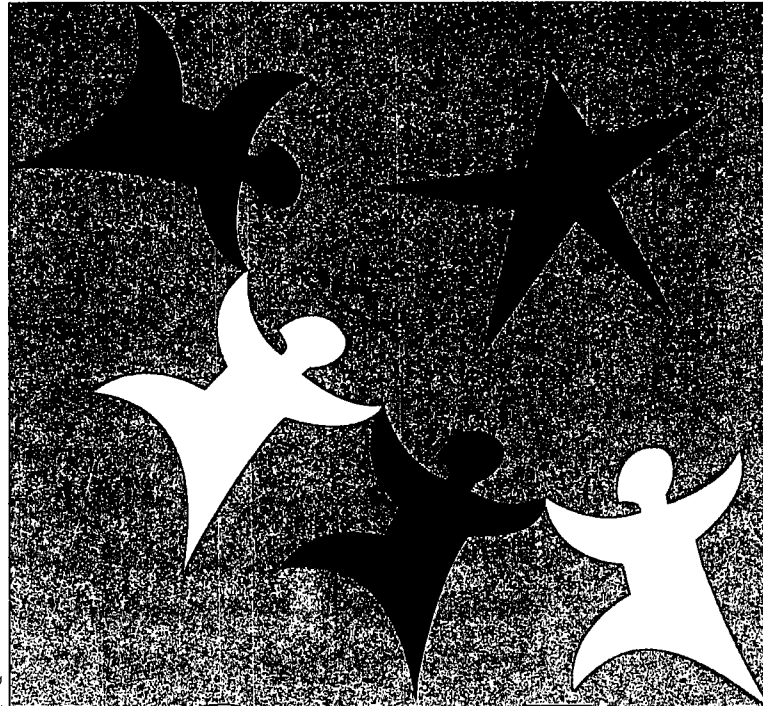


NATIONAL



YOUTH SUMMIT

Young People: Partners in Fulfilling the Promise

2000

Orlando, Florida

Disney's Coronado Springs Resort

June 22–25

The Summit is presented by a collaborative of 25 national organizations committed to building youth-adult partnerships directed at creating change in local communities.

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.

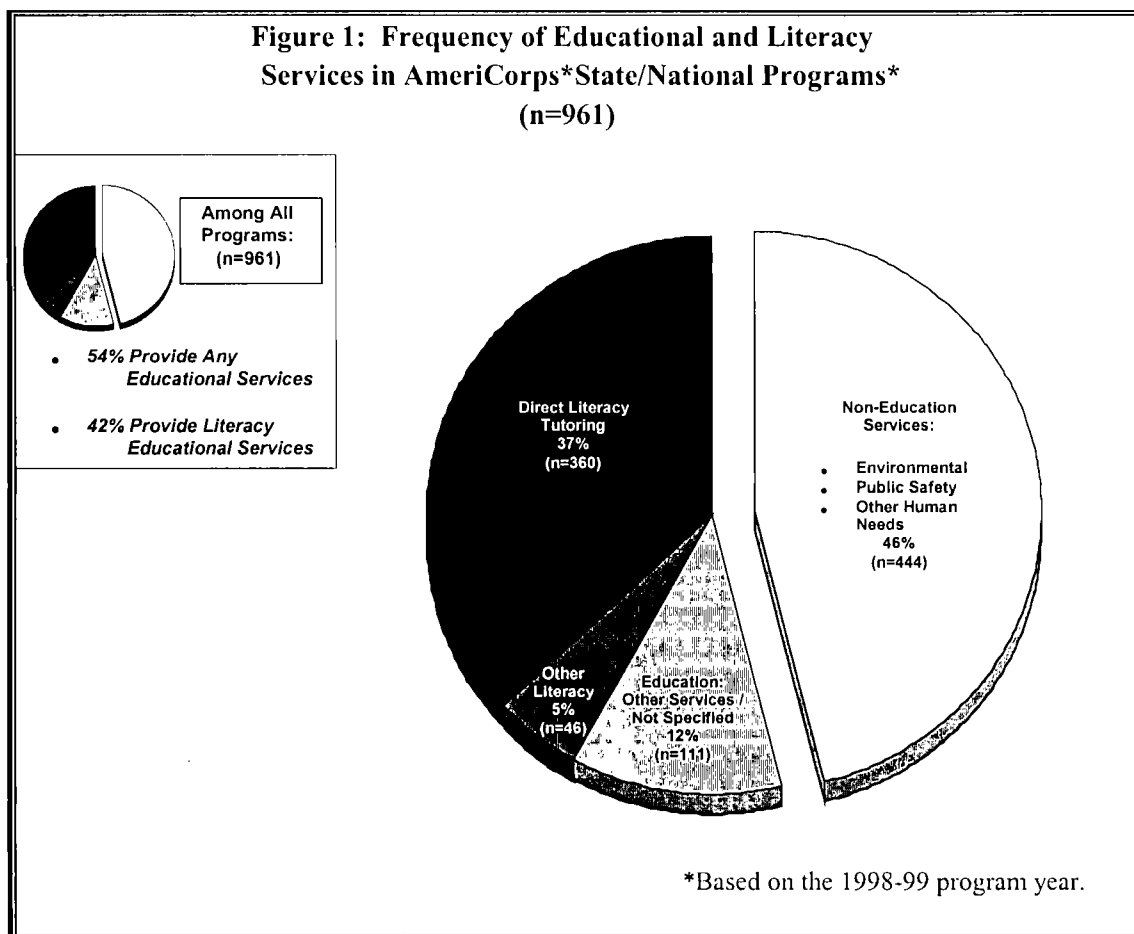
II. DESCRIPTIVE FINDINGS ON AMERICORPS LITERACY PROGRAMS MAJOR FINDINGS

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

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

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.

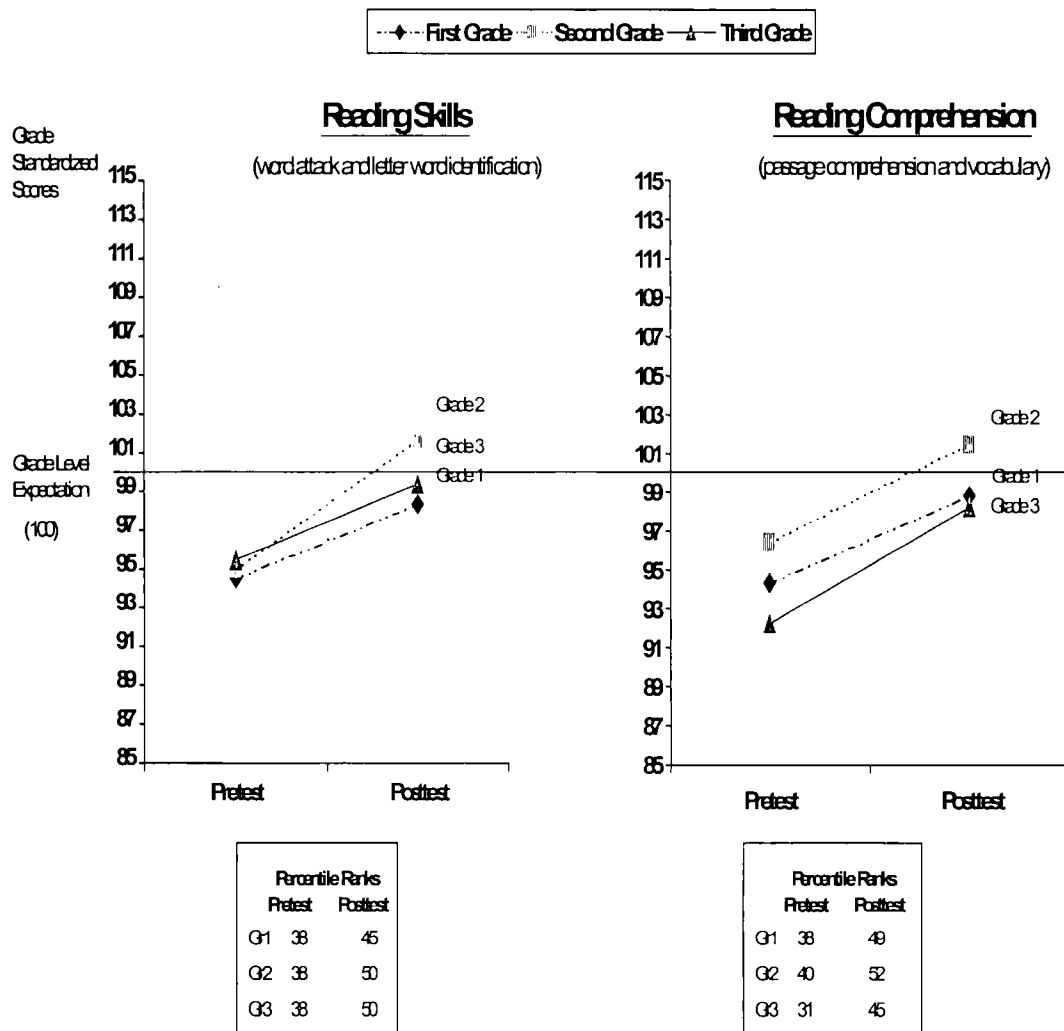
There is some evidence, however, that these broad reforms have yet to improve the reading performance of the nation's primary-grade students. The latest results from the National Assessment of Educational Progress indicate that reading performance for a nationally representative sample of students nine-year 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.

Corporation for National Service

Meeting Attendees

September 19, 2000

1:30 - 2:30 pm

1. Richard Tate, National Association of Senior Companion Directors - Y
2. Betty Ruth, National Association of RSVP Directors - Y
3. Jane Watkins, National Association of Foster Grandparent Directors - Y
4. Donna Butts, Generations United
5. Judy Vredenburg, Big Brothers and Big Sisters
6. Tom Jones, Habitat for Humanity
7. Robbie Calloway, Boys and Girls Clubs - Y
8. Bob Goodwin, Points of Light Foundation - N
9. Bill Milliken, Communities in Schools
10. Steve Culbertson, Youth Service America
11. Peter Gallagher, America's Promise
12. Gordon Raley, National Assembly of Health and Human Service Organizations
13. Alan Khazei or Michael Brown, City Year
14. Janet Sharma, President of the National Network of Volunteer Centers-Y
15. Pam Boylin, Campus Compact and the National Service Coalition
16. Stewart Smith, National Collaboration for Youth & Campfire Boys and Girls
17. Nancy Murphy, UPS Foundation - Y
18. Martin Rodgers, Anderson Consulting
19. Mimi Mager, Friends of VISTA
20. Nicole Boothman-Shepard Executive Director Rhode Island
21. Michael Milligan Executive Director Iowa - Y
22. Kyle Caldwell Executive Director Michigan - Y
23. Kitty Burscu Executive Director Ohio - Y
24. Chuck Supple Executive Director California - Y
25. Charlie Briggs Executive Director Montana
26. Michael Call Executive Director Utah - Y
27. Robert Hickerson Executive Director Texas - Y
28. Marsha Meeks Kelly Executive Director Mississippi - Y
29. Bill Basl Executive Director Washington
30. Joe Smith Executive Director Indiana - Y
31. Bill Sundermeyer Executive Director AASSC* - Y
32. Rosie Mauk Chair AASSC* - Y
33. Herschel Lamirand Past Chair AASSC*
34. Jane Oates Senator Kennedy's Office
35. Sherry Kaiman Senator Jefford's Office - Y
36. Maggie McDow Representative Roemer's Office - Y
37. Paul Pimentel Representative Shays' Office

*AASSC=American Association of State Service Commissions

To be invited if others cannot come:

Chris Kwak, Kellogg Foundation

Sylvia Robinson, Kauffman Foundation

Don Jones, Red Cross

Betty Beene, United Way

AnnMaura Connolly, City Cares of America

Jane Silverman, Assoc. of Jr. Leagues

—Catherine Milton, Save the Children

—Rae Grad, Power Up

John Dutton, Join Hands Day (for the fraternalists)

Jim Kielsmeier, National Youth Leadership Council

Jim Lindsay, Catholic Network of Volunteer Services

Chuck Gould, Volunteers of America

Corporation for National Service Staff:

Harris Wofford, CEO

Deb Jospin, Director of AmeriCorps

John Vezina, Intergovernmental Affairs

Christine Benero, Director of Public Liaison

John Gomperts, Special Advisor

Rhonda Taylor, Public Affairs

Note:

Y = Invitee will attend

N = Invitee will not attend

SEPTEMBER 19, 2000

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE REAUTHORIZATION

Overview of S. 2764

The primary purpose of the national service reauthorization proposals (S. 2764, H.R. 4740) is to extend longstanding national service legislation – the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973. The extension authorizes support for programs that encourage Americans to engage in full-time or part-time service in their communities in order to meet unmet needs in the areas of education, public safety, the environment, and other human needs, such as health and housing.

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 maximum Corporation share of average budgeted cost per AmeriCorps member at \$15,000 for fiscal year 1999, adjusted for inflation in fiscal years 2000 through 2005;
- ✱ • Allow education awards earned by national service participants to be used to repay private or State loans, in addition to 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 contains various provisions to encourage 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 outstanding secondary school juniors and seniors engaged in community service. (Since FY 1998, appropriations bills have made available up to \$5 million for this purpose.)
- Modify procedures relating to appointment of the CNCS and Points of Lights Foundation's boards of directors, 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;
- * • Adopt "E Corps" (an idea proposed by Senator Mikulski) by amending the AmeriCorps programs to encourage training of AmeriCorps volunteers in computers and technology to work with students to bridge the "digital divide."

Strategy

The Senate has historically been more supportive of national service and the Corporation. As a result, the Corporation planned for the Senate to move first on this legislation. The Corporation expects the leadership to accept S. 2764 and have the bill pass by unanimous consent in the closing days of the session.

There has traditionally been more opposition to the Corporation in the House. Chairman Goodling of the Education and the Workforce Committee has not been a strong supporter of national service in the past. Given the Chairman's opposition, the Corporation wants the President to approach Speaker Hastert directly about making national service reauthorization a must pass bill before the end of the session. The President has identified national service as one of three reauthorization bills, along with the Older Americans Act and the Violence Against Women Act, that he believes Congress should pass in this session.

Bill Status

The Senate Health, Education, Labor, and Pensions Committee approved S. 2764, the National and Community Service Amendments Act of 2000, on a voice vote. Currently, S. 2764 has 26 cosponsors (16 Dem.; 10 Rep.). Senator Kennedy is the sponsor of the bill. The bill is expected to receive full Senate consideration in September and is expected to pass. The House companion bill, H.R. 4740, has 100 cosponsors (92 Dem.; 8 Rep.). Representative Shays is the sponsor of H.R. 4740.

The Corporation and its programs have received broad bipartisan support. Governor Racicot of Montana, a recent addition to the Corporation's Board of Directors, is asking his fellow governors to join him in a letter to the congressional leadership strongly urging passage of the reauthorization legislation. The Corporation expects all of the governors to sign on to the letter by September 15.

September 19, 2000

The Honorable Trent Lott
Majority Leader
United States Senate
S-230, The Capitol
Washington, D.C. 20510

The Honorable Thomas A. Daschle
Minority Leader
United States Senate
S-221, The Capitol
Washington, D.C. 20510

The Honorable J. Dennis Hastert
Speaker
U.S. House of Representatives
H-232, The Capitol
Washington, D.C. 20515

The Honorable Richard A. Gephardt
Minority Leader
U.S. House of Representatives
H-204, The Capitol
Washington, D.C. 20515

Dear Senator Lott, Senator Daschle, Speaker Hastert, and Rep. Gephardt:

As Governors, we have long been involved in and concerned with volunteer efforts in our respective states. We have seen the progress of young people inspired by older students, the importance of trained hands helping after a disaster, and the pride of a senior sharing his or her time with a child in need of mentoring.

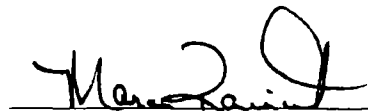
For these reasons and many more we write in support of reauthorizing and extending AmeriCorps and other national service and volunteer programs administered by the Corporation for National Service.

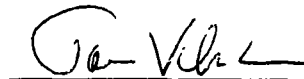
Governors have built an outstanding state-federal partnership in operating national service programs. Governor-appointed state commissions that direct financial resources and membership within states are successfully administering AmeriCorps.

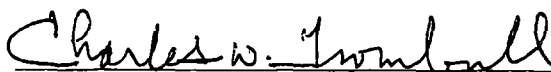
As Governors, we recognize the value of national service as a tool in meeting important needs in our states. We have seen national service at work in our states. We do not want to lose this force for good in our communities, states, and country.

We fully support the National and Community Service Amendments Act of 2000 and strongly urge Congress to pass this legislation.

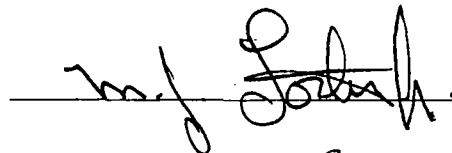
Sincerely,

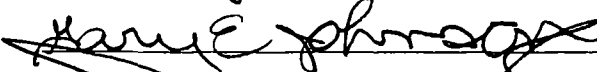


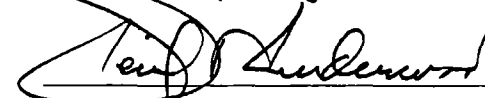














Paul E. Patten

Paul N. Mander

Gray Davis

Adrian Rosello

Frank O'Hannon

Joseph J. Rogers

Rich Langitt

Don J. Langitt

Chas. J. White

Paul A. White

Tom Budge

Edmund N.D.

May E. Patahi

Jane de Hall

Benjamin J. Cayetano

Tommy Quinn

Chas. J.

John G. Rowland

Jo. Hodges

Tomie M. Jones

James J. Jennings

Jim J. Jones

Mike J. Jones

Thomas R. Jones

William J. Jones

Angelo Paul Allen

Bob J. Jones

Mike Hunklebee

John Engle

James J. Jones

Robert Barnes

John B. Jones

Deanne Shaker

Angus S. King, Jr.

George H. Ryan

Tony Locke

John A. Leftho

Mel Carnahan

Tommy Knodes

James S. Salmon

Don Dargatzian

Bill Jones

Frank Bush

George W. L.

CORPORATION
FOR NATIONAL
 SERVICE

September 19, 2000

MEMORANDUM TO THE PRESIDENT

From: Harris Wofford 
Subject: Reauthorization of National Service

Good news on our front – your front. Look at the attached letter from 49 governors (all but Owens of Colorado) strongly urging reauthorization of the Corporation and AmeriCorps. Both Bushes signed.

Governor Racicot, our newest Corporation Board Member, drafted the letter and talked to many governors personally. He talked to Senator Lott last night. Lott said he would try to get the bill through the Senate by unanimous consent if Tom Daschle would work with him and deliver the Democrats. (I enclose Racicot's just-published Knight Ridder article too.)

Senator Daschle just told me he would do everything he could to help get it through, without extraneous amendments. Senator Kennedy tells me he will press hard and we will succeed in the Senate. Jeffords and staff are in strong support. As you know McCain is now a strong supporter, and in the House John Kasich is helping Chris Shays.

This afternoon your White House team convened a group of non-profit organization leaders supporting AmeriCorps (and supported by AmeriCorps), along with representatives of the governors' state National Service Commissions.

Karen Tramontano was excellent, as she has been throughout. She reported that reauthorization was high on your priorities and that the Congressional Leaders' staffs have been so informed.

We were also delighted to hear that John Podesta was or would be talking to Daschle to urge that this be a matter of common ground for which they would put aside other issues and help get this through. Shirley Sagawa presided and made very helpful pitches.

The House will be harder, but the pressures on Republicans not to be found in opposition to their presidential candidate and their governors should be strong.

Your role in persuading and putting on the pressure will, as you know, be crucial with Dennis Hastert especially – as your role has been the creative and driving force from the beginning.



FACSIMILE TRANSMITTAL SHEET

TO: Ann O'Leary

LOCATION: _____

FAX #: 456-2878 PHONE # _____FROM: GARY KOWALCZYKFAX #: 202-565-2784 PHONE #: 202-606-5000X340DATE: _____ PAGES, INCLUDING COVER: 12

COMMENTS:

We have lots more, but this is
the 'summary' package.

If there is any problem with this transmission, please call the extension noted above.

Summary of the National and Community Service Amendments Act of 2000

A. Overview

The primary purpose of the national service reauthorization proposals is to extend longstanding national service legislation – the National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973. The extension authorizes support for programs that encourage Americans to engage in full-time or part-time service in their communities in order to meet unmet needs in the areas of education, public safety, the environment, and other human needs, such as health and housing.

The bill includes the following specific proposed changes to existing legislation, in addition to technical and conforming amendments:

B. Proposals to amend the National and Community Service Act of 1990 (NCSA)

- | | |
|--------------------------------|--|
| General Provisions | <ul style="list-style-type: none">• <u>Explicitly identifies service-learning as one of the purposes of the National and Community Service Act.</u> |
| Learn and Serve America | <ul style="list-style-type: none">• Explicitly provides that Indian Tribes are eligible for community-based grants (this is not explicit under current law).• Eliminates requirement that Corporation give cumulative weight to specified selection criteria under the higher education grants program.• Establishes a state minimum grant award of \$100,000 when the appropriation reaches \$45 million. |

AmeriCorps Grants

- Codifies prohibition on grants to Federal agencies.
- Adds the E-Corps program to the list of eligible programs.
- Codifies maximum Corporation share of average budgeted cost per AmeriCorps member at \$15,000 for fiscal year 1999, adjusted for inflation in fiscal years 2000 through 2005.
- Ensures that each State receives at least \$500,000 in formula grants (current law is silent, current allocation is \$500,000).
- Allows funds reserved under current law to place individuals with disabilities in AmeriCorps State competitive and AmeriCorps National Direct programs to be made available to any program supported under the national service laws and also to be used to support disability demonstration activities.
- Provides for downward adjustment of living allowance for full-time terms of service shorter than 12 months.
- Allows up to \$15,000,000 in subtitle C funds to be used to provide operational assistance (capped at \$1,000 per member) to programs that provide balance of support necessary to operate program, without administrative cost, matching fund, and member support requirements. (These AmeriCorps Education Award programs are currently funded under demonstration authority in subtitle H).

National Service Trust

- Adds authority to use funds in the National Service Trust to support scholarships to high school juniors and seniors engaging in outstanding service.
- Provides that an individual may receive no more than the aggregate value of two education awards (current law's limit is two education awards for first two terms of service, regardless of amounts).
- Expands the types of student loans that may be repaid with the education award to include those made by federally-approved lenders and State agencies.

**National Civilian
Community Corps**

- Adds disaster relief to the NCCC's statement of purpose.
- Adds authority to utilize individuals as team leaders, without regard to the otherwise applicable restrictions on age and the amount of the living allowance.
- Provides that the education award is the only type of post-service benefit provided (current law authorizes provision of an alternative post-service benefit).

**Corporation
Governance**

- Authorizes members of the Corporation's Board of Directors to serve until a successor takes office.

**Points of Light
Foundation**

- Authorizes Corporation's Chief Executive Officer to serve as a nonvoting member of the Points of Light Foundation's Board of Directors.

**NCSA
Authorization of
Appropriations**

- Authorizes such sums as necessary for fiscal years 2001-2005.

C. Proposals to amend the Domestic Volunteer Service Act of 1973 (DVSA)

VISTA

- Adds long-term sustainability of local organizations to VISTA's statement of purpose.
- Encourages use of cost-sharing arrangements under which organizations defray all or part of the direct cost of supporting AmeriCorps*VISTA members.
- Opens positions as VISTA leaders to individuals with experience in service (current law restricts to former VISTA members).

National Senior Service Corps

- Codifies the name of the program as "National Senior Service Corps" in place of "National Senior Volunteer Corps".
- Adds an emphasis on meeting community needs to the Senior Corps' statement of purpose.
- Lowers minimum age for Foster Grandparents and Senior Companions from 60 to 55.
- Definition of "low-income" for purposes of the Foster Grandparent and Senior Companion programs increases from 125 to 150 percent of poverty line.
- Ties availability of Programs of National Significance grants to the level of appropriations for all Senior Corps programs in the preceding two years.
- Requires reports to Congress regarding cost-of-living adjustments to payments to Senior Corps participants.

DVSA Authorization of Appropriations

- Authorizes such sums as necessary for fiscal years 2001-2005 for DVSA activities.

REASONS TO REAUTHORIZE THE CORPORATION FOR NATIONAL SERVICE AND AMERICORPS

- By reauthorizing the Corporation for National Service, Congress will recognize the contributions of more than a million Americans engaged in service to their country through the programs created by Congress and administered by the Corporation for National Service.
- For three decades the **senior service** programs – Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program (RSVP) – have been broadly supported in Congress and around the country.
- Since the 1990 National Service Act signed by President Bush, the **service-learning** programs of elementary and secondary schools, colleges and universities, and community organizations have won wide praise. These programs challenge young people to improve their studies, develop problem-solving skills, and learn the habits of good citizenship while improving their communities.
- In the last five years, **AmeriCorps** (now including the 35-year old VISTA program) has been proving itself. More than 150,000 AmeriCorps members have served their nation patriotically on the home front since the program was created. At this time of special concern about the future of our youth, it's essential that as many as possible be called upon to do something more challenging and rewarding than many of them have yet known – dedicated and sustained service to their fellow citizens.
- **Building Strong Partnerships:** AmeriCorps is administered in a nonpartisan spirit and works closely with the Points of Light Foundation, established by President Bush, and with America's Promise – the campaign for children and youth, launched at the 1997 Philadelphia Summit of all the Presidents and led by General Colin Powell. Recently, Powell told the National Governors' Association:

“I have now had two years of experience with AmeriCorps, and they are doing a great job... They are given a stipend for their work, but what they do in terms of leveraging other individuals to volunteer is really incredible. 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.”
- **Employing a Devolved Structure:** Most people don't know how AmeriCorps operates or how it's administered. They assume that a top-down Washington bureaucracy runs the program and deploys AmeriCorps members around the country. The opposite is true. AmeriCorps is one of the most successful experiments in state and local control the government has ever supported. In fact, the bulk of AmeriCorps funding is in the hands of our nation's governors, whose state commissions on National and Community Service make grants to local non-profits. Those non-profits recruit and select the participants and run the programs. AmeriCorps provides people power to help these organizations meet community needs in education, housing, health care, environmental protection and disaster relief.

- Producing Net Benefits: The largest independent study to date concludes that AmeriCorps creates \$1.66 in benefits for every dollar spent. The service of AmeriCorps members strengthens communities and builds job-readiness skills among participants, the study found.
- Supporting the Nation's Volunteer Tradition: Critics have asked why we should pay people to spur volunteering in this nation, which has a proud tradition of volunteer service. Millard Fuller, the founder and leader of Habitat for Humanity, provides one very practical answer. Initially concerned about involving Habitat with a federal program, Fuller now has secured more than 600 full-time AmeriCorps members and is requesting even more because the kind of dedicated full-time service that AmeriCorps members provide to recruit, organize and make maximum use of traditional unpaid part-time volunteers helps Habitat. AmeriCorps members thus multiply the number of houses that can be built for low-income families. Full-time volunteers, unless they are retired with assured income or are very rich, require at least the minimum living allowance provided AmeriCorps members. The full-time service of Peace Corps Volunteers overseas or of AmeriCorps members on the home front – let alone the service of the individuals in the volunteer armed forces – would not be possible without provision for living expenses.
- Generating Additional Volunteers: Reports and studies show that AmeriCorps members generate unstipended volunteers in large numbers – an estimated average of 12 additional volunteers per AmeriCorps member. That is part of the “value added” that AmeriCorps provides the civic sector.
- Working with Faith Communities: AmeriCorps has made a major commitment to faith-based institutions. Approximately 15 percent of AmeriCorps’ 40,000 current members serve in faith-based institutions, and the number is growing.
- Keeping Costs Down: In keeping with a bipartisan agreement reached several years ago, AmeriCorps has successfully reduced its per-member costs by approximately \$1,000 each year for three years running, to less than \$15,000 per-member this year.
- Gaining New Supporters: Already, some former critics, such as Representative John Kasich and Senator John McCain, have announced that they have changed their minds about AmeriCorps. “I was wrong about AmeriCorps,” McCain says. “I was extremely skeptical at first... But I’ve got to say that, over all, the program’s been a success. And it was a failure on my part not to recognize that earlier.”

Members of Congress now have an opportunity to separate policy from partisanship and to reach a bipartisan consensus on the renewal of the Corporation for National Service and its programs.

For more information, please contact the Corporation for National Service at (202) 606-5000, ext. 235

***Cosponsors of
H.R. 4740
The National and Community Service Amendments Act of 2000
United States House of Representatives***

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Wednesday, June 21, 2000

Why I changed my mind about AmeriCorps

By Dan Coats

When I was in the Senate, I did not support the legislation that created AmeriCorps because of my fundamental belief in private voluntary service and my skepticism about government-based solutions. I thought that government-supported volunteers would undermine the spirit of voluntary service and that new federal resources might subvert the mission and the independence of the civic sector.

My faith in the civic sector has not diminished one bit; in fact, it is stronger today than ever before. However, I have changed my mind about AmeriCorps. Instead of distorting the mission of the civic sector, AmeriCorps has proved to be a source of new power and energy for nonprofit organizations across the country.

My changed view about AmeriCorps is in no small measure because of the leadership that Harris Wofford, my Democratic former Senate colleague from Pennsylvania, has given to that program. Wofford and I did not vote on the same side very often in the Senate, and we still differ on many issues. But his leadership

of AmeriCorps has convinced me that I should have voted with him on this issue.

First, thanks to Wofford's steadfast commitment to place national service above partisanship, AmeriCorps has not become the political program that some of us initially feared. Second, he shares my belief that the solutions to some of our most intractable problems lie in the civic sector. Accordingly, he has set AmeriCorps to the work of supporting, not supplanting, the civic sector.

I have seen firsthand how AmeriCorps members have provided a jolt of new energy to the civic sector from my experience as president of Big Brothers Big Sisters of America. As Millard Fuller, founder of Habitat for Humanity and another former skeptic of government-supported volunteers, also discovered, the leadership provided by full-time AmeriCorps members is a key addition for nonprofit and faith-based organizations that are tackling the most difficult community and human problems.

AmeriCorps members, through their idealism, enthusiasm and can-do spirit, have multiplied the impact of organizations like Big Brothers Big Sisters and Habitat, and hundreds of other organiza-

tions large and small. The number of Republicans who have changed their mind about AmeriCorps continues to grow.

In the last year, Sens. John McCain (R-Ariz.) and Mike DeWine (R-Ohio) and Rep. John Kasich (R-Ohio) have spoken out about the positive role AmeriCorps plays in strengthening the civic sector. Together, we join a growing bipartisan list of present and former federal and state legislators, governors and civic leaders in support of AmeriCorps.

Their support is part of a quiet, yet remarkable, transformation in American politics that has occurred since the white-hot debate that took place a few years ago between those who believed that government should take the lead in solving community problems and those who thought government could accomplish little or nothing, and was even likely to be a negative force.

Now, as evidenced by both major party presidential candidates and by growing bipartisan support in Congress, a new middle ground has emerged, leading to a unique partnership between AmeriCorps, the nonprofit organizations and private and religious institutions that are critical to strengthening our communities. It is

these institutions that transmit values between generations that encourage cooperation between citizens, and make our communities stronger.

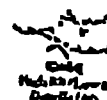
In a recent speech to the nation's governors, retired Gen. Colin Powell declared himself "a strong supporter of AmeriCorps." After spending two years working with the organization, Powell concluded, "[W]hat they do in terms of leveraging other individuals to volunteer is really incredible. So it is a tremendous investment in young people, a tremendous investment in the future. ..."

Later this month, a bipartisan coalition in the Senate will introduce legislation to reauthorize AmeriCorps and its parent agency, the Corporation for National Service. I hope that Congress will move quickly to enact this legislation so that AmeriCorps can continue to work with the nonprofit and faith-based sectors to strengthen our communities and build a better future for us all.

Former Sen. Dan Coats (R-Ind.) is president of Big Brothers Big Sisters of America and a member of the Washington law firm of Verner, Lipfert, Bernhard, MacPherson & Hand.

HOME
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The Columbus Dispatch



DAY

FEBRUARY 21, 1999

\$1.75

Kasich changes tune about AmeriCorps

By Jonathan Risdnd
Dispatch Washington Bureau

MUSCATINE, Iowa — When Rep. John R. Kasich visited an AmeriCorps office Friday during a campaign stop for his presidential bid, he revealed that he has changed his mind about the federal program.

The Westerville Republican and House Budget Committee chairman said he has been transformed in recent months from a foe to a fan.

Kasich in the past joined many other Republicans trying unsuccessfully to eliminate the Clinton administration program. AmeriCorps provides a stipend and educational scholarships to those who spend a year in public service jobs.

Critics have said AmeriCorps isn't a true volunteer effort because participants are paid. Some questioned whether the benefits are worth the cost.

But AmeriCorps has stopped calling its participants volunteers, and Kasich said he has witnessed AmeriCorps making valuable public-service contributions.

"I have seen them do some amazing things in Harlem ... I know that AmeriCorps workers were involved in a number of the homeless programs," he said. "I would like to spend some time trying to refocus pieces of it and trying to make it more of a public/private situation, but I don't think I would cast a vote anymore that would eliminate it."

Kasich said the program can be made more effective, "but they've done some really great work, and I'm impressed with them."

Tina Dunphy, a slightly surprised AmeriCorps project director who greeted Kasich when he entered her storefront office in this eastern Iowa town, said 20 "members" work here on such projects as tutoring and mentoring elementary-school students.

Clinton has requested \$585 million for AmeriCorps in his 2000 budget proposal, a \$118 million increase over current funding.

The increase would add 20,000 participants to the program, for a total of 70,000. Clinton has proposed funding 100,000 members in 2002.

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Item 1 of 6

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PREVIOUS:ALL | NEXT:ALL

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H.R.878

Sponsor: Rep Tiahrt, Todd (introduced 2/25/1999)

Latest Major Action: 3/19/1999 Referred to House subcommittee

Title: To amend the National and Community Service Act of 1990 to repeal the National Service Trust Program under which certain persons who perform national or community service receive stipends and educational awards for such services.

COSPONSORS(42), ALPHABETICAL [followed by Cosponsors withdrawn]: (Sort: by date)

Rep Bachus, Spencer - 2/25/1999

Rep Bartlett, Roscoe G. - 2/25/1999

Rep Burton, Dan - 2/25/1999

Rep Calvert, Ken - 3/11/1999

Rep Chenoweth-Hage, Helen - 3/11/1999

Rep Coburn, Tom A. - 2/25/1999

Rep Cubin, Barbara - 2/25/1999

Rep Foley, Mark - 2/25/1999

Rep Hayworth, J. D. - 3/11/1999

Rep Hostettler, John N. - 2/25/1999

Rep Largent, Steve - 2/25/1999

Rep Manzullo, Donald A. - 4/20/1999

Rep Paul, Ron - 2/25/1999

Rep Petri, Thomas E. - 3/11/1999

Rep Rohrabacher, Dana - 2/25/1999

Rep Royce, Edward R. - 2/25/1999

Rep Salmon, Matt - 2/25/1999

Rep Sensenbrenner, James, Jr. - 2/25/1999

Rep Shadegg, John B. - 2/25/1999

Rep Stump, Bob - 2/25/1999

Rep Watts, J. C., Jr. - 2/25/1999

Rep Barr, Bob - 2/25/1999

Rep Blunt, Roy - 2/25/1999

Rep Buyer, Steve E. - 2/25/1999

Rep Chabot, Steve - 11/16/1999

Rep Coble, Howard - 6/9/1999

Rep Collins, Mac - 2/25/1999

Rep Ehrlich, Robert L., Jr. - 2/25/1999

Rep Hastings, Doc - 3/11/1999

Rep Hefley, Joel - 3/11/1999

Rep Johnson, Sam - 3/11/1999

Rep Lewis, Ron - 3/11/1999

Rep Miller, Dan - 7/29/1999

Rep Peterson, John E. - 3/11/1999

Rep Radanovich, George P. - 3/11/1999

Rep Roukema, Marge - 2/25/1999

Rep Ryun, Jim - 2/25/1999

Rep Schaffer, Bob - 3/11/1999

Rep Sessions, Pete - 2/25/1999

Rep Skeen, Joe - 3/11/1999

Rep Tancredo, Thomas G. - 4/12/1999

Rep Weldon, Dave - 2/25/1999

SUMMARY AS OF:

2/25/1999--Introduced.

Americorps Program Elimination Act - Amends the National and Community Service Act of 1990 to repeal the National Service Trust Program (**Americorps**) under which certain persons who perform national or community service receive stipends and educational awards for such service.

THE WHITE HOUSE
WASHINGTON

White House Strategy Meeting:
National and Community Service Act Amendments of 2000

Tuesday, September 19, 2000
1:30 am – 2:30 p.m.
Roosevelt Room

AGENDA

- I. **Welcome and Need for National and Community Service Reauthorization**
Shirley Sagawa, Deputy Assistant to the President & Deputy Chief of Staff to the First Lady
- II. **Success of the Corporation for National Service**
Harris Wofford, CEO, Corporation for National Service
- III. **Legislative Strategy for Reauthorizing the National and Community Service Act**
Joanna Slaney, Special Assistant to the President for Legislative Affairs
- IV. **Appropriations**
Barbara Chow, Deputy Director of the Domestic Policy Council & Associate Director of the Office of Management and Budget
- V. **Importance of the National and Community Service Reauthorization to the President**
Karen Tramontano, Assistant to the President and Counselor to the Chief of Staff
- VI. **Discussion of Legislative Strategy**

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OFFICE OF CONGRESSIONAL AND INTERGOVERNMENTAL AFFAIRS

Please deliver to: **Ms. Ann O'Leary**

Organization: **The White House**

Fax Number: 456.2878

Phone:

From: **John Vezina**

Date: September 6, 2000

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Message:

Ms. O'Leary,

Per a request by John Gomperts, I'm attaching the letter being signed by the nation's governors.

Please don't hesitate to call if I can provide you with any further information.

Sincerely,

John Vezina

July 10, 2000

Senator Trent Lott
Senator Tom Daschle
Representative Dennis Hastert
Representative Richard Gephardt

As Governors we have long been involved in and concerned with volunteer efforts in our respective states. We have seen the progress of young people inspired by older students, the importance of trained hands helping after a disaster, and the pride of a senior sharing his or her time with a child in need of mentoring.

For these reasons and many more we write in support of reauthorizing and extending AmeriCorps and other national service and volunteer programs administered by the Corporation for National Service.

Governors have built an outstanding state-federal partnership in operating national service programs. Governor-appointed state commissions that direct financial resources and membership within states are successfully administering AmeriCorps.

As Governors, we recognize the value of national service as a tool in meeting important needs in our states. We have seen national service at work in our states. We do not want to lose this force for good in our communities, states, and country.

We fully support the National and Community Service Amendments Act of 2000 and strongly urge Congress to pass this legislation.

Sincerely,