

cc Bruce Reed
Mike Cohen
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From Diana Fortman



Learn and Serve America

CORPORATION
FOR NATIONAL
SERVICE

Service-learning Makes Better Students—Better Citizens
April 2, 1997

Well-designed service-learning programs can strengthen civic attitudes, promote service activities, and improve learning in young people according to a recent report by Brandeis University's Center for Human Resources and Abt Associates Inc. for the Corporation for National Service.

Intended to measure the success of well-designed, fully-implemented service-learning programs, this study provides incentives to educators to create effective service-learning programs in which students can achieve tangible benefits.

The K-12 report is the first national study to show significant gains in academic achievement by high school and middle school students as a result of participating in service-learning programs. Highlights from the Brandeis/Abt report are as follows:

Students who participated in the service-learning programs studied:

- had higher grades in social studies, math, and science
- were more committed to service
- were more aware of the needs in their community
- were more personally and socially responsible
- were more accepting of cultural diversity
- were more likely to want to go to a four-year college
- felt better about their school experience

than the comparison group of students in the study.

Service-learning combines meaningful service activities with formal educational curriculum and structured time for students to reflect on their service experiences. For more information about the Brandeis/Abt report, see the following summary or call:

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DRAFT

EXECUTIVE SUMMARY

Interim Evaluation Report Learn and Serve America School and Community-Based Programs

Since 1994, Brandeis University's Center for Human Resources and Abt Associates Inc. have been conducting an evaluation of the national Learn and Serve America School and Community-Based Programs for the Corporation for National Service. The evaluation is designed to address four fundamental questions:

1. *What is the impact of program participation on program participants?*
2. *What are the institutional impacts?*
3. *What impacts do Learn and Serve programs have on their communities?*
4. *What is the return (in dollar terms) on the Learn and Serve investment?*

To answer these questions, the evaluation is examining programs in seventeen sites across the country using a variety of quantitative and qualitative methods. These include analysis of pre- and post-program survey and school record data for approximately 1,000 Learn and Serve participants and comparison group members, teacher and community agency surveys, and on-site interviews and observation. The major focus for the evaluation is the 1995-96 school year, with student and teacher follow-up taking place during 1996-97.

The Interim Report summarized here presents the results from the first year of participant and community impact studies, focusing primarily on short-term participant impacts and service activities. The final report will include data on longer-term impacts, an analysis of institutional impacts, and an analysis of program return on investment.

It is important to note that, in contrast to many national evaluations, this study does not focus on a representative sample of Learn and Serve programs. Instead, the evaluation focuses on a specific subset of "well-implemented" or "high quality" programs. All of the programs selected for the study had been in operation for more than one year and reported higher than average service hours and regular use of written and oral reflection. All were also school-based initiatives and linked to a formal course curriculum. As such, this evaluation is not intended to address the average impact of *all* Learn and Serve programs, but rather to identify the impacts that can be reasonably expected from mature, fully-implemented, school-based service-learning efforts.

The major findings in the Interim Report are as follows:

PARTICIPANT IMPACTS

Based on the data from the 1995-96 school year, the Learn and Serve programs in this study have had significant, positive impacts on the civic and educational development of program participants (see pages 4-5 for a table summarizing the participant impacts). Specific findings are as follows:

- Learn and Serve participants in the study showed positive, statistically significant impacts on all of the measures of civic attitudes used in the study, including measures of personal and social responsibility, acceptance of cultural diversity, and service leadership (defined as the degree to which students feel they are aware of needs in a community, are able to develop and implement a service project, and are committed to service now and later in life).
- Program participants were also 30% more likely than comparison group members to have been involved in some form of volunteer service during the previous six months and provided more than 2.6 times as many hours of service as comparison group members during that time period. The data on hours show that service programs are not simply diverting students from other volunteer opportunities. Rather, they are increasing the number of students involved in service and significantly increasing the hours of service they provide.
- Program participants scored significantly higher than comparison group students on four out of ten measures of educational impact. The four measures were: school engagement, school grades (with impacts on math, social studies and science grades), core grade point average (calculated as the average of English, Math, Science, and Social Studies grades), and educational aspirations (wanting to graduate a four year college). Participants also showed marginally significant positive impacts on three additional measures: overall GPA (which includes electives and other courses), course failure, and a measure of educational competence (which reflects a student's assessment of his or her own capacity to succeed in school).¹
- There were no statistically significant impacts for the participants as a whole on the measures of social or personal development, including communications skills, work orientation, or involvement in risk behaviors. However, there was a marginally significant impact on teenage pregnancy. The finding on teenage pregnancy, when coupled with results from other studies, suggests that while service alone may not dramatically reduce risk behaviors, service may contribute to the effectiveness of more comprehensive programs targeted to reducing those behaviors among school-aged youth.
- In general, service-learning programs appear to benefit a wide range of youth (white, minority, male and female, educationally and economically disadvantaged, etc.). Students who are already involved in service also appear to continue to benefit from involvement in a formal program.

STUDENT ASSESSMENTS OF THE PROGRAM EXPERIENCE

The generally strong performance of these programs was also reflected in the positive student assessments of their program experience as well.

¹ For the purposes of this study, impacts are considered statistically significant if they are significant at the .05 level or higher. However, we will report impacts that are "marginally significant" (that is, significant at the .10 level) if they are consistent with a broader pattern of significant impacts.

- More than 95% of the program participants reported that they were satisfied with their community service experience and that the service they performed was helpful to the community and the individuals they served.
- 87% of the participants believed that they learned a skill that would be useful in the future, and 75% said that they learned more than in a typical class.
- 75% reported developing a good personal relationship through service, generally with other students or a service beneficiary.
- Over 90% felt that students should be encouraged (though not required) to participate in community service.

SERVICE IN THE COMMUNITY

The services provided by the Learn and Serve programs were highly rated by the community agencies, schools, hospitals, and other agencies where students provided assistance.

- 99% of the agencies rated their overall experience with the local Learn and Serve program as "good" or "excellent."
- 97% of the agencies indicated that they would pay at least minimum wage for the work being done, and 96% reported that they would use participants from the program again.
- 90% of the agencies indicated that the Learn and Serve volunteers had helped the agency improve their services to clients and the community, and 68% said the use of the volunteers had increased the agency's capacity to take on new projects;
- 66% reported that the experience had increased the agency's interest in using student volunteers;
- 56% said that participating in the program had produced new relationships with public schools, and 66% said that it had fostered a more positive attitude towards working with the public schools; and
- 82% reported that the Learn and Serve program had helped to build a more positive attitude towards youth in the community.

CONCLUSIONS

The data from the first year of the evaluation suggest that these programs are having a positive impact on program participants and the community. While these are interim findings, they begin to point to the importance of program quality and maturity as an element in program impact. The results from this study of "high quality" programs suggest that the Corporation and the states continue their emphasis on improving the quality of local service-learning programs. The more that Learn and Serve programs begin to resemble the more intensive, fully-implemented service-learning efforts in this study, the more likely those programs will meet the goals of the national community service legislation.

SUMMARY OF PARTICIPANT IMPACTS*

(Continued on next page)

Characteristic	All Participants	High School Participants	Middle School Participants
Civic/Social Attitudes and Behavior			
Personal and Social Responsibility (Search Institute Scale)			
Social Welfare Subscale	+++	++	++
Community Involvement Subscale	+++	+++	+++
Total Personal/Social Responsibility Scale	+++	+++	+++
Acceptance of Cultural Diversity (Search Institute Scale)	+++	+++	+
Service Leadership (Sieber scale)	+++	+++	+++
Volunteer Behavior			
Volunteered for a Community Organization or Got Involved in Other Community Service in Last 6 Months	+++	+++	+++
Average Hours Doing Volunteer Work or Community Service in Last 6 Months	+++	+++	+
Educational Impacts			
(Connell Scales)			
School Engagement	+++	+++	++
Educational Competence	+	+	
Course Grades			
English Grade			
Math Grade	+++	++	+++
Social Studies Grade	+++		+++
Science Grade	++		++

* +/- indicates positive or negative impact. + is statistically significant at the 0.10 level; ++ at the .05 level; +++ at the .01 level (two-tailed test).

SUMMARY OF PARTICIPANT IMPACTS, CONTINUED^a

Characteristic	All Participants	High School Participants	Middle School Participants
Educational Impacts, Cont'd.			
Overall/School GPA	+		
Core GPA ^b	+++		+++
Fail 1 or More Courses	+	+	
Days Absent ^c			
Days Suspended ^d			
Want to Graduate 4-Year College or Beyond	++	+	
Homework: 3 Hours or More Per Week			
Social Development/Involvement with Risk Behavior			
Psychosocial Maturity (Greenberger scale):			
Communications Skills Subscale			
Work Orientation Subscale		++	
Consumed any Alcohol in Last 30 Days			
Used Illegal Drugs in Last 30 Days			
Arrested in the Last 6 Mos.			
Ever Pregnant or Made Someone Pregnant	+		
Fought, Hurt or Used Weapon in the Last 6 Mos.		+	

^a +/- indicates positive or negative impact. + is statistically significant at the 0.10 level; ++ at the .05 level; +++ at the .01 level (two-tailed test).

^b Core GPA is calculated as the average of English, Math, Social Studies, and Science Grades.

^c Three (3) programs excluded from the analysis of days absent due to incomplete reporting: Hillside HS, Taos HS, and Nocona MS.

^d Seven (7) programs excluded from the analysis of days suspended due to incomplete reporting: Hillside HS, Scotia-Glenville HS, Hempstead HS, Nathaniel Rochester MS, McDowell HS, Caprock HS, and Wanamaker MS.

Source: Impacts on "All Participants" based on analysis of baseline and post-program surveys of 608 program participants and 444 comparison group members (N=1052). High School impact analysis based on 435 high school participants and 298 comparison group members (N=733). Middle school analysis based on 173 participants and 146 comparison group members (N=319).

Clinton Urges Schools to Adopt Community

*Weekly Radio Remarks Lay Groundwork
for Upcoming National Summit on Volunteerism*

Service

Reuter

President Clinton, preparing for a national service summit later this month, yesterday urged schools and communities to make community part of the curriculum for students.

"Every young American should be taught the joy and the duty of serving, and should learn it at the moment when it will have the most enduring impact on the rest of their lives," Clinton said in his weekly radio address.

Clinton was stressing the need for more citizens to volunteer their time and talents to help people in advance of the Presidents' Summit for America's Future, which is scheduled for April 27 to 29 in Philadelphia.

Clinton, former presidents George Bush and Gerald R. Ford

and retired Gen. Colin L. Powell are to attend the summit, which will bring community representatives from around the country together to discuss how to increase help for the needy, especially children.

Former first ladies Lady Bird Johnson and Nancy Reagan also are scheduled to participate.

In his radio address, Clinton said states should follow the lead of Maryland, the first state to require that every student perform some community service as a condition of high school graduation.

He said that as a means to promote the idea, students could be given credit for the tasks, service could be made part of the curriculum, service could be put on a student's transcript or it could even be required, like Maryland.

Clinton announced the start of his National Service Scholars program, in which high schools can recognize young people for outstanding service by awarding them \$1,000 scholarships.

The federal government will pay half and civic organizations such as the Lions Club and Jaycees are working to provide the rest.

The White House said the National Association of Secondary School Principals, representing more than 40,000 school administrators, has pledged to introduce service learning to more than 2 million students.

Meanwhile, in the weekly Republican address, Sen. Rick Santorum (Pa.) urged support for legislation banning the "partial birth" abortion procedure, which was approved by a wide margin in the House of Repre-

sentatives and is pending in the Senate.

Last month's 295-136 House vote for the ban indicated ample support to withstand an expected presidential veto.

"If we do not succeed in banning this practice, we will forever be a people who could not find enough moral reserve to outlaw infanticide," Santorum said.

The bill would impose fines or potential imprisonment of up to two years on doctors who perform the procedure, which involves the partial extraction of the fetus, the subsequent suctioning out of the fetal brain and removal of the fetus.

Clinton vetoed an identical bill last year, and the White House has said the new bill contains the same "flaws" as the one approved by Congress last year.

LOS ANGELES TIMES

APR 5 1997

Eastin Rebuked for Endorsing National Tests

By RICHARD LEE COLVIN A21
TIMES EDUCATION WRITER

The president of the State Board of Education on Friday issued a sternly worded rebuke of California's top elected school official, accusing her of exceeding her authority in an appearance this week at the White House.

The criticism of state Supt. of Public Instruction Delaine Eastin had to do with her endorsement of a Clinton administration plan for national tests of fourth-graders' reading skills and eighth-graders' math skills.

"Any endorsement given you by [Eastin] on behalf of the state exceeded her authority," board President Yvonne W. Larsen of San Diego wrote in a letter to U.S. Secretary of Education Richard W. Riley. "... I must apologize for any embarrassment this causes you."

Eastin was among a delegation of California parents, educators and

business leaders who met Wednesday with President Clinton, and she said she made it clear that she did not have the final authority on whether the state eventually would participate in the pioneering testing program.

But some press accounts and even some comments by Clinton did not explain that it was the state board, not Eastin, who would make the decision whether to give the tests when they are available in 1999.

Larsen's letter said California is developing its own set of academic standards and tests and some staff members at the State Board of Education said it was issued partly in response to concerns that that process is falling behind schedule. Some in Gov. Pete Wilson's office, as well as members of the state board, are concerned that Eastin's endorsement of the Clinton plan could divert attention from the state's efforts.

Eastin said Friday that she "never committed the state" to participating in the Clinton program. She said the letter was "a bomb from the governor's office and I'm not going to pick it up."

More than anything, the letter, as well as the apparent confusion over Eastin's role, exposed the complexity of the mechanism for making education policy in the state. Although the state superintendent is elected statewide, she must take a back seat on some issues to the Board of Education, which is appointed by the governor.

Beyond that, the letter demonstrated the tenuous working relationship between the state board and Eastin. Despite their differences on some issues, notably some aspects of reading and math instruction, Eastin and the board have worked hard to maintain civility and calm in their working relationships.

Clinton Asks Nation's Schools To Promote Volunteer Service

WASHINGTON, April 5 (Reuters) — President Clinton, preparing for a national service meeting later this month, today urged schools and communities to make volunteer service a part of the curriculum for students.

"Every young American should be taught the joy and the duty of serving and should learn it at the moment when it will have the most enduring impact on the rest of their lives," Mr. Clinton said in his weekly radio address, stressing the need for more volunteers to help people. He has scheduled the Presidents' Summit for America's Future for April 27-29 in Philadelphia.

Mr. Clinton will attend the meeting along with former President George Bush and retired Gen. Colin Powell. The session is intended to bring together community representatives from around the country to discuss how to increase help for the poor, especially children.

Former President Gerald Ford and former First Ladies Nancy Reagan and Lady Bird Johnson are also expected to participate.

In his radio address, Mr. Clinton said states should follow the lead of Maryland, the first state to require that every student perform some service as a condition of high school graduation. But he stressed that he was not calling for making community service mandatory.

"States and schools, of course, should be free to decide this for themselves," he said.

He cited examples of service from among the Maryland students who watched him deliver his radio address: some gather food and clothing for the needy, some teach disabled

students, and others tutor young children.

"Today I challenge schools and communities in every state to make service a part of the curriculum in high school and even in middle school," Mr. Clinton said.

He said that to promote the idea, students could be given credit for the tasks or the service could be put on a student's transcript.

He pointed to a recent Brandeis University study that found that well-designed service learning programs could improve learning, strengthen civic attitudes and promote service activities.

Mr. Clinton announced the start of his National Service Scholars program, in which high schools can recognize young people for outstanding service by awarding them \$1,000 scholarships. The United States Government will pay half, and civic organizations like the Lions Club and the Jaycees are working to provide the rest.

Senator Rick Santorum of Pennsylvania gave the Republican response to the President's address. He said Mr. Clinton should heed the voices for the "nearly born" and support legislation passed by the House to ban a late-term abortion procedure. Mr. Santorum also urged Americans to press for the bill's passage in the Senate, where a similar measure last year fell eight votes short of the two-thirds' majority needed to override Mr. Clinton's veto.

"If we remain silent now, we condemn not only the nearly born but also ourselves," Mr. Santorum said in his pre-recorded remarks.

WASHINGTON TIMES, April 6, 1997 A 2

Clinton pitches National Service Week

Trying to generate "a new season of service," President Clinton designated a National Service Week and said yesterday he hopes more than 1 million Americans will participate at food banks, shelters and playgrounds.

"As I've said many times, the era of big government may be over, but the era of big challenges for our nation is surely not," Mr. Clinton said in his weekly radio address.

Surrounded by AmeriCorps and Peace Corps volunteers in the Oval Office, the president announced he is setting aside April

13-19 to promote volunteerism.

Some 3,000 community service projects involving more than 1 million Americans are being planned for that week — meant to create excitement for the presidential summit on national service scheduled to begin April 29 in Philadelphia.

Former Presidents George Bush and Gerald R. Ford, retired Army Gen. Colin Powell, former first lady Nancy Reagan and representatives of other former presidents will take part in the three-day summit, which was first announced in January.

Summit



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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 25, 1997

**PRESS BRIEFING BY
BRUCE REED, DIRECTOR OF DOMESTIC POLICY COUNCIL**

The Briefing Room

12:45 P.M. EDT

MR. TOIV: Let me introduce Bruce Reed, the President's Domestic Policy Advisor. He will talk about the service summit coming up this weekend. We also have Steve Silverman here. Steve is the Deputy Cabinet Secretary and he's been coordinating the administration's involvement in the summit. And so Steve will also be available here.

Bruce.

MR. REED: All right. I'm just the warmup act. As you know, the President will be spending Sunday and Monday in Philadelphia as part of the President's Summit on America's Future, which was announced here at the White House in the East Room the week of the Inaugural in January. And I'll run through the schedule in a minute, but we see this as a great opportunity to focus the nation's attention on the importance of service as well as the many challenges that our children face.

The President has a long interest in service. National

service was a signature issue in his first campaign in 1992. AmeriCorps is one of his proudest achievements from his first term. It has helped give more than 50,000 young Americans the chance to earn their way through college in return for giving something back to their community. He has talked about service in both of his Inaugural addresses; he sees it as an important part of his legacy. And this summit in Philadelphia is an ideal non-partisan chance to enlist every American in this cause.

The summit starts off Sunday morning. We'll be leaving here very early. And the President, General Powell, President Bush, President Carter and Mayor Rendell will start off with a kickoff event at a high school stadium in Germantown. And then the major event of Sunday is thousands of volunteers, as well as the President and Mrs. Clinton, the Vice President and Mrs. Gore cleaning up a section of an eight-mile stretch of Germantown and wiping out graffiti in that neighborhood. Later in the day, I think the President will attend a church service, and then there's a gala on service in the evening that the President and General Powell and President Bush will all take part in, at which the President will give out 10 Presidential Service awards, which is an annual event that he's been doing since he got here, to a number of volunteer and service organizations from around the country.

The following morning there's the main plenary session from 9:00 a.m. to 11:00 a.m., at which all the Presidents will speak, and the President is the final keynote speaker of the morning. And then they will all sign a declaration of commitment, committing themselves to follow up on the work of the summit. The President will go to a lunch with a number of CEOs whose corporations have made major commitments to the summit, and then he'll go and do an AmeriCorps event at a school in Philadelphia, and talk with students who are AmeriCorps volunteers who are involved in literacy tutoring.

And then I believe he may also take part in some of the breakout sessions that are going on that afternoon.

The summit is attracting over 2,000 people from around the country -- 30 governors, 140 communities -- each state and each community is bringing a delegation, as well as a number of corporations and non-profits that are making commitments and taking part, and there will be breakout sessions Monday afternoon where all of these communities develop their own plan for how to make the summit -- how to put into action the commitments that have been made as a follow-up to the summit.

And then the President returns late Monday afternoon. Mrs. Clinton will stay over and she speaks on Tuesday morning.

So, with that, why don't I open it up to questions.

Q Is there any specific goal for the summit, any signing of a certain amount of volunteers, something specific that you'll get out of it?

MR. REED: Barry points out that the church service is not actually on the schedule yet, it's just a possibility.

Well, we have a couple goals from the summit. One is that we think this is the best opportunity we've ever had to capture the nation's attention on the importance of service. So we hope that every American who's out there watching and listening will take this message to heart.

Second, the federal government is going to be bringing a number of its own commitments to the table. We've been working with all the agencies to put forward our own plans. A number of agencies are going to adopt schools as a result of this. A number of agencies are going to dramatically increase their commitment to mentoring. So there's some concrete actions that the federal government and federal employees will take. And then I think the President also sees as a chance to highlight the success of AmeriCorps and to talk about what AmeriCorps volunteers are doing around the country.

Q Should the government be in the business of requiring Americans to volunteer?

MR. REED: Well, I think that we believe that it's very important for the nation's leaders to challenge all Americans to join in solving our country's problems. As the President has said, the era of big government is over, but the era of big challenges is not. Government can do a lot to address the challenges that our children face, but we won't get there unless every citizen also does their part as well.

Q The question is, should the government be in a position of requiring Americans to volunteer. For instance, the state of Maryland requires high school students to volunteer to get a high school diploma -- some of them haven't done it. There is some suggestion from the Democratic Leadership Council that if any student gets federal assistance, college aid, that they should be required to do community service. Should the federal -- should the government be in the position of requiring Americans to volunteer?

MR. REED: Well, the President has been very supportive of what Maryland is doing. And he believes that service requirements for high school students are a very good idea, that every school should make service part of its basic ethic. We have not supported the DLC idea. And AmeriCorps is an example of voluntary service, but --

Q Does the President not support or oppose the DLC's

suggestion that federal student loans be tied to service? Does he reject that?

MR. REED: I think the -- there was a big debate long ago -- the first debate on national service in the early '90s before the President was elected engaged this whole issue of compulsory service, and Congress was unable to reach agreement on it. We came back with our own proposal in the '92 campaign. And that's all that the President has supported.

Q So the President opposes mandatory public service in exchange for federal student loans?

MR. REED: I think that -- as I said, he's never come out for that. I mean, I haven't asked him that specific question. But that's not the principle of -- it's related to the principle of AmeriCorps, but it goes much further than that.

Q Bruce, are you all planning to support any greater either tax incentives or other incentives to get people to volunteer or make financial contributions -- charitable contributions?

MR. REED: I think we don't have any plans right now to support any additional tax incentives.

Q But Bruce, some of the experts say that it's easy to get people to come out and do these one-day, quick hit things like cleaning up graffiti in Germantown, but that it's very difficult to get people to stay in for the long haul -- the treachery, sometimes danger of volunteer work. What is this besides a photo op? How are you going to get people to overcome what has been a problem throughout the years in terms of volunteering?

MR. REED: Well, I think you raise a very good point. For us, service is a full-time, year-round deal. And one of the most important aspects of this summit is that not only is there going to be a three-day meeting in Philadelphia, but General Powell has set up a non-profit organization that is going to hold everyone accountable for the commitments they bring to Philadelphia so that we make sure that some real good comes of this.

And I think that we've put forward a number of ideas, including AmeriCorps and our literacy program, America Reads, which are devoted to full-time service, because what AmeriCorps volunteers do, among other things, is help organize other volunteers. Some people aren't able to volunteer all the time, but from the standpoint of a young person who needs a mentor or a young person who needs tutoring, it's very important that they have a stable presence in their lives. And all the studies that have shown how effective mentoring can be highlight the need for at least one person who's there all the time.

So both our America Reads proposal, which would put forward money for 30,000 volunteer coordinators to organize an army of one million volunteer tutors, and AmeriCorps, which helps to leverage thousands and thousands of other volunteers, take your concern to heart.

Q Well, that -- I mean, the only thing they say is that very intensive training is needed to make volunteering effective. Is there going to be any new money or are we just -- where does the money come from to buy that training?

MR. REED: AmeriCorps has money. We're seeking funding increases for AmeriCorps. America Reads is a \$2.75 billion proposal to help hire and train volunteer coordinators. And I think that we've learned a lot about mentoring in recent years, and many of the corporations and non-profits that are making commitments in Philadelphia now recognize that one of the most important things they can do is train people to do this right.

Q Do you know what the overall budget is for putting on this summit? And is it --

MR. REED: Budget, is that what you said?

Q -- the budget for putting it on. And is it all paid for by corporate contributions, separate fundraising? Can you talk about that?

MR. REED: Yes, the President is a co-chair of the summit, but the actual operation is handled by a non-profit. There are a number -- Steve just handed me a list of summit sponsors. We weren't involved in arranging either these sponsors or -- I don't know what the budget is. I'm sure that if you could get through to the summit press office, they could give you an answer. But the Robert Wood Johnson Foundation is one; the Ewing Kauffman Foundation is another; the Kellogg Foundation is another; the Packard Foundation, and the Pew Charitable Trust are all -- is that it for the sponsors, or are those the major ones?

MR. SILVERMAN: There are a number of large sort of corporate sponsors -- Novartis, AT&T, Bell Atlantic, NYNEX, Allstate. That's sort of a --

Q Can we just get a copy of that?

MR. TOIV: Is that just the press release?

MR. SILVERMAN: I think so, yes. So I'll get it out to Barry.

Q How much discussion or attention do you expect to be paid in Philadelphia to the idea of mandatory community service?

Mandatory volunteerism is an oxymoron.

MR. REED: Well, I think the President intends to talk about the importance of high school service. And I don't know how much attention the debate over mandatory service will get. I mean, you guys are the first ones to bring it up. I think that there will be a broad umbrella of organizations there that will be looking to expand their efforts. And we don't see this as a choice between volunteerism and government, we think we need both. We think that many of our problems aren't part-time, they're full-time, and that's why it's important to have full-time service like AmeriCorps. And there are lots of problems that volunteers can't solve where government is necessary.

Q With so many companies -- I think I saw a statistic in one report saying 80 percent of them now have volunteer programs -- with so many companies going into this, is there a danger of companies putting too much undue pressure on employees to do this kind of volunteer work?

MR. REED: I think -- my impression is that most Americans want to volunteer, most Americans want to give something back, and the main constraints they have are finding the time to do it or hooking up with the opportunity to do it. And so companies that give their employees the time to go volunteer, or companies that organize volunteer efforts so that a worker doesn't have to thumb through the phone book to find someplace to go volunteer will be welcomed by most Americans.

Q Well, are you concerned about companies possibly making promotions or even keeping jobs contingent on doing a certain

amount of work? Some companies are asking for a certain number of hours at work already.

MR. REED: I don't think that's likely to happen. I think some companies have offered employees the chance to take paid time off to go volunteer, but I really don't think that either workers are going to feel coerced or that workers are going to be troubled by this whole thing. As I said, the volunteer spirit goes to the heart of what America has always been about, and I think most people want the chance.

Q How do you get around the problem you have now where you have elderly people with a lot of expertise, people out of the military who could go in, work in the schools and help the children and run into a brick wall because the teacher unions see that as a threat to their jobs?

MR. REED: Well, I think that one of the reasons we're putting forward this America Reads legislation is that right now the

schools aren't organized to handle an influx of volunteers. And most teachers would welcome the help, but they don't want to be in the business of having to train individual tutors or keep track of their whereabouts, especially if the tutors are -- the volunteers are going to show up one day and then not show up the next. So that's why we think it's very important to have coordinators who will be reliable and will handle the work of training and organizing the volunteers.

Thanks. See you in Philadelphia. Thanks.

THE PRESS: Thank you.

END 1:06 P.M. EDT

Message Sent To: _____



UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

March 31, 1997

C. C. Mifflin, Robert B. Kline
Summit
cc Steve Silverman

MEMORANDUM TO BRUCE REED AND HARRIS WOFFORD

FROM: RICHARD W. RILEY *Dick Riley*
SUBJECT: SUMMIT ON VOLUNTEERISM

Recently I met with the heads of all the major education groups, from the PTA to local school boards and from the principals' associations to the teachers' associations. It is very important that you know that they do not feel they are included or have a part in the Summit On Volunteerism. Yet their students, school facilities, policies, and staff need to be part of any successful volunteer, community service, and service learning efforts in education.

In particular, it would make sense to include the education groups in our efforts to utilize tutors after school, during the summers, and on weekends to boost reading for young children. These organizations are very important in efforts to provide mentors for middle school students who may need assistance to master math, including algebra by eighth grade, and to prepare for college. We need the support from the education community and volunteers to keep schools and other community facilities open after school, during the summer and on weekends as safe havens and community learning centers.

These three areas -- tutoring in reading, mentoring in math, and keeping schools open as safe havens for learning -- are real opportunities to help the President address his "Call to Action for American Education" and deploy millions of citizen volunteers to work in these vital areas. Without significant teacher, principal, superintendent, PTA and school board involvement, a golden opportunity may be lost. To solve these issues, educators, volunteers and parents need to work together. *yes*

I, therefore, suggest that you invite to the Summit a very significant number of principals, teachers, superintendents and school board members, as well as PTA leaders from all over the country, to be presenters and attend the Summit. They could also set up Web sites, resource centers and supply materials, as well as facilitate discussion groups. *} more specific*



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THE WHITE HOUSE

Office of the Press Secretary
(Philadelphia, Pennsylvania)

For Immediate Release

April 28, 1997

**PRESS BRIEFING BY
MIKE MCCURRY AND
THE ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY,
BRUCE REED**

Wyndham Franklin Hotel
Philadelphia, Pennsylvania

12:10 P.M. EDT

MR. MCCURRY: It looks like some of you are eating, some of you are writing, and we will brief briefly. And some of you are volunteering -- we appreciate that. I can do other subjects if you've got any interests in other subjects, but I wanted Bruce Reed to just go through some of the five different areas the President touched upon in his remarks. He already told you yesterday about the student loan interest forgiveness provision, but there are some other things that are reasonably new in his remarks this morning and we've got some paper out on them, and Bruce is here to enlighten you further.

The Assistant to the President for Domestic Policy, Bruce Reed.

MR. REED: Thank you, Mike. Let me try to walk you through a couple of the policy ideas that the President put forward in this morning's speech.

First, the major announcement that he made was that we are

going to award 50,000 new AmeriCorps scholarships over the next five years through a new approach that AmeriCorps has just begun pioneering in the last year or so, which gives the AmeriCorps scholarship to a nonprofit charity or religious organization, but expects that organization to pick up the living expenses of the volunteer.

The original AmeriCorps model and most of the AmeriCorps volunteers around the country get a college scholarship of \$4,725 a year for each year of full-time service, and AmeriCorps also provides living expenses -- a living allowance of around \$7,000, and some basic health coverage for the volunteers. Last year, AmeriCorps pioneered a new approach with the National Council of Churches in which the National Council of Churches agreed to pick up the living expenses of the volunteers and AmeriCorps provided just the scholarship.

This is a much cheaper way to deliver on the basic premise of AmeriCorps, which is to give young people the chance to serve and earn their way through college. And because it's about a third the cost of the traditional AmeriCorps approach, it will enable us to increase the size of AmeriCorps even more than we had hoped without costing any more money than we've put in our five-year budget plan.

The President also talked about an expansion of the police corps. Today we're awarding police corps grants to 17 states. The police corps was another campaign pledge from 1992.

It passed as part of the 1994 crime bill. The first police corps grants went out last year. We're now going to be in 17 states, and this will triple the number of police corps recruits.

The police corps is an ROTC style program. Young people who agree to become police officers get four years college

scholarship in return for four years of service as a police officer, and the police department that hires and trains them also gets some money to offset the hiring expense. This is an idea that was pioneered by Adam Wolinsky, a former aide to Senator Robert Kennedy, and the idea behind it is that not only does it promote service and give more people the chance to go to college, but it can help to transform policing and promote community policing in the country.

The President reiterated the idea that he talked about on Face the Nation of allowing young people to defer interest on their student loans if they agree to serve, as Reverend Tony Campolo from here in Philadelphia had suggested, and he also mentioned the importance of service by all young people, including younger kids in elementary, middle and high school.

Questions? Yes?

Q How many AmeriCorps volunteers are there now, and how many of these police corps folks have gone through this?

MR. REED: Okay. AmeriCorps has 45,000 alums, 25,000 serving currently, and is projected to grow by about 25,000 a year. This new approach allows us to scale up that growth enough that by the end of the year 2000, as the President said in his speech, we will have had more -- given more people the chance to serve in AmeriCorps than have served in the entire history of the Peace Corps, and that number by the end of 2000 will be approximately 190,000.

The police corps is much smaller. It's a new program just started last year. I believe grants went out to about 200 last year and this -- today's announcement allows us to triple that to 672.

Q The President's juvenile crime bill that has been introduced in Congress asks for, among other things, \$200 million for more juvenile prosecutors. I'm wondering how you square the priority in the juvenile crime bill with the goals of the summit, where you made very little new commitments.

MR. REED: Well, we've made a long commitment over the President's entire term to service and to helping youth, and he has a balanced approach to crime and to juvenile crime. His juvenile crime bill provides \$50 million for after-school programs to keep schools open late, give young people a chance to stay off the streets and to be mentored or tutored in the way that was discussed at the summit.

The President also believes that it's important to prosecute violent juveniles for crimes they commit. Most of the crimes that juveniles commit are crimes against other juveniles. So we're not ashamed to be --

Q Can you tell me someplace where there are not enough juvenile prosecutors, where there's a shortage or something like that? That \$200 million for prosecutors and there's not one place in this country that doesn't have enough prosecutors. And then when it comes to these after-school programs that are being highlighted here at the conference, the bill calls for \$50 million, one-quarter -- and juvenile prosecution is a state function anyway.

MR. REED: Well, the juvenile justice system in this country is not in very good shape, sir, and the Clinton administration's philosophy is that with juvenile criminals, the most important thing is to make sure that there is certainty of punishment. It's not necessarily length of time that young

people are incarcerated, but the fact that every young person knows that if they go bad, if they commit a crime, there will be

consequences and that those consequences should be graduated and first-time offenders shouldn't be treated the same way as a 16-year-old murderer. But if you look out on the streets of this or any other city, crime is one of the worst things that's happening to young people.

Q Bruce, how many members of the Peace Corps have there been, and can you give us some cost figures on the expansion of AmeriCorps through the nonprofits and churches?

MR. REED: I think the Peace Corps has 144,000 alums right now, or returned volunteers. And there are 6,500 currently serving. As to the cost, as I said, because with this new approach the sponsoring organizations pick up the living expenses of the AmeriCorps members, we're able to provide a lot more AmeriCorps scholarships for the same amount of money that we already had budgeted.

Q Which is how much?

MR. REED: I think our annual budget request for AmeriCorps is about \$600 million a year. That's our current --

Q Does that mean there will be actually fewer people going through the current, existing AmeriCorps program; the money is going to be diverted to these other organizations instead?

MR. REED: As the fact sheet points out, this will lead to a net increase of 33,000 AmeriCorps volunteers -- 50,000 going this new route, paid for by, about 17,000 fewer going the other route.

Q Bruce, if AmeriCorps pioneered this new approach last year, then what is new about the President's announcement today? It sounds like it's something that is already underway anyway.

MR. REED: It's underway on a small scale. Only 1,600 were awarded last year. I believe 1,750 have been awarded this year. But we think that this is a way to grow AmeriCorps over the long run, and we are announcing a dramatic increase in the level of this kind of award. And the President also wanted to make clear to this audience, which included a number of leaders of nonprofit organizations and a number of leaders of corporations, that this was a chance for them to team up, that not all the money to pay the living expenses of AmeriCorps members needs to come from Washington, but a business could

sponsor an AmeriCorps member at a nonprofit, and we'd provide a scholarship.

Q Can you tell us what the average, or at least the typical living expenses would be for a year -- what the average or typical expenses, living expenses would be?

MR. REED: In the traditional AmeriCorps model, where AmeriCorps picks up the cost of living expenses, AmeriCorps pays 85 percent of an \$8,000 living allowance. The sponsoring organization has to pick up the other 15 percent.

Q And now, under this program, this initiative --

MR. REED: Under this program, AmeriCorps would not pay a living expense, and the sponsoring organization would be expected to do so.

Q Can you give any examples of the kind of work we may be talking -- just kind of your prototype?

MR. REED: Yes. The National Council of Churches has AmeriCorps members doing child care and tutoring and

mentoring. The Boys and Girls Clubs of America want to use this as part of their expansion of mentoring and -- but in theory, this approach could be used to advance all of the goals of the summit related to youth.

Q Couldn't someone then, a sponsoring organization get more people by not doing it that way and still paying the 15 percent and getting more AmeriCorps volunteers for themselves?

MR. REED: Say that again?

Q Instead of picking up the entire cost of living for their AmeriCorps volunteers, wouldn't it be much easier for them to get five volunteers and pay 15 percent for each one of them?

MR. REED: I think that AmeriCorps, under either approach, is a very good deal for sponsoring organizations as well as for the young people who agree to serve in it. Some organizations in some communities are just getting started, don't have the resources to take advantage of this new offer and provide the living expenses. Other more established nonprofit organizations are in a position to take advantage of this offer. And remember, there are many more applications for AmeriCorps memberships than we are able to provide. So this is a way for us to keep up with the rising demand.

Q Can you talk about why this additional incentive? Because theoretically, people could go and work for Boys and Girls Club without this incentive, because so much of the summit seems to be about convincing people to volunteer out of the bottom of their hearts, and I'm wondering why you've decided to come in with financial --

MR. REED: As the President pointed out in his speech, we applaud all of the volunteers across America, but we also believe that there is an important role for full-time service, and that we want to do everything we can to make sure that there are people working full-time on the problems of the country, many of which are not part-time. Moreover, people who are doing full-time service, like AmeriCorps members, are in a position to put millions of other volunteers to work. As the President said, a typical AmeriCorps member will train or recruit a dozen other volunteers, and point them in the right direction.

So it isn't a choice between volunteerism or service, but with an expansion of AmeriCorps, we can have more of both.

Q Bruce, is there any thinking in the administration of additional tax incentives, like to allow charitable donations by all taxpayers to be tax deductible? Would it give some additional tax breaks to nonprofits?

MR. REED: We haven't endorsed any of those ideas.

Thanks.

MR. MCCURRY: Any other subjects in the world?

Q About this standoff in Texas, is that something that you guys are keeping an eye on, and are there any plans for the Justice Department to get involved?

MR. MCCURRY: My understanding is that there are federal law enforcement authorities monitoring the situation, working closely with the Texas Department of Public Safety. But it is a matter that's being handled by the local jurisdictions.

Q Mike, I understand that this is make it or

break it week for Alexis Herman, one way or the other -- she could either have her day on the floor, or she could pull out of the process.

MR. MCCURRY: Absolutely not. She has no plans to pull out and it's not a make-or-break week. We're going to

continue to work hard to try to resolve the impasse, but the impasse has nothing to do with a superbly qualified nominee for a department -- for Secretary of Labor. She's being held hostage right now by those who object to the President's legitimate use of his executive authority to make necessary changes in the way federal programs operate, and the President feels strongly about that authority. But we'll work with the senators who are concerned to try to resolve their concerns so she can move on to the confirmation that she should have already achieved.

Q If it's not make it or break it week for Alexis Herman, is it make it or break it week for the budget? That's the other --

MR. MCCURRY: The budget, as the President has already indicated, is already at a point where we are working seriously with senior budget leaders on the Republican side of the aisle. We want to make progress sooner rather than later, but that's not something we'd give up on if we don't make progress instantaneously. It's going to require a good-faith effort on all sides to get there. The President wants to get there sooner rather than later, but we'll just have to see what kind of flex there is in the positions the sides are taking.

Q MITI minister is meeting with Janet Yellin today. Do you know if he's meeting with any other administration officials?

MR. MCCURRY: I don't know. I haven't heard about his schedule. I can check on that for you. I wouldn't be surprised if he's going to be at USTR and elsewhere, but I just don't know his schedule.

Q Mike, back to the budget. Will we be seeing more direct, more public presidential involvement in the next few days? For example, before he goes to the Mexico trip, does he want to get an agreement on this before Mexico happens?

MR. MCCURRY: Well, the President and other members of the bipartisan leadership team, those from Congress, will meet at an appropriate time. But they will meet upon recommendation of those that have been doing the budget discussions to date. I'm not aware of any recommendation now for a meeting involving the President, but the President, as he indicated yesterday, wants to get a balanced budget agreement. He would like to do that as soon as possible, and he has suggested doing it in a matter of days as opposed to a matter of weeks.

Q Is the Mexico trip, though, some sort of a timeline for him?

MR. MCCURRY: Not -- I mean, it is practically

speaking because the President will spend some time out of the country and then we're back for a while and then we're out of the country again. And I think that members of Congress and members of the White House budget team are aware of that reality, he's going to be out of the country. But that's, again, not an artificial deadline that we have imposed, it just is the reality that to make progress -- they're at a point now where the talks are either going to be fruitful or they're not going to be fruitful, and we ought to know fairly soon.

Q What will determine that?

MR. MCCURRY: Whether they're getting closer to an

agreement and bridging differences.

Q Mike, a couple of months ago you said that the President was willing to go as long as a year if need be for Alexis Herman. I mean, this thing is dragging out. I mean, he's still willing to wait as long as it takes?

MR. MCCURRY: He's got a great nominee who was unanimously approved by the committee, who should have been confirmed by now, and the only thing standing in the way is an unrelated issue. We're trying to resolve the unrelated issue.

Q Mike, over the weekend there was an article in The New York Times that talked about the U.S. considering curbs on Mexicans tied to narcotics. Can you comment on that story?

MR. MCCURRY: I looked at it and the limited I've been told about it is that just we are adamant about fighting drug-trafficking. We're working closely with the Mexican government on that. We do not lend any preferential treatment to any business ventures that derive from drug-trafficking and we will continue our close cooperation with the government of Mexico in fighting cross-border narco trafficking.

Q Is there any discussion within the administration to freeze assets of people who are actually related to --

MR. MCCURRY: Well, there are discussions all the time within the administration about how to make the fight against drugs more effective, and nothing that I can report definitively at this point.

Q There's a story in The Washington Post today by John Harris that suggests very few people in the White House have the time or energy to commit to volunteering. Why is it not hypocritical to not practice what you preach?

MR. MCCURRY: I think there are -- it's a half-full, half-empty glass, depending on how you look at it. There are a number of people who, given the very difficult work schedules that people have at the White House do commit themselves to volunteer service. Several examples were cited in the article. Anecdotally, there are a surprising number of White House aides who, despite the rigors of their schedule and the need to take care of their own families do devote a portion of their time to volunteer service.

I think it's less structured than maybe it could be, and the White House will consider some ways to putting a little more structure in the effort to encourage volunteerism. But I would take some issue with the article. I think a surprising number of people at the White House do respond and are involved. And in the course of trying to help The Washington Post on that story we actually found, anecdotally, a number of very inspiring examples of people, colleagues of ours on staff who do some extraordinary things.

Q Mike, can you give us any color at all about the President's talks with Ford, with Bush, with --

MR. MCCURRY: I don't have anything specific. There's been a lot of bantering around back and forth, exchanging -- not only between the President, but between some of their staffers. I've heard anecdotally from some of our advance people that they are enjoying meeting some of the counterparts. There are a lot of, sort of, legendary Republican staff advance types who are here and there is a lot of fraternization like that going on.

The President has had a couple of opportunities now

with President Bush, with General Powell, with President Ford to just exchange some reminiscences. I expect -- the President at the conclusion of the event this morning spent most of his time with members of the band. They all wanted to have things signed and wanted to talk with the President, so he was posing for pictures with them. I think he was really looking forward to spending more time with his predecessors over at this luncheon that they're going to now. If I get any more color, Peter, I can get some of that.

Q -- attendance there?

THE PRESS: I don't have a lot on the luncheon. I know they were getting the guest list together. Obviously, the luncheon was designed to mark the very significant commitments that have been made by the companies that are here. If you go

through that list of corporate commitments it's very, very impressive and I think the President and the previous Presidents wanted to thank the corporate community for the very significant response they've given and encourage them to stay involved.

One point I expect the President to make here is that a form of service for a corporation is to be committed to helping people in the community who are making the transition from welfare to work. And he is going to suggest that part of what a corporate ethic of service and citizenship can include is to be a part of the welfare reform implementation.

Q What does -- the Department of Transportation and the Department of Defense were the two that were mentioned yesterday as the initiators of this mentoring and tutoring and teaching and all. Why those two agencies, and why not others?

MR. MCCURRY: Defense particularly because they run such a broad program of activity involving families around the country, so they have expertise in things like day care. You will notice not too long ago, the President gave some instructions to the Defense Department to share their expertise on day care with private groups. It's in part because it's a department that's in the job of taking care of families. They have a great deal of focus on quality of life. They're dealing with people who, in many cases, are very low-paid, hourly wage earners, too, so that they're dealing with people who are lower income working folks. And they've got experience in taking care of communities.

Plus, they are also very active in various places where there are bases and installations. They tend to be active in communities with a lot of organized outreach effort that alleviates some of the impact that defense installations have on local communities. So there's a history there of involvement in community.

I haven't looked at the Transportation Department experience specifically. I suspect some of that is similarly because of Coast Guard. But there are probably other agencies that do work of that nature.

Q Can you give us a run down on the week, Mike?
And is a meeting still possible tomorrow with the congressional leaders?

MR. MCCURRY: I'm not aware of any meeting tomorrow. I think the President's scheduled currently to have the day off. Wednesday afternoon, I expect he'll be seeing the Chinese Deputy Premier Foreign Minister Qian Qichen at some point. And I haven't looked at the balance of the week.

Q Mike, is it true that the President could be going to Tuskegee for this apology to the Tuskegee patients of that experiment?

MR. MCCURRY: I haven't heard anything to that effect. They've been looking for a date to do it, but I believe they were looking for a date to it in Washington.

Okay. Thank you.

Q What did the President think of the gala last night?

MR. MCCURRY: He enjoyed parts of it. (Laughter.)

THE PRESS: Thank you.

END 12:36 P.M. EDT

Message Sent To: _____

Schools re-evaluate community service

Students scramble to meet requirement

By MARY MAUSHAARD
SUN STAFF

Requiring Maryland high schoolers to do volunteer work to graduate was controversial from the start, but even education officials weren't prepared for problems that have followed — and that have left thousands of students scrambling to meet the mandate.

Now, as graduation day nears for the Class of '97 — the first subject to the mandate — educators are taking stock of the requirement, even as they lean on students to finish their 75 hours of service.

Though often considered voluntarism, the community service required of every high school senior is not much different from the algebra or English credits also required of them, teachers and principals have found.

Without structure and a plan — frequently designed by the schools — many students made little progress in completing the requirement.

"When it began, it was a bit naive, a bit too unstructured. The school districts started out thinking that all you have to do is say, 'This is what you need to do,' and give out the name of a program — and maybe a phone number," said Luke Frazier, executive director of the Maryland Student Service Alliance, which oversees the requirement for the state Department of Education.

A wake-up call came last summer when a department survey found that nearly 17,000 of Maryland's 43,100 seniors had not completed the requirement.

Since then, some counties have sprung into action. They have created summer programs and Saturday courses that allow students to accumulate service hours. And they have built service into other courses, such as math and English. Sixth-graders in Baltimore County, for example, study children's literature and read to students at neighboring schools.

Such initiatives have boosted the completion rate.

Still, late last month, about 8,000 of the state's seniors had not finished the requirement, with 384 "not making progress." Baltimore City and Baltimore, Prince George's and Montgomery counties had the most laggards.

School officials do not, however, seem worried. They say many of these students are enrolled in service learning courses, although the statistics do not reflect that.

"There's next to nobody who will not graduate because of service learning," said Andrea Bowden, a curriculum supervisor for the city schools and coordinator for the Baltimore Alliance for Student Service.

Maryland is the only state to require student service for high school graduation, and though the mandate still has critics, educators say they see a change in attitude and approach.

"I think a lot of teachers and principals didn't buy into it right away," said Hope Shannon, a teacher and coordinator of service learning at Chesapeake High in eastern Baltimore County. Now, she sees more enthusiasm.

Among students, too.

When Shaun Masters arrived at Chesapeake 18 months ago, he had never heard of Maryland's requirement. Nor was he impressed when a guidance counselor said he would have to put in only 40 hours because he was transferring from New Jersey in the 11th grade.

"I thought it was useless," Masters said of his first impression. "I thought, 'I'll just do the requirement and get it done.'"

He signed up for a school program that pairs students who have completed most of their credits with disabled youngsters who need a hand around school.

New attitude

Now, the senior has 131 service hours — and a new attitude. "The program I'm in is fun. I've learned to basically take care of others' needs."

Such stories are routine for Shannon, who provides dozens of volunteer opportunities — in and out of class — for Chesapeake students. Only 10 seniors have not completed their hours.

Although independent service is permitted, idealism gave way to realism once educators realized how students were lagging in their voluntarism.

Baltimore schools broadened teacher training and put together a "summer of service," allowing students to connect with projects and organizations.

Baltimore County created a one-semester, half-credit course in service learning that it is offering evenings and Saturdays, as well as during the school day. The county also improved communications with students and parents, so that everyone became aware of the requirement.

And most districts are implementing what Dorchester, Cecil and other counties did from the start — building service learning into the curriculum, beginning in sixth grade.

Many educators say this "infusion" is the answer to service-learning problems.

"Service learning does include context," said Frazier. "If students are going to go to a senior citizen center, they need to know about the aging process and to know about the times a 70-year-old has lived through. It's good to know what it means to have been alive in World War II."

Others say too much infusion will defeat the intent of the requirement, making it difficult for students to distinguish between service and other class projects. Some parents say the infused service takes time away from more basic instruction.

Requirement opposed

The executive board of the PTA Council of Baltimore County recently voted to oppose service learning as a graduation requirement and to work to have it changed, said council president Linda Olszewski. The organization also questions the money districts must spend on it.

"We don't oppose student service learning; we oppose it as a graduation requirement," she said. "Are we sure we're on the right track here?"

And there is the question of quality — are some students getting credit for make-work projects?

"There are some English classes and social studies and science and math classes ... that fall short of the mark when it comes to academic quality," said Frazier. Likewise with service learning, most educators assume.

The mandate as created in 1992 includes preparation, service and reflection. It also spells out three kinds of service: direct; indirect, such as raising money for a charity; and advocacy, speaking and writing in defense of a position or cause.

At Chesapeake, senior Corry Greene concedes that he would not have gotten involved in Meals on Wheels the DARE program peer assistance and tree planting had it not been for the mandate.

"For students like me who didn't do anything for the community, it helps a lot," said Corry. He said that the responsibility he learned in some projects "helped me grow up" and improve from a failing ninth-grader to an honor-roll senior.

Fellow Chesapeake High student Shawn Vankirk enjoys his service activities, too. "When I have Meals on Wheels, it's usually a good day," said the 10th-grader, as he returned from delivering dinners to seven elderly residents of the Essex area. At the last stop, Shawn and his delivery partner, 12th-grader Jennifer Jones, got hugs from the lady of the house.

"You just fall in love with them," the elderly woman said of the students.

Corry, Shawn and Jennifer are part of a crew of Chesapeake students who work one day a month on their lunch hours delivering the meals.

"I'm really proud of the fact that we have delivered Meals on Wheels every [school] day for six years," said Shannon. "Even on holidays, our students are willing to deliver them." }

Dina
Frazier
Frazier

Schools re-evaluate community service

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38.

Students scramble to meet requirement

By MARY MAUSHAARD
SUNSTAFF

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Many educators say this "infusion" is the answer to service-learning problems.

"Service learning does include context," said Frazier. "If students are going to go to a senior citizen center, they need to know about the aging process and to know about the times a 70-year-old has lived through. It's good to know what it means to have been alive in World War II."

Others say too much infusion will defeat the intent of the requirement, making it difficult for students to distinguish between service and other class projects. Some parents say the infused service takes time away from more basic instruction.

Requirement opposed

The executive board of the PTA Council of Baltimore County recently voted to oppose service learning as a graduation requirement and to work to have it changed, said council president Linda Olszewski. The organization also questions the money districts must spend on it.

"We don't oppose student service learning; we oppose it as a graduation requirement," she said. "Are we sure we're on the right track here?"

And there is the question of quality — are some students getting credit for make-work projects?

"There are some English classes and social studies and science and math classes ... that fall short of the mark when it comes to academic quality," said Frazier. Likewise with service learning, most educators assume.

The mandate as created in 1992 includes preparation, service and reflection. It also spells out three kinds of service: direct; indirect, such as raising money for a charity; and advocacy, speaking and writing in defense of a position or cause.

At Chesapeake senior Corry Greene concedes that he would not have gotten involved in Meals on Wheels the DARE program, peer assistance and tree planting had it not been for the mandate.

"For students like me who didn't do anything for the community, it helps a lot," said Corry. He said that the responsibility he learned in some projects "helped me grow up" and improve from a failing ninth-grader to an honor-roll senior.

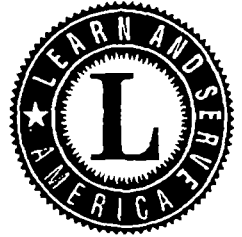
Fellow Chesapeake High student Shawn Vankirk enjoys his service activities, too. "When I have Meals on Wheels, it's usually a good day," said the 10th-grader, as he returned from delivering dinners to seven elderly residents of the Essex area. At the last stop, Shawn and his delivery partner, 12th-grader Jennifer Jones, got hugs from the lady of the house.

"You just fall in love with them," the elderly woman said of the students.

Corry, Shawn and Jennifer are part of a crew of Chesapeake students who work one day a month on their lunch hours delivering the meals.

"I'm really proud of the fact that we have delivered Meals on Wheels every [school] day for six years," said Shannon. "Even on holidays, our students are willing to deliver them."]

Service Learning
cc Bruce Reed
Mike Cohen
Bill Kincaid
From Diana Fortman



Learn and Serve America

CORPORATION

FOR NATIONAL

★ SERVICE

Service-learning Makes Better Students—Better Citizens
April 2, 1997

Well-designed service-learning programs can strengthen civic attitudes, promote service activities, and improve learning in young people according to a recent report by Brandeis University's Center for Human Resources and Abt Associates Inc. for the Corporation for National Service.

Intended to measure the success of well-designed, fully-implemented service-learning programs, this study provides incentives to educators to create effective service-learning programs in which students can achieve tangible benefits.

The K-12 report is the first national study to show significant gains in academic achievement by high school and middle school students as a result of participating in service-learning programs. Highlights from the Brandeis/Abt report are as follows:

Students who participated in the service-learning programs studied:

- had higher grades in social studies, math, and science
- were more committed to service
- were more aware of the needs in their community
- were more personally and socially responsible
- were more accepting of cultural diversity
- were more likely to want to go to a four-year college
- felt better about their school experience

than the comparison group of students in the study.

Service-learning combines meaningful service activities with formal educational curriculum and structured time for students to reflect on their service experiences. For more information about the Brandeis/Abt report, see the following summary or call:

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DRAFT

EXECUTIVE SUMMARY

Interim Evaluation Report Learn and Serve America School and Community-Based Programs

Since 1994, Brandeis University's Center for Human Resources and Abt Associates Inc. have been conducting an evaluation of the national Learn and Serve America School and Community-Based Programs for the Corporation for National Service. The evaluation is designed to address four fundamental questions:

1. *What is the impact of program participation on program participants?*
2. *What are the institutional impacts?*
3. *What impacts do Learn and Serve programs have on their communities?*
4. *What is the return (in dollar terms) on the Learn and Serve investment?*

To answer these questions, the evaluation is examining programs in seventeen sites across the country using a variety of quantitative and qualitative methods. These include analysis of pre- and post-program survey and school record data for approximately 1,000 Learn and Serve participants and comparison group members, teacher and community agency surveys, and on-site interviews and observation. The major focus for the evaluation is the 1995-96 school year, with student and teacher follow-up taking place during 1996-97.

The Interim Report summarized here presents the results from the first year of participant and community impact studies, focusing primarily on short-term participant impacts and service activities. The final report will include data on longer-term impacts, an analysis of institutional impacts, and an analysis of program return on investment.

It is important to note that, in contrast to many national evaluations, this study does not focus on a representative sample of Learn and Serve programs. Instead, the evaluation focuses on a specific subset of "well-implemented" or "high quality" programs. All of the programs selected for the study had been in operation for more than one year and reported higher than average service hours and regular use of written and oral reflection. All were also school-based initiatives and linked to a formal course curriculum. As such, this evaluation is not intended to address the average impact of *all* Learn and Serve programs, but rather to identify the impacts that can be reasonably expected from mature, fully-implemented, school-based service-learning efforts.

The major findings in the Interim Report are as follows:

PARTICIPANT IMPACTS

Based on the data from the 1995-96 school year, the Learn and Serve programs in this study have had significant, positive impacts on the civic and educational development of program participants (see pages 4-5 for a table summarizing the participant impacts). Specific findings are as follows:

- Learn and Serve participants in the study showed positive, statistically significant impacts on all of the measures of civic attitudes used in the study, including measures of personal and social responsibility, acceptance of cultural diversity, and service leadership (defined as the degree to which students feel they are aware of needs in a community, are able to develop and implement a service project, and are committed to service now and later in life).
- Program participants were also 30% more likely than comparison group members to have been involved in some form of volunteer service during the previous six months and provided more than 2.6 times as many hours of service as comparison group members during that time period. The data on hours show that service programs are not simply diverting students from other volunteer opportunities. Rather, they are increasing the number of students involved in service and significantly increasing the hours of service they provide.
- Program participants scored significantly higher than comparison group students on four out of ten measures of educational impact. The four measures were: school engagement, school grades (with impacts on math, social studies and science grades), core grade point average (calculated as the average of English, Math, Science, and Social Studies grades), and educational aspirations (wanting to graduate a four year college). Participants also showed marginally significant positive impacts on three additional measures: overall GPA (which includes electives and other courses), course failure, and a measure of educational competence (which reflects a student's assessment of his or her own capacity to succeed in school).¹
- There were no statistically significant impacts for the participants as a whole on the measures of social or personal development, including communications skills, work orientation, or involvement in risk behaviors. However, there was a marginally significant impact on teenage pregnancy. The finding on teenage pregnancy, when coupled with results from other studies, suggests that while service alone may not dramatically reduce risk behaviors, service may contribute to the effectiveness of more comprehensive programs targeted to reducing those behaviors among school-aged youth.
- In general, service-learning programs appear to benefit a wide range of youth (white, minority, male and female, educationally and economically disadvantaged, etc.). Students who are already involved in service also appear to continue to benefit from involvement in a formal program.

STUDENT ASSESSMENTS OF THE PROGRAM EXPERIENCE

The generally strong performance of these programs was also reflected in the positive student assessments of their program experience as well.

¹ For the purposes of this study, impacts are considered statistically significant if they are significant at the .05 level or higher. However, we will report impacts that are "marginally significant" (that is, significant at the .10 level) if they are consistent with a broader pattern of significant impacts.

- More than 95% of the program participants reported that they were satisfied with their community service experience and that the service they performed was helpful to the community and the individuals they served.
- 87% of the participants believed that they learned a skill that would be useful in the future, and 75% said that they learned more than in a typical class.
- 75% reported developing a good personal relationship through service, generally with other students or a service beneficiary.
- Over 90% felt that students should be encouraged (though not required) to participate in community service.

SERVICE IN THE COMMUNITY

The services provided by the Learn and Serve programs were highly rated by the community agencies, schools, hospitals, and other agencies where students provided assistance.

- 99% of the agencies rated their overall experience with the local Learn and Serve program as "good" or "excellent."
- 97% of the agencies indicated that they would pay at least minimum wage for the work being done, and 96% reported that they would use participants from the program again.
- 90% of the agencies indicated that the Learn and Serve volunteers had helped the agency improve their services to clients and the community, and 68% said the use of the volunteers had increased the agency's capacity to take on new projects;
- 66% reported that the experience had increased the agency's interest in using student volunteers;
- 56% said that participating in the program had produced new relationships with public schools, and 66% said that it had fostered a more positive attitude towards working with the public schools; and
- 82% reported that the Learn and Serve program had helped to build a more positive attitude towards youth in the community.

CONCLUSIONS

The data from the first year of the evaluation suggest that these programs are having a positive impact on program participants and the community. While these are interim findings, they begin to point to the importance of program quality and maturity as an element in program impact. The results from this study of "high quality" programs suggest that the Corporation and the states continue their emphasis on improving the quality of local service-learning programs. The more that Learn and Serve programs begin to resemble the more intensive, fully-implemented service-learning efforts in this study, the more likely those programs will meet the goals of the national community service legislation.

SUMMARY OF PARTICIPANT IMPACTS*

(Continued on next page)

Characteristic	All Participants	High School Participants	Middle School Participants
Civic/Social Attitudes and Behavior			
Personal and Social Responsibility (Search Institute Scale)			
Social Welfare Subscale	+++	++	++
Community Involvement Subscale	+++	+++	+++
Total Personal/Social Responsibility Scale	+++	+++	+++
Acceptance of Cultural Diversity (Search Institute Scale)	+++	+++	+
Service Leadership (Sieber scale)	+++	+++	+++
Volunteer Behavior			
Volunteered for a Community Organization or Got Involved in Other Community Service in Last 6 Months	+++	+++	+++
Average Hours Doing Volunteer Work or Community Service in Last 6 Months	+++	+++	+
Educational Impacts			
(Connell Scales)			
School Engagement	+++	+++	++
Educational Competence	+	+	
Course Grades			
English Grade			
Math Grade	+++	++	+++
Social Studies Grade	+++		+++
Science Grade	++		++

* +/- indicates positive or negative impact. + is statistically significant at the 0.10 level; ++ at the .05 level; +++ at the .01 level (two-tailed test).

SUMMARY OF PARTICIPANT IMPACTS, CONTINUED^a

Characteristic	All Participants	High School Participants	Middle School Participants
Educational Impacts, Cont'd.			
Overall/School GPA	+		
Core GPA ^b	+++		+++
Fail 1 or More Courses	+	+	
Days Absent ^c			
Days Suspended ^d			
Want to Graduate 4-Year College or Beyond	++	+	
Homework: 3 Hours or More Per Week			
Social Development/Involvement with Risk Behavior			
Psychosocial Maturity (Greenberger scale):			
Communications Skills Subscale			
Work Orientation Subscale		++	
Consumed any Alcohol in Last 30 Days			
Used Illegal Drugs in Last 30 Days			
Arrested in the Last 6 Mos.			
Ever Pregnant or Made Someone Pregnant	+		
Fought, Hurt or Used Weapon in the Last 6 Mos.		+	

^a +/- indicates positive or negative impact. + is statistically significant at the 0.10 level; ++ at the .05 level; +++ at the .01 level (two-tailed test).

^b Core GPA is calculated as the average of English, Math, Social Studies, and Science Grades.

^c Three (3) programs excluded from the analysis of days absent due to incomplete reporting: Hillside HS, Taos HS, and Nocona MS.

^d Seven (7) programs excluded from the analysis of days suspended due to incomplete reporting: Hillside HS, Scotia-Glenville HS, Hempstead HS, Nathaniel Rochester MS, McDowell HS, Caprock HS, and Wanamaker MS.

Source: Impacts on "All Participants" based on analysis of baseline and post-program surveys of 608 program participants and 444 comparison group members (N=1052). High School impact analysis based on 435 high school participants and 298 comparison group members (N=733). Middle school analysis based on 173 participants and 146 comparison group members (N=319).



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THE WHITE HOUSE

Office of the Press Secretary
(Philadelphia, Pennsylvania)

For Immediate Release
28, 1997

April

REMARKS BY PRESIDENT BILL CLINTON,
PRESIDENT GEORGE BUSH, PRESIDENT JIMMY CARTER,
PRESIDENT GERALD FORD, GENERAL COLIN POWELL,
MRS. NANCY REAGAN, AND VICE PRESIDENT AL GORE

Independence National Historical Park
Philadelphia, Pennsylvania

9:49 A.M. EDT

GENERAL POWELL: Good morning, ladies and gentlemen. You look wonderful out there this morning. They were worried last night that the rain would wash this out, and as early as this morning there were calls flying around town at 5:00 a.m. in the morning, should we move it. The answer was, it will not rain, not on this parade, not today, not with what we've got going on. And it did not and it will not. (Applause.)

Over 200 years ago, a group of volunteers gathered on this sacred spot to found a new nation. In perfect words, they voiced their dreams and aspirations of an imperfect world. They pledged their lives, their fortune and their sacred honor to secure inalienable rights given by God for life, liberty, and pursuit of happiness -- pledged that they would provide them to all who would inhabit this new nation.

They look down on us today in spirit, with pride for all we have done to keep faith with their ideals and their sacrifices. Yet, despite all we have done, this is still an imperfect world. We still live in an imperfect society. Despite more than two centuries of moral and material progress, despite all our efforts to achieve a more perfect union, there are still Americans who are not sharing in the American Dream. There are still Americans who are not sharing in the American Dream. There are still Americans who wonder: is the journey there for them, is the dream there for them, or, whether it is, at best, a dream deferred.

The great American poet, Langston Hughes, talked about a dream deferred, and he said, "What happens to a dream deferred? Does it dry up like a raisin in the sun, or fester like a sore and then run? Does it stink like rotten meat or crust and sugar over like a syrupy sweet? Maybe it just sags, like a heavy load. Or, does it explode?"

For too many young Americans, that dream deferred does sag like a heavy load that's pushing them down into the ground, and they wonder if they can rise up with that load. And as we see too often in our daily life, it does explode in violence, in youngsters falling dead, shot by other youngsters. It does explode, and it has the potential to explode our society.

So today, we gather here today to pledge that the dream must no longer be deferred and it will never, as long as we can do anything about it, become a dream denied. That is why we are here, my friends. (Applause.) We gather here to pledge that

those of us who are more fortunate will not forsake those who are less fortunate. We are a compassionate and caring people. We are a generous people. We will reach down, we will reach back, we will reach across to help our brothers and sisters who are in need.

Above all, we pledge to reach out to the most vulnerable members of the American family, our children. As you've heard, up to 15 million young Americans today are at risk. They are at risk of growing up unskilled, unlearned or, even worse, unloved. They are at risk of growing up physically or psychologically abused. They are at risk of growing up addicted to the pathologies and poisons of the street. They are at risk of bringing up children into the world before they, themselves have grown up. They are at risk of never growing up at all. Fifteen million young lives are at risk, may not make it unless we care enough to do something about it.

In terms of numbers, the task may seem staggering. But if we look at the simple needs that these children have, then the task is manageable, the goal is achievable. We know what they need. They need an adult caring person in their life, a safe place to learn and grow, a healthy start, marketable skills and an opportunity to serve so that early in their lives they learn the virtue of service so that they can reach out then and touch another young American in need.

These are basic needs that we commit ourselves today, we promise today. We are making America's promise today to provide to those children in need. This is a grand alliance. It is an alliance between government and corporate America and nonprofit America, between our institutions of faith, but especially between individual Americans.

You heard the governors and the mayors, and you'll hear more in a little minute that says the real answer is for each and every one of us, not just here in Philadelphia, but across this land -- for each and every one of us to reach out and touch someone in need.

All of us can spare 30 minutes a week or an hour a week. All of us can give an extra dollar. All of us can touch someone who doesn't look like us, who doesn't speak like us, who may not dress like us, but, by God, needs us in their lives. And that's what we all have to do to keep this going.

And so there's a spirit of Philadelphia here today. There's a spirit of Philadelphia that we saw yesterday in Germantown. There is a spirit of Philadelphia that will leave Philadelphia tomorrow afternoon and spread across this whole nation -- 30 governors will go back and spread it; over a 100 mayors will go back and spread it, and hundreds of others, leaders around this country who are watching will go back and spread it. Corporate America will spread it, nonprofits will spread it. And each and every one of us will spread it because it has to be done, we have no choice. We cannot leave these children behind if we are going to meet the dreams of our founding fathers.

And so let us all join in this great crusade. Let us make sure that no child in America is left behind, no child in America has their dream deferred or denied. We can do it. We can do it because we are Americans. We are Americans who draw our strength from this place. We are Americans who believe to the depth of our hearts that this is not a land that was put here by historic accident, it is a land that was put here by Divine Providence who told us to be good stewards of the land, but especially to be good stewards of each other. Divine Providence gave us this land, blessed it and told us always to be proud to call it America.

And so we go forward. Let's go save our children.
Thank you very much. (Applause.)

VICE PRESIDENT GORE: Thank you. (Applause.) Thank you very much. Thank you, Oprah. To all of the distinguished guests; President and Mrs. Clinton, and former President and Mrs. Bush; former President Ford; Mrs. Reagan; General Powell and Mrs. Powell; to the governors and mayors and senators and congressmen and Cabinet members; and most of all, the volunteers: This is an historic day. And I want to thank you, Oprah, and once again thank you, General Colin Powell, for organizing this project and for standing strong for America's children. We're grateful to you, the whole country is. (Applause.)

In the Bible, Proverbs counsels us, "Do not withhold good from those who deserve it when it is in your power to act." And later in Isaiah, we learn, "If you spend yourselves on behalf of the hungry, and satisfy the needs of the oppressed, then your light will rise in the darkness and your night will become like the noon day."

Today, in America, more and more citizens are realizing that it is within our power to act. And across America, noon day is spreading a warm light of compassion and commitment, a new spirit of service in America. We're seeing it right now in North Dakota, where tens of thousands of relief workers and volunteers responded instantly and selflessly to those terrible floods. President Clinton and I have seen these quiet American heroes in action firsthand, and we have all been inspired by what they are doing right now to help neighbors in distress. That's the American way.

We saw this spirit of service six days ago on Earth Day, Americans of today honoring their duty to Americans of tomorrow by pledging to be good stewards of the environment -- to make sure subsequent generations inherit air, water and land that is clean, healthy and safe.

We saw it 10 days ago on NetDay, when tens of thousands of Americans came together to pull cable, install software, hook up computers and connect America's classrooms to the Information Superhighway. And we saw it last year, especially throughout the South, when neighbors, black and white, joined hands to hold back the forces of hate and rebuild churches and synagogues and other houses of worship that had burned to the

ground, and say, we won't stand for it here in the United States of America. We're one nation, one community, under God and we're coming together to help one another. (Applause.)

And we saw it yesterday here in Philadelphia on Germantown Avenue. This spirit service is both rich with tradition and fresh with possibility. It is as timeless as Independence Day and as modern as NetDay, as old as America and as young as AmeriCorps. And we, all of us, must do everything we can do to keep this spirit growing.

The work of this summit is just beginning. Its goal, of course: to provide 2 million young Americans access to opportunity and opportunity and the fundamental resources they need by the year 2000 -- 2 million by 2000. We can begin by really hearing what others have to say. Indeed, sometimes the greatest act of service we can perform is to listen carefully, especially when we listen to our children.

So let's listen to them now. Two weeks ago, the summit invited young playwrights and students from all over America to create an open letter that would tell grownups how they see the goal of this summit. Here now is a peek behind the scenes at these young Americans wrestling with the same issues that confront us all.

(A film is shown.)

* * * * *

PRESIDENT FORD: As we meet at this historic hall to begin this crusade of giving, sharing and caring for the American family across the land, especially the 15 million young girls and boys who need our help, we should be optimistic, not pessimistic.

Sadly, every day the news media reports the growing number of broken homes, inadequate single family problems, drug problems rampant in our schools and on our streets, with gang warfare loose in metropolitan communities. Should we surrender? Should we capitulate to the worst elements and the challenges in our society? The answer is, emphatically, no. (Applause.)

We in America, thank goodness, have the tools to win this war. The solution is local and personal with generous financial support across the land. Yes, in our hometowns, from the Atlantic to the Pacific, from the Canadian border to the Caribbean, people and organizations can turn disasters to success.

I personally am optimistic because I've seen

firsthand a Boy Scout scoutmaster take a tenderfoot or a troop from the worst circumstances and redirect their lives. The same, of course, is true with the Girl Scouts, the Campfire Girls. Again, as mentors we see identical benefits, from the Big Brothers, Big Sisters, the Boys and Girls Clubs throughout America. During the terrible economic Depression of the 1930s, I witnessed firsthand the uplifting impact of an athletic coach on a player or on a team when their families were on welfare or actually in bread lines. Today, the parent coaches of Little League teams do a superb jobs as mentors, teaching not only teamwork, but athletic skills and healthy habits.

A pat on the back and sound advice can help a troubled boy or a troubled girl in despair. A top-notch mentor can combine winning the game and winning the life. Our churches and synagogues, from the pulpit to the Sunday school teacher, can reach out, embrace the youth in their congregation. I've always admired the wonderful, unselfish work of the individual members of the Salvation Army. Today they are successful mentors because of their spotless dedication to helping America's youth.

A major goal of this summit is to recruit voluntary mentors who are willing to listen to and stand by a youth through joys as well as frustrations. Our mentors must have that unique ability to help the child discover and develop his or her talents. Right now, young Americans need 2 million volunteer mentors who will be caring adults. We warmly welcome volunteers from all walks of life in this great land to join in this critical crusade. By stepping forward in this crisis, you can have a tremendous impact and a tremendous benefit in the challenge to save our youth. What we do here and what you do in this decade can make a better America for the next century.

I say to all of you throughout the land, the door of opportunity is wide, wide open. Please join Colin Powell and all the others at this historic summit. This is truly a call to national service. Thank you. (Applause.)

* * * * *

PRESIDENT CARTER: (speaking by videotape.) -- to a child finding his or her way in the world, this should not be a privilege, it should be a right. If your street isn't safe, fear is your constant companion. If your school and playground aren't safe, your focus is on surviving, not learning. If your home isn't safe, you have nowhere else to go. This summit recognizes this by designating a safe place one of the five fundamental resources. Kids need a place where they can just be kids, where they can play, learn, grow without constantly looking over their shoulders.

At the Carter Center, we have a program called

Atlanta Project, founded on the bedrock of volunteerism. A

couple of years ago thousands of volunteers fanned out across some of Atlanta's poorest neighborhoods. Going door to door, these volunteers asked their neighbors to list their major concerns and to suggest ways to improve their quality of life. It will not surprise you to learn that the number one concern was safety.

It's true in cities across our nation. Activities that most of us take for granted, such as going out to play ball or sitting in a school classroom are fraught with peril for children and their parents. Let me share with you some of the stories I heard. One woman said that she never goes out after dark and doesn't allow her children to go out, either. "We are," she said, "prisoners in our home." Another mother told Rosalyn and me that she has knots in her stomach from the time her young son leaves for school until he returns. Because of the violence of her community, she's waiting for the day when he doesn't come home at all. "It won't really surprise me," she said.

That was one of the saddest statements I've ever heard. Several young people, both boys and girls, talked about the pressure they feel to join gangs. Without his gang to protect him, one young man said, he was sure he would be dead. A 12-year-old boy said his ambition in life is to own a semiautomatic machine gun. "I don't expect to live past the age of 20," he told us, "so why does it matter what I do with my life?"

Finally, we spoke with several young women -- children, really -- pregnant with their first, second, or even third child, who are resigned to a life of poverty and fear. These are children whose spirits have been broken, who feel there's no hope for a brighter future. They and their parents do not have confidence in the very institutions -- law enforcement, the judicial system, schools -- that were set up to serve all people.

This summit can be the beginning of a renewed commitment to our children. But the real revolution will take place only if we carry this new spirit of Philadelphia back to our own neighborhoods and turn it into action. The divisions between those of us who have many opportunities and those who feel they have none are growing deeper. Children are dying, in body and spirit.

I urge you to reach out from the safety and security of your life and extend a helping hand to someone who really knows only fear. Hand in hand, we can create a network that will ensure that our children will do more than just survive, they

will thrive. Thank you. (Applause.)

MRS. REAGAN: Thank you. (Applause.) Thank you very much. Thank you, Christina, and thank you very much for asking me here today to help begin this wonderful campaign.

I wish so much that my husband could be here. He would remind us that we're celebrating the best of America, that unique heritage that has always inspired us -- individuals and organizations have banded together since our nation began to help when there was a need. Some have been at it for years. For instance, Save The Children began in 1932, and is continuing to help all over the world.

You know, in my experience, whether it was the foster grandparents program in California, or the private sector initiative in Washington, or the Just Say No campaign to stop drugs, I've always found that when I give I received tenfold in return.

Ronnie's dream remains that America will be that shining city on the hill, and to make that dream come true we

must never fall short in our efforts to ensure that every child in America can fly as high as his or her dreams will take them.

Ronnie is such a caring person. He's always been moved by human kindness. So, for him and for me, I ask a special favor of everyone watching or listening today. From this day forward, when someone asks you to help a child, just say, "yes." (Applause.) Thank you. (Applause.)

PRESIDENT BUSH: The American Dream is one of the most stirring phrases I know, and it means so many things to so many people all over the world. It means the freedom to worship your own God in your own way without fear of persecution. It means freedom of speech and assembly, and, perhaps most importantly, the freedom to vote. And these are wonderful freedoms. But sometimes I'm afraid we all take them for granted.

And, yet, the American Dream also means something else. It means the opportunity to go as far in life as your abilities will take you. Anyone in America can aspire to be a doctor, a teacher, a police officer or even, as Oprah said, a President. But you can't get any of those important jobs if you don't have the opportunity to acquire the skills you need. You need to learn your job, whatever your dream, before you can do

your job. And that's why I believe that the key to the American Dream is education.

And at the most basic level, it gets down to one "R" -- reading. Barbara and I are deeply troubled to know that 2,300 teenagers drop out of school every day. And this is more than a terrible loss to America, it's an epidemic. It just seems wrong that 6.5 million American kids between kindergarten and the 3rd grade are growing up illiterate. Something has gone wrong.

But I am thankful that something right is starting to happen at this summit, because Americans are starting to take it upon themselves to point our kids in the right direction on the road that leads to the American Dream. And the commitments made toward this end are simply terrific. Continental Cable Vision is going to provide free Internet connections to 3 million youngsters by the year 2000. Another great organization, the General Federation of Women's Clubs, is establishing volunteer tutoring and literacy centers in 6,500 towns and cities across this country. (Applause.) And another, Scholastic Books, will donate one million books to the American Reads project to help us reach our goal of a hundred percent literacy for every child by grade three. (Applause.)

You know, humanity has produced few documents more beautiful than the one that Jefferson, Madison and the other founding fathers sweated over here in Philadelphia some 220 years ago -- life, liberty and the pursuit of happiness are magnificent words to live by. But you can't understand them if you can't read them.

Thank you very much. (Applause.)

PRESIDENT CLINTON: Thank you very much. Ladies and gentlemen, I want to begin by taking Matthew and Teevee (phonetic) and Christina and Jamil (phonetic) and Christy (phonetic) for introducing the Presidents and Mrs. Reagan. They reminded us of what this summit is all about.

I thank President and Mrs. Bush, President and Mrs. Carter, President Ford, Mrs. Reagan, Vice President and Mrs. Gore for their devotion to this endeavor. I thank Harris Wofford and Bob Goodwin, the President of the Points of Light Foundation; Henry Cisneros and Linda Robb; and all the others who have worked for this day. I say a special word of thanks to all the public

officials who have come from all over our country -- members of Congress, governors, lieutenant governors and others. But, particularly, I want to thank General Colin Powell.

At our last meeting, when he was about to retire as Chairman of the Joint Chiefs of Staff, I asked him if there was another mission which might bring him back into public life. He said he wanted to help children who didn't have what they needed to succeed in life and who needed the chance to serve America.

Well, General, this may be your most important mission, and I want to thank you for reenlisting. Thank you. (Applause.)

I thank my friend, Mayor Rendell, and the wonderful people of Philadelphia; Governor Ridge and the people of Pennsylvania who have made us feel so welcome.

We come here before the house where America was born. The place where we, the people, took the first step on our centuries-old journey to form a more perfect union. On the last day of the Constitutional Convention, Benjamin Franklin walked out of this hall and encountered a woman anxious to know what had gone on inside. She asked him, "Well, Doctor, what have we got? A monarchy or a republic?" Mr. Franklin replied, "A republic --if you can keep it."

For more than 200 years, we have struggled to keep this republic. It is an enduring and endless challenge, for endemic in human nature and human frailty are successive generations of problems. But we have always succeeded in making our union more perfect. Consider how imperfect it was when we had people in this country who weren't even treated as people, but slaves. Consider how imperfect it was when children could be forced to work long hours into the night in dangerous conditions. Consider how imperfect it was when women, now more than half the population of America, could not even vote.

So when you get discouraged, remember, we have succeeded in over 200 years in forming a more perfect union. (Applause.) We have succeeded because we've had a brilliant free enterprise system. We have succeeded because we had flexible constitutional, evolving, effective government at every level. But we have succeeded mostly because in the gaps between what is done by government and what is done by the private economy, citizens have found ways to step forward and move our country forward, and lift our people up. Citizen service is the story of our more perfect union.

Now we live in one of the great moments of change in our history, more full of promise, as President Ford said, than any period of America's past. More of these children behind me, and more of these children out here on these streets of Philadelphia, will have more chances to live out the future of their dreams than any generation of American children in history

if the citizens of this country step forward to fill the gaps in their lives and in our national life to form a more perfect union. (Applause.)

But let us not be blind to the facts. Even with all the progress that together we have made -- with 12 million new jobs and a record drop in welfare rolls and years of dropping crime rates -- you and I know that millions of our children are being left behind in lives of too much danger, too many drugs, too little hope and not enough opportunity. You and I know that too many people are out there doing the very best they can and still not keeping up, much less moving forward.

Yes, there are things that the government should do. None of us stand here, President and former Presidents, to say that we must not do our responsibility. Of course, we should do better with our schools. Of course, we should open the doors of college to everyone. Of course, all our children should have

health care coverage. Of course, we can do more to make our streets safer. But even if we do everything we should, you and I know that a lot of the problems facing our children are problems of the human heart -- problems that can only be resolved when there is a one-on-one connection, community by community, neighborhood by neighborhood, street by street, home by home, with every child in this country entitled to live out their God-given destiny. You know it is true. (Applause.)

I am proud of the fact that because of the computer and microsolutions to problems we don't need big government bureaucracies to do some of the things that used to be done. But as I have said repeatedly, the era of big government may be over, but the era of big challenges for our country is not, and so we need an era of big citizenship. That is why we are here, and that is what we should promise ourselves we will do. (Applause.)

Let me say one other thing, too. Look at these kids behind me. They're America's future -- all of them. And when you think of what is tearing the world apart today -- the racial, the ethnic, the religious hatreds, from Bosnia to Northern Ireland to the Middle East to Africa -- and you look at the children behind me and you realize what a gift from God our diversity is, you know that if we know each other, if we serve each other, if we work with each other, one of the things that will happen is, we will make sure that our diversity is a rich resource to make our union more perfect, not an instrument of our national undoing in the 21st century. (Applause.)

We cherish our citizen volunteers. There are already more than 90 million of us, and after this summit there will be more. Especially because General Powell, Ray Chambers

and others have organized a follow-up to this. And the really important work of this summit will begin after my talk's over, when you go into the workshops and the meetings and make a commitment that in every community there will be a systematic, disciplined, comprehensive effort to deal with the five areas outlined as the challenges for our young people. That is what really matters here.

Young people, above all, however, have the time, the energy and the idealism for this kind of citizen service. Before they have their own families, the young can make a unique contribution to the family of America. In doing so, they can acquire the habit of service and get a deeper understanding of what it really means to be a citizen. That is the main reason, perhaps, we are here.

In Philadelphia, the Superintendent of Schools is working to make service the expected thing in elementary and middle schools. Maryland has required it in high school. And I challenge every state and every school in this country at least to offer in a disciplined, organized way every young person in school a chance to serve. A recent survey said if they were just asked, over 90 percent of them would do it. We ought to be ashamed of ourselves if we don't give them the chance to do that. (Applause.)

Let me also say, of course, that we need some of them to serve full-time. They do, you know, in the Peace Corps. And -- (applause) -- we have some former Peace Corps volunteers out there applauding. But we should all applaud them because they have helped to change the world for the better. (Applause.) And they do in AmeriCorps, the national service program that was started in our administration. (Applause.) The idea behind AmeriCorps was to instill an ethic of mutual responsibility in our children so that young people could improve their own lives in return for improving the life of America.

Since its creation, 50,000 young Americans have earned college tuition by serving their communities in many ways. And we know that the typical full-time community servant recruits at least a dozen more volunteers. I saw that in North

Dakota when I went to see what the Red River had done to Grand Forks and to the rest of North Dakota and Minnesota. I saw our young AmeriCorps volunteers and I knew that because they were able to serve full-time they'd be there when the waters receded, the mess was there, the people had to put their lives back together and the cameras were gone. I saw it again yesterday when we were working on the streets and on the stadium and on the schools.

The will to serve has never been stronger and more of our young people want to serve full-time. But there's a limit to what we can do now. And, yet, there is a solution -- ironically, one I came to right here in Philadelphia. For here in Philadelphia a minister who is a friend of mine, Reverend Tony Campolo, is helping to organize a movement among churches to get churches to sponsor 10,000 full-time youth volunteers to take a year off from college or defer a year from college under the sponsorship of their churches.

The churches will do what we do in AmeriCorps, helping to provide for the living expenses of the young people. But I think we ought to say to them, at the very least, it shouldn't cost you any money to serve. And so if you've got a college loan and you take a year off to serve under the sponsorship of a religious organization, I'm going to propose legislation to say during that year no interest should accrue on that college loan. It should not cost you any money to serve your country. (Applause.)

But we can do more. We can double the impact of AmeriCorps with the help of our religious and charitable institutions. I want to challenge every charity, every religious group, every community group and their business supporters to give young people the support they need to do a year of community service. If you do that, then in our budget now we will be able to give every one of them the scholarship that AmeriCorps volunteers get for their year of community service. Work with your churches, work with your community organizations, and we can provide that to young people. (Applause.)

Put them to work as mentors, as teachers, as organizers of other volunteers, and we can double the number of full-time youth volunteers by adding another 50,000. By the year 2000, that would mean that in eight years, more children will have served full-time on our streets than have worked in the entire history of the Peace Corps around the world. We can change America, folks, if we'll do it together, hand in hand, community by community. (Applause.)

The same thing is true of the police corps, which offers young people a chance to pay for their college education if they'll be police officers for four years. We can triple the number of young people who do that, and I intend to try. We need more young people going as teachers into our schools. And we must support them in that.

We have to understand that we need a balance between volunteers on a part-time basis, volunteers on a full-time basis, and there is no conflict between the two. We have to understand that we value America's free enterprise system, we know we need our government, but there will never be a time when we need

citizen servants more than we need them today, because these children have got to be saved one by one. (Applause.)

And let me say to all of you, the most important people here today are not the Presidents or the General or the

governors or the senators. The most important people are those who teach the student to read; who save the health of the infant; who give help to families when all help seems gone. The most important title today is not Senator, Vice President, General, Governor or President. It is, as Harry Truman reminded us so long ago, the most important title any of us will ever hold in this country is the title of citizen.

This is our republic. Let us keep it. Thank you.
(Applause.)

And now, I would like to call upon Mrs. Reagan and my fellow Presidents to join me in signing this Summit Declaration, "A Call to Citizen Service to Fulfill the Promise of America." We do this in the hope that in the weeks and months to come, millions and millions and millions of you will join us in putting your names to the declaration, devoting your lives to the mission and beginning the era of big citizenship for the United States.

Thank you and God bless you all. (Applause.)

END

10:59 A.M. EDT

Message Sent To: _____

International / Summit of the Americans



Mike_Smith @ ed.gov

08/04/97 12:24:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re: Santiago Summit

Bill: Please keep Lenore Garcia at the Dept. in touch with this -- she ought to be going to the meetings. Delia is going to the planning meeting in Chile for us in a couple of weeks. She also ought to be kept in the loop since she will be there for the planning. In a couple of weeks the Brazilian minister will be here to spend some time with me and others prior to the President's trip to Brazil in the fall -- all of these things are related. Mike

Message Creation Date was at 4-AUG-1997 10:14:00

Mike--

FYI since I know you have been working on some of this stuff...

Friday I attended (for Mike C.) a Mack McLarty-run meeting on the U.S. agenda proposals for the Santiago Summit of the Americas. In discussing the education proposals, attendees made it clear that they see education as the single most prominent item from the U.S. standpoint. In particular, it was suggested that the U.S. should pursue a major ramping up of U.S.-Latin America educational exchanges--not just a little (the draft agenda says 25%) but perhaps a lot; it was suggested that this could be something major for the President comparable to Fulbright scholarships. It was further suggested that the focus of exchanges should shift from the postsecondary level to something that would better reflect the President's concern with K-12 education -- maybe an exchange of elementary and secondary teachers. McLarty indicated strong support for doing something big on educational exchanges generally and said he thought he had some ideas on where resources could come from, but did not elaborate on \$ or the specifics.

State and NSC will be working with the agencies and others in the EOP to continue fleshing these possibilities out.