant. While completing a bachelor's degree at Smith College, she worked in a variety of capacities for Tapestry Health Systems in North Hampton.

Lisa Weissman-Ward – A recent graduate of the University of North Carolina at Chapel Hill, Lisa joins the department as a program assistant. She will work with NAPIL's VISTA-funded programs. While at school Lisa was both a volunteer and staff member at the Orange County Rape Crisis Center in Chapel Hill.

2000-01 NSLC

New Sites!

This year, NAPIL is pleased to announce the addition of four new project sites to the NSLC. Please welcome the following organizations: **Alaska Legal Services Corporation** (Anchorage, AK), **Community Legal Services** (Phoenix, AZ), **Southern Arizona Legal Aid** (Tucson, AZ) and **Three Rivers Legal Services** (Gainesville, FL). NAPIL will be working closely with them to provide an introduction and orientation to the program, but we also encourage all of you to share your effective practices with them!

Saying Goodbye!

As we welcome our new sites, it is also time to say goodbye to three sites. **Central Pennsylvania Legal Services** (now Mid Penn Legal Services), **Legal Aid of Western Missouri** and **Pine Tree Legal Assistance** have made a determination not to renew their NSLC grants. Each site – members and project directors – have contributed to the success of the program over the past grant cycle. We look forward to their continued involvement with the Summer Corps and the NAPIL/VISTA Summer Legal Corps.

National Service Legal Corps Bulletin

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The National Association for Public Interest Law (NAPIL) was founded in 1986 by law students dedicated to surmounting barriers to equal justice that affect millions of low-income individuals and families. Today, NAPIL is the country's leading organization engaged in organizing, training and supporting public service-minded law students, and is the national leader in creating summer and postgraduate public interest jobs.

NAPIL's National Service programs include both summer and postgraduate initiatives designed to create opportunities to cultivate a lifelong public service commitment. Since their inception, these AmeriCorps-funded programs have enabled law students and lawyers to work in traditionally underserved communities increasingly in need of legal assistance. Thousands of low-income persons have been served through efforts ranging from projects designed to combat homelessness and domestic violence to those that seek to create jobs and affordable housing.

National Service Legal Corps Bulletin is a quarterly newsletter for sites and members. Send questions or comments to Jennifer Tschirch, Editor, at jschirch@napil.org.

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