



Office of Policy Development
United States Department of Justice

10th and Constitution Ave. NW
Washington, D. C. 20530

TO: Diana Fortuna

FAX: 456-7431

FROM: Katrina Weinig

VOICE: (202) 514-7473

FAX: (202) 514-5715

Total Pages (excluding this cover): 2

Additional Message:

Diana,

Attached is a more detailed description of the Get Involved America program. Please call me if you have any questions.

Katrina

"Get Involved America":

A community-based approach to the reduction of youth violence through private sector/non-profit partnership and volunteerism

The reduction of youth violence is a major, long-term objective of the Department of Justice. The pervasiveness and complexity of the youth violence problem, however, as well as the scarcity of public resources, underscore how critical it is that individuals, the private sector, and non-profit organizations be jointly involved in any serious reduction effort. Therefore, many of the Department's current initiatives to address youth violence involve local volunteers, both to broaden the impact of the particular program and to empower individuals to effectuate change within their community (e.g., Weed and Seed's Safe Haven program).

Too often, however, concerned and motivated individuals do not know either how to get involved in existing efforts to combat youth violence, or how to initiate new activities. The primary objective of "Get Involved America," therefore, is to help individuals and organizations learn to recognize specific opportunities for involvement with youth, and to encourage them to take action. This objective would be accomplished by, among other things, providing and broadly distributing materials that offer concrete suggestions.

What makes "Get Involved America" unique is that it would enlist the support of a variety of national organizations with local community affiliations in a comprehensive effort to reach and involve local community volunteers. For example, national public service clubs (e.g., Rotary, Kiwanis, Lions, Junior League), religious associations (e.g., National Council of Churches), educational associations (e.g., National PTA, teachers' unions), and youth organizations (e.g., Boys and Girls Clubs, Scouts, YMCA/YWCA), all have a unique opportunity to reach distinct constituencies, and to encourage those constituencies to take action against youth violence.

"Get Involved America" would partner the Department of Justice with these and other organizations in preparing and distributing pamphlets and other materials tailored to the particular needs, strengths and expertise of different audiences. These materials would specify at least five realistic steps that individuals and organizations could take towards reducing youth violence in their communities. The materials would also describe effective actions that have taken by other similar individuals and organizations. The national organizations would then assist in distributing the materials to their local affiliates, and would be encouraged to organize local "Get Involved America" programs to disseminate the message as broadly as possible.

What are the short- and long-term goals of "Get Involved America"?

The immediate objective of "Get Involved America" is to involve individuals and organizations in the fight against youth violence, by helping them learn to recognize specific opportunities that they can take to support youth and make communities safer, and by encouraging them to take action.

Over the long-term, the Department would also act as a "clearinghouse" for information about local efforts by, among other things, serving as a collection point for local contacts and success stories, and posting information on its Internet home page. The Department would also provide technical assistance in implementing the plans, by working with local groups, holding annual conferences for participants, and by providing a speaker's bureau.

How would "Get Involved America" accomplish these goals?

To achieve both breadth and depth, the Department would involve national organizations in the development of pamphlets and other materials that target specific audiences, including public service clubs, religious and educational associations, the medical and law enforcement communities, neighborhood and public housing organizations, senior and youth organizations, unions, and others. With the input of these organizations, the Department would produce pamphlets that inform individuals and local organizations of specific, realistic steps that they can take to have a positive impact on the lives of young people and reduce youth violence. The pamphlets would also highlight programs and projects already making a difference around the country.

Once the pamphlets are developed, they would be disseminated by local chapters or affiliates of the national organizations. This would likely require that a specific individual within the national organization be designated as the point of contact for the local chapters, and be responsible for ensuring that the various local chapters receive the materials and distribute them. The local chapters, possibly in conjunction with the national organization or the Department of Justice, would then be encouraged to publicize "Get Involved America" through their own newsletters or other publications, the local media, at membership meetings, or through similar channels. The Department would also work with the local chapters to help them articulate goals for their own communities, partner with existing public and non-profit entities, and obtain private sector commitments.

Local and national organizations would be encouraged to report back to a Department of Justice contact on a periodic basis, in order to maximize information-sharing.

FACSIMILE SHEET

SOCIAL SECURITY ADMINISTRATION

Office of the Commissioner
500 E Street, S.W., Suite 850
Washington, DC 20254

Date: 4/18/97Number of Pages: 3From: SHIRLEY MERRIFIELDTo: DIANA FORTUNA

Location/Organization: _____

Telephone Number: (202) 358-

Telephone Number: _____

Fax Number: (202) 358-6076

Fax Number: _____

Message:

The Washington, D.C. Office of the Commissioner has relocated effective October 28, 1996. Please note the new address, telephone and fax numbers listed above.



SOCIAL SECURITY
Office of the Commissioner

April 16, 1997

MEMORANDUM TO DIANA FORTUNA

From: Ashley Merryman
Re: Presidents' Summit for America's Future
Social Security Initiatives -- Revised Statement of Commitments

Per your request, attached please find a revised statement of commitments for the Presidents' Summit for America's Future.

With our offices across the nation, Social Security is an agency unique in its ability to provide service to individuals directly. Seeing the value of service to both young and old, the Agency commits to providing both our staff, and those in communities we serve, with information about new service opportunities. For example, at our facility in Baltimore, we commit to holding an annual volunteer fair, inviting community organizations to come in and talk with our employees. In Baltimore, we have also committed to helping underprivileged children in school by holding "Back-to-School" clothes and school supplies drives, as well as book drives for our adopt-a-schools. And we are also committed to working with bringing to our facility organizations which collect business attire to give to needy men and women for interviews and first jobs.

a. S. J. T.

*** TRANSMISSION REPORT ***

APR-18-97 17:44 ID:2024827139

OC/WASHINGTON

START TIME	APR-18-97 17:43
TELEPHONE NUMBER	94566704
NAME(ID NUMBER)	456 6704
TRANSMISSION MODE	EMMR
RESOLUTION	STD
PAGES TRANSMITTED	03
MAILBOX	OFF
SECURITY	OFF
INFORMATION CODE	OK
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MACHINE ENGAGED	00'40

Office of the Secretary

Facsimile Transmission Sheet

To	Diana FORTUNA	From	CAROLYN MAJEWSKI
Office	DPC	Date	4/22
Fax Number	456-7431	Fax Number	202/ 586-7644
Office Number		Office Number	202/ 586-6210

Dept. of Energy

Comments:

Diana -

Commitments Summarized
for Fed. Commits
Package.

- Thanks

Carolyn

Question, 586-0652

Pages: 2, including this cover sheet.

If Transmittal is Incomplete, Please Phone _____ at 202/ 586-6210.

Department of Energy Commitments

The Department commits to expanding its Chicago Science Explorers Program to introduce more students, particular minorities, to science as a career possibility for their own lives through a series of TV programs profiling scientists that will be shown in schools. The Department will also create a pool of math, science and technology employees that will volunteer to speak at elementary, junior and senior high schools around the country and commit to conducting Book Drives throughout headquarters and Field Offices to benefit local schools with a goal of donating 2000 books by the year 2000.

DK to JMC

To: Diana Fortuna

From: Joel Berg

2 pages, including this cover

Very small, but important changes, to our Summit commitment language. (See attached)

- 1) The Congressional Hunger Center will be co-sponsoring the Food Recovery Summit with USDA.**
- 2) The correct name is "National 4-H Council".**
- 3) Need to specify that the additional 300,000 4-H youth will actually participate in "community service activities."**

- The Office of the Secretary of Defense commits to 100 alliances between the Defense Department youth programs and the Boys & Girls Clubs (B&GC) of America, to reach military youth in local communities and strengthen youth programs at participating bases. Currently 51 of 90 Air Force youth programs have been granted B&GC charters.
- The Department of Defense commits to a 50% increase in high school enrollment in Junior ROTC Career Academies, an alternative to the regular high school JROTC program designed to address the special needs of "at-risk" youth. Thirty JROTC Career Academies are located primarily in inner city schools in large urban areas nationwide.

United States Department of Agriculture

- **Food Recovery and Gleaning** -- USDA commits to increase significantly the amount of excess food that is recovered and distributed to Americans in need, with a particular emphasis on involving young people in gleaning. The Secretary will convene a National Summit on Food Recovery, modeled on the Presidents' Summit, to call on Americans to commit to increase recovery of excess food. The Department will work with the National Collaboration for Youth, Rock and Wrap It Up, and Food Chain to recover excess food from school lunches and large concerts, and with farmers' markets, rural empowerment zones, and school districts.
- **"This Land is Your Land" Service Initiative** -- The Department commits to engage 26,000 more Americans in voluntary environmental service, and to offer conservation education to half a million school children by the year 2000, through a 25% increase in the Forest Service Volunteer Program and an increase of over 40% in the number of volunteers in its Natural Resources Conservation Service "Earth Team."
- **After-school Programs** -- USDA will work with state cooperative extension services and the National 4-H Foundation to expand the 4-H Program to engage an additional 300,000 youth in after-school activities. To meet this goal, the 4-H program will recruit an additional 20,000 teenage and adult volunteers who will serve as program coordinators and mentors. USDA will also provide assistance to the Future Farmers of America, the National Farmers Union, the Nature Conservancy, and the American Heart Association to help those organizations meet their goals to increase after-school activities that provide mentoring, environmental education, and nutrition education to youth.
- **Matching Volunteers with Service Opportunities** -- USDA will create a new Web site to match up volunteers with service opportunities fighting hunger, improving the environment, and boosting rural communities.

① and the Congressional Hunger Center

② Council

③ Community Service

U.S. Department of Justice

- **Youth Network** -- To promote youth service, the Department commits to create a Youth Network to provide a forum for young people, national organizations, and DOJ to exchange ideas about juvenile violence, delinquency prevention, and volunteerism. Through a web site and national meetings, the Network will offer young people a chance to participate in local delinquency and juvenile justice programs and policies, as well as to contribute to the national debate on these issues. Partners will include the National Crime Prevention Council, Boys and Girls Clubs of America, Big Brothers/Big Sisters, National

FAX**Date** 04/21/97**Number of pages including cover sheet** 3**TO:***Diana Forlini***Phone****Fax Phone****FROM:***Eric M. Dodds*

GSA

Phone

(202) 501-1104

Fax Phone

(202) 208-5430

CC:**REMARKS:**☐

Urgent

☒

For your review

☐

Reply ASAP

☐

Please Comment

Diana,

We have made changes from the original document, please review.

Eric



U.S. GENERAL SERVICES ADMINISTRATION
Office of the Administrator

*please
type*

APRIL 21, 1997

MEMORANDUM TO DUTY A FORTUNA

FROM: ERIC DOUGLAS, General Services Administration

EM

SUBJECT: Agency Commitments to the Service Summit

GOOD NEIGHBOR PROGRAM

GSA commits to increasing and expanding the Good Neighbor Program nation wide. This program is an example of GSA's commitment to revitalizing America's urban centers. In cities that have established Business Improvement Districts (BIDs), we are building partnerships with communities and federal agencies and are leveraging our resources to contract for common services such as security and maintenance. Using previously established authorities under the 1976 Public Buildings Cooperative Use Act, GSA provides access and use to federal facilities for community groups, classes for colleges and surplus property for public use. Approximately 13 Memorandums of Agreement (MOUs) have been signed between GSA and national and local organizations around the country. The next MOU signing will be in Miami in May.

AID TO EDUCATION

- **ADOPT-A-SCHOOL:** GSA commits to increasing the number of adopt-a-schools. GSA employees from Regional and Central Office participate in a variety of mentoring and other activities at these schools. Central Office employees are developing a program to further their support of the National Children's Museum's Options School. These are children from 5th through 8th grade who live in the District of Columbia and are most "at risk". Our Northeast and Heartland Regions are donating training and computer support activities. GSA's Hispanic Advisory Council and the GSA African-American Employees Special Emphasis Program continuously provide fund-raisers for scholarships to local community schools. The Greater Southwest Region has adopted George C. Clarke Elementary School and is an annual participant in the Fort Worth Independent School District Project's "Vital Link" that provides on the job training for 7th grade pupils. National Capital Region employees provide mentoring for children in the High School GED Program. The Federal Supply Service has two partner schools which they supply with school supplies and clothes. They also hire students from School to Work in the Franconia Warehouse.

AID TO EDUCATION CONTINUED

- COMPUTERS TO SCHOOLS:** GSA continues to donate excess computers and peripherals to schools and has become the coordinator for computer donations from federal agencies. To date, GSA has donated over 1,000 computers. GSA commits to donating computers and software to GSA's adopt-a-schools. GSA volunteers will continue to donate their time to teach the students how to use the software programs. After this week, Administrator Barram will teach students at the Options school on the use of certain software programs.
- HELPING EMPLOYEES RECEIVE A HIGH SCHOOL DIPLOMA:** GSA commits to expanding nationwide the GSA GED training program. A number of GSA employees do not have a high school education. GSA volunteers prepare other GSA employees to take the GED examination.

CLEANING SURPLUS

GSA continues to work with the Environmental Protection Agency (EPA) to clean up surplus materials. GSA commits to exploring a



Beyond the Water's Edge: Charting the Course of Managed Care for People with Disabilities
November 20 - 21, 1996, St. Michaels, Maryland
Sponsored by: Office of the Assistant Secretary for Planning and Evaluation
Health Care Financing Administration
American Association of Retired Persons

1, 7 m

formal 9-5

prgs

18,000 schools 50,000 formal

5m 5-C

Robert Joseph

Presidents' Summit for America's Future
Interagency Work Group Meeting
April 1, 1997

Absent Agencies;

Commerce

HUD

SBA — struck

USIA — OK

~~DO~~

~~IA~~



March 26, 1997

Ms. Diana Fortuna
Domestic Policy Council
Old Executive Office Building
Room 224
Washington, D.C. 20500

Dear Ms. Fortuna,

We, at the National School-to-Work Office, are thrilled at the possibilities offered by the Presidents' Summit for America's Future. We would very much like to be part of the overall effort, and feel we can make a real contribution.

As you may know, the School-to-Work Opportunities Act passed with great bipartisan support and was signed into law by the President in May of 1994. It offers tens of thousands of students the opportunity to connect what they are learning in the classroom with the real world of work. An integral part of that connection is made by adults who serve as mentors for students at the workplace and at school. For that reason, I believe School-to-Work is a "perfect fit" with the goals of the Summit.

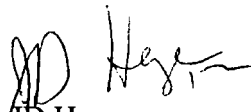
Because business participation is such a vital part of the success of our initiative, there has been a great investment made in the National Employer Leadership Council (NELC); a diverse group of businesses and industries who are committed to making School-to-Work an opportunity for all students. The NELC has developed an employer participation model that defines the role businesspeople can and should play in lives of School-to-Work students.

Enclosed is a copy of the NELC's Employer Participation Model and some background material on School-to-Work. I hope both will provide you with further evidence that School-to-Work is a working example of what the Summit is all about.

I would welcome the opportunity to speak with you about School-to-Work and our nationwide involvement in mentoring.

Best of luck to you in the very important endeavor.

Sincerely,



JD Hoyer
Director

Enclosure

SCHOOL-TO-WORK AND THE PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE

INTRODUCTION

School-to-Work is an educational approach, combining advanced course work, technological skills and real-life learning that prepares students for college and the cutting-edge jobs of the 21st century. School-to-Work expands the four walls of the classroom by introducing a fourth "r" into America's education system -- reality.

Based on unique and growing business and community partnerships, 1,800 schools across the country are using School-to-Work to connect the classroom with the real world of work for more than half a million young people. This crucial connection takes a personal commitment on the part of the individuals involved. For example, more than 135,000 businesses across the country are using School-to-Work to provide youth with an ongoing relationship with a caring adult or mentor as well as providing them with marketable skills through effective education. There are 37 states and 81 communities across the country that currently implement School-to-Work systems.

BACKGROUND

The School-to-Work Opportunities Act was signed into law by President Clinton in May of 1994. The seeds of this act were planted during the Bush administration, and the legislation received overwhelming bi-partisan support. The bi-partisan legislation was signed into law in an attempt to better meet the needs of workers in the 21st century.

School-to-Work's legislative mandate is to fill the gap that exists between the education and business sectors. School-to-Work's main goal is to provide young people with a rigorous academic program combined with solid grounding in the technologies and real-life learning experiences to prepare them to function in the new, demanding job environment. School-to-Work is a gateway educational approach that prepares young people for college and the jobs of the future.

GOALS OF PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE AND SCHOOL-TO-WORK

School-to-Work is about providing youth with mentors who prepare them for the 21st-century workplace. The first goal of the Summit is to provide an ongoing relationship with a caring adult. All across the country School-to-Work is creating additional tutoring or mentoring relationships to create a positive impact on the lives of young people.

The third goal of the Summit -- providing youth with marketable skills through effective education -- states that many young people attend high school with little or no concept of how their studies will prepare them for a job or economic opportunity. School-to-Work is a direct answer to the challenge that too many young people feel they are just "getting by" and "going through the motions" when they are in high school.

CHALLENGE

By the year 2001, School-to-Work will commit to:

- implementing a School-to-Work system in every state in the U.S.
- tripling the amount of companies that are involved with School-to-Work so that approximately 400,000 US companies have mentoring initiatives or School-to-Work systems within their organizations and are partnering with their local school districts. These companies will commit to not only having students learn in the workplace but also bringing teachers into the workplace.
- ensuring that every school district in America has had the opportunity to implement a School-to-Work system within their community.

* Hygenaa
* Melinda re VA2
* Nsc
* Hansen + Bowman ^{MP} shld call HSSS
* Steve re Cab involvement
— Navy - what??

VA Mtg w/ Rasco

①

maybe
something
before May

American Legion Auxiliary

- end of April
- 900,000 members
- not always big cities

Can't make new commitments till May
~~effort~~ - run by members, other than Bd in May

Legion, VFW, AmVets
Gone to Melinda

- hard to get ^{baseline} inventory
- VSO's - been doing immuniz @ VA facs
- sponsor scholarships
- crime
- Need to raise bar: MH - a lot of friction

Plus - VA actively recruits other volunteers to help
* includes young volunteers

Yes - increase partic by 50% by 2000

②

98,000 → 150,000 → Goal 5

Nobody complains re vols vs. who

Regul Rel + Places [Altsch - ^{neg} Mike Kincaid - ^{Ch} Corp
 \$ THE WHITE HOUSE
 Bollyp WASHINGTON
 Fed Emp Summer job Fed
 T + Tech Assist - can eat & ^{60%} Guard, Reserve
 Offer school Cabinet svc
 including kids svc - DOD - Boys + Girls Club
 → - DOD - Base youth center
 - DOD - Comm's
 - Housing projects
 McCaffrey / ret'd

- 1 - Other ideas?
- 2 - Baseline / leap
- 3 -

JH ROTC

What P do you alr hv?
 What does Fed govt
 What is leap forward
 Navy? Army? baseline



Washington, D.C. 20530

March 27, 1997

Department of Justice Programs Utilizing Volunteers

The following programs are among those initiated or supported by the Department of Justice, which utilize volunteers to further their goals:

- * Court Appointed Special Advocates (CASA)
- * Drug Education for Youth (DEFY)
- * Juvenile Mentoring Program (JUMP)
- * Provision of Pro Bono Services by Federal Government Lawyers

Court Appointed Special Advocates (CASA)

CASAs are trained volunteers who advise juvenile court judges as to the best interests of abused or neglected children, thereby ensuring that the courts act in a sensitive and appropriate manner to provide children with safe, permanent homes.

A CASA volunteer is appointed by the court when a child's interests are first threatened. Typically, the appointment is made during or immediately after the first hearing, which may be a shelter care or custody hearing. The CASA volunteer then conducts an independent review of the child's circumstances by interviewing the child, parents and other family members, teachers, neighbors, doctors and other individuals with pertinent information, and reviews all relevant documents. Through written reports and oral testimony, the CASA volunteer then recommends to the court what is in the child's immediate and long-term interests. The volunteer remains involved in the case to ensure that the child remains safe until a permanent resolution is reached.

CASA is an outstanding example of a highly-acclaimed, national program that serves the needs of youth and children by intervening in their lives to effectuate positive change. Moreover, CASA works because its volunteers make it work. Indeed, CASA may be something of a model of volunteer recruitment, training and retention. Not only has CASA had great success in attracting committed, long-term volunteers, but it also has a strong record of retaining its volunteers. Part of this success is attributable to the fact that volunteers are screened, interviewed and required to participate in a 40-hour training course before they are appointed to a case. They are then given on-going support and guidance by volunteer managers, attend monthly in-service programs, and are recognized by awards or by articles in monthly newsletters. But the most important reward for a CASA volunteer is the immediate and enduring impact that his or her work can have on the life of a child.

CASA's 39,000 volunteers now serve over 145,000 children each year, from 670 program sites nationwide. However, while the number of CASA volunteers has grown steadily at an annual rate of about 10 percent, more volunteers are needed in order to meet the needs of all children in the juvenile court system. Thus, the National CASA program has established the goal of providing a volunteer for every child in need by the year 2000.

The Department of Justice currently funds National CASA at \$7 million per year; \$6 million of this is then distributed to local CASA organizations. Given the tremendous, proven effectiveness of CASA, the Summit presents an ideal opportunity to encourage private sector partnerships with local CASA programs.

Drug Education For Youth (DEFY)

DEFY began in 1993 as a youth outreach program developed by the Department of the Navy to use military role models in promoting positive life choices and to reduce the demand for illegal drugs. The Navy has now partnered with the Department of Justice Office for Weed and Seed to implement DEFY at Weed and Seed sites across the United States.

DEFY begins each summer with a 5 - 8 day summer camp program for children ages 9 to 12 at a Navy, Marine Corps or other military facility. The camp combines drug education, discipline, self-esteem building and physical fitness. In the following ten months, known as Phase II, children are mentored by individuals from the local U.S. Attorneys Office, Police Department, local university and others; taken to special events such as baseball games, bowling, swimming, movies, tours of correctional and military facilities; and taught the value of education, health and citizenship. Participants are able to "network" with children that live different lifestyles than their own, and see that life does not have to involve gangs and drugs. In this way, DEFY combats the temptations and peer pressure associated with drugs and gangs before they become a problem.

DEFY is thus a strong example of an early-intervention program that successfully uses volunteers to reduce drug abuse and promote responsible lifestyle choices among youth. DEFY will be expanded to additional sites in 1997.

Juvenile Mentoring Program (JUMP)

A number of recent studies have demonstrated the effectiveness of one-on-one, ongoing relationships with a caring adult in reducing youth crime and drug abuse. These studies have shown (1) that adolescents spend at least 40 percent of their nonsleeping time (usually in the afternoons, from 3:00-7:00 pm) alone, with peers without adult supervision, or with adults who might negatively influence their behavior; (2) that most youth crime occurs during this same time period; and (3) that youth who participated in a Big Brother/Big Sister mentoring program for 18 months were 46 percent less likely to start using drugs and 27 percent less likely to start using alcohol than their non-mentored peers, were 33 percent less likely to hit someone, and skipped half as much school, felt more competent about doing school work, and showed modest gains in their grade point averages.

While BB/BS is able to provide mentors to about 75,00 youth, they estimate that about 15 million youth could benefit from having a mentor. To attempt to meet this need, JUMP was established by Congress in the 1992 amendments to the Juvenile Justice and Delinquency Prevention Act. Over the last several years, the program has expanded, to the extent that approximately 50 JUMP sites nationwide are now funded by awards totaling \$7 million.

These projects use volunteer mentors from all segments of society: police and fire department personnel, college students, senior citizens, federal employees, businessmen and others. JUMP is administered by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention.

ENCOURAGING FEDERAL GOVERNMENT LAWYERS TO PROVIDE PRO BONO LEGAL SERVICES

There is a significant shortfall in the availability of legal services for low and moderate income people in this country. Much of this unmet legal need involves children. Not only family law issues, like custody and child support, but housing and employment issues, have a significant impact on them.

There has been increasing emphasis on encouraging America's legal profession to step up its contribution, by providing pro bono legal services. Most state bar codes of ethics contain some sort of (non-mandatory) obligation to provide legal services to underserved communities.

More than 8% of this country's lawyers work for governments - federal, state and local. Although in many cases, there are at least some limitations on the types of pro bono activities government attorneys may get involved in, these are limitations; they are not absolute bars.

Almost immediately following President Clinton's 1996 Executive Order 12988 asking federal agencies to develop programs to facilitate participation by agency lawyers in pro bono activities on their own time, the Department of Justice issued a comprehensive policy statement encouraging its attorneys to provide pro bono legal and volunteer services. The statement addresses a variety of issues that face federal government lawyers who do pro bono work, including conflict of interest and ethics questions, resource issues, and questions relating to malpractice coverage.

The Department works with a variety of local pro bono legal service providers across the country to find ways to make it easier for government lawyers to volunteer with them. For example, local bar associations running legal clinics have been willing to screen cases so that cases handled by Department attorneys who are volunteering are less likely to present a conflict of interest or other ethical issue. They have also provided malpractice insurance and training for our attorneys. Department attorneys' legal volunteer efforts have included custody, abuse and neglect, housing and other cases.

Lawyers in the Department's Washington headquarters, as well in many of the United States Attorneys Offices across the country are using their own time to help children and others with unmet legal needs, giving back something to their communities and sharing the benefits of their skills.

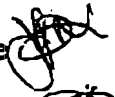
The Department was the first federal agency to develop a comprehensive policy on pro bono activity. In an effort to spread the idea to other federal agencies, it hosts an inter-agency working group on pro bono. More than 40 federal agencies have participated.



DEPARTMENT OF THE TREASURY
WASHINGTON

February 28, 1997

**MEMORANDUM FOR BRUCE REED
STEVE SILVERMAN**

Thru: Benjamin Nye 
From: James B. Coleman 
Anthony Fleming 
Subject: Treasury's Volunteer and Service Activities

The Department of Treasury has over 12,800 thousand employees currently involved in volunteer activities that encompass all five categories of themes relevant to the President's Summit for America's Future. Some of these programs are directly sponsored by the Department, particularly in the education support and outreach area; however many more programs benefit from Treasury employees who simply volunteer their time or services in support of various community activities. This memo outlines the programs in which Treasury and its employees are involved. We organized it by bureau in order make it easier to understand what each part of Treasury is doing.

Law Enforcement

Treasury's law enforcement bureaus' employees have a special role to play in helping to maintain sound communities. In these bureaus there is a strong sense of public service responsibility. For many of those employees volunteer activity, in the form of community service and public outreach, is part of the job.

Bureau of Alcohol Tobacco and Firearms (ATF)

ATF has 500-800 employees who volunteer time or service throughout the year. An example of some of those programs include:

Mentoring and Tutoring/Safe Places and Structured Activities During Non-School Hours to Learn and Grow

GREAT (Gang Resistance Education and Training) Program

ATF originated the GREAT Program, which is in place in schools all over the nation. In addition, many field offices have "adopted" schools in their communities, and have assisted in tutoring, teaching, and furnishing supplies and equipment. The Bureau of ATF has a history of active participation in the Law Enforcement Explorers Program.

Marketable Skills through Effective Education

Academy of Law Justice and Security - Career academy in Washington D.C. High School.

A Healthy Start

National law Enforcement Torch Run benefitting the Special Olympics.

United States Customs Service

The Customs Service has approximately 2,500 employees involved in volunteer programs. An example of some of the activities include:

Mentoring and Tutoring/Safe Places and Structured Activities during non-school Hours to Learn and Grow

Explorers Program - 50 posts with approximately 900 students and 250 employee advisors.

Special Olympics - supported by Explorer Posts in local communities.

Gang Resistance and Education Training (GREAT) Program - education program for 7th graders and above, developed by ATF and active in 45 states; Customs has ten certified GREAT instructors.

Adopt-a-School - 12 schools have been "adopted" by Customs organizations around the country.

Marketable Skills through Effective Education

Outreach - a range of activities including Career Days, demonstrations and hosting visits to Customs facilities.

A Healthy Start

Drug Awareness and Resistance Education (DARE) Program - education program for 4th graders through 6th graders.

Volunteer their personal time in a wide range of activities serving the youth and children of their communities. These activities include, but are not limited to, coaching sports teams, neighborhood watch, career days at schools, cash register.

United States Secret Service

The Secret Service has 500 to 800 hundred employees who volunteer their time or services. An example of some of the activities include:

Mentoring and Tutoring

Many Secret Service Field Offices and Divisions currently mentor, or have "adopted" public schools. A few examples include adopted schools in Washington, D.C., Atlanta, Georgia, Syracuse, New York, Houston and San Antonio, Texas, and Philadelphia, Pennsylvania. These examples are only a few of many programs, which also include the purchase of needed equipment, providing educational programs by USSS employees stressing crime prevention and personal responsibility; field trips and social activities centered around the structure of the community.

Of particular note the President's detail has adopted the Kramer Middle School in Washington D.C. The school was given as a gift to President Clinton for Christmas.

Safe Places and Structured Activities during non-school Hours to Learn and Grow

Secret Service Forensic Services Division established an ongoing partnership with private industry and the Center for Missing and Exploited Children in 1992. As a result of that alliance, the Division has been enabling the purchase of "Kid Print" computers throughout the Service and by private industry, which takes fingerprints, photo, and personal history information on children which is then recorded and printed on a one-page document for later use. The Boston Field Office has introduced this system into the local school system.

"Operation Safehome" is a program in which agents conduct security surveys for dangerous public housing areas.

A Healthy Start

Special Olympics has been championed by the National Law Enforcement Torch Run. All Secret Service offices residing in areas that support Torch Run activities participate in the events, which includes all Washington D.C. based offices and divisions, and many field offices.

Due to the nature of Secret Service's law enforcement mission, much of the "volunteer" work stats are addressed as part of the normal course of business. The Service has 143 field locations; each, as mandated by policy, is responsible for maintaining liaison with all community entities (i.e., schools, businesses, other law enforcement agencies) in an effort to best educate about and promote following safe paths for our youth.

Based on an informal poll, 10% of Washington, D.C. Headquarters based Secret Service employees are involved in programs directly affecting the welfare and future of our children. Examples include: Boy and Girl Scouts, 4-H, numerous athletic coaching activities, drug and alcohol outreach programs, and school/community support programs.

Federal Law Enforcement Training Center (FLETC)

FLETC has 120 employees involved in volunteer activities, some examples include:

Tutoring and Mentoring

Partnership In Education with the local school system providing mentors to work with students; approximately 12 employees working mentors.

Safe Places and Structured Activities during non-school Hours to Learn and Grow

Participate in the United Way "Annual Day of Caring" providing volunteers to repair structures and equipment used by youth programs.

Marketable Skills through Effective Education

Provide information on drug use prevention; employees speak at schools and other forums about drugs, education, law enforcement and other careers, and other topics.

Have a college internship program that attracts students from various undergraduate and graduate levels from around the country.

Participate with the local school system in annual career days at the schools and in the workplace.

An Opportunity to Give Back

There are a number of other volunteer activities aimed at youth that FLETC employees participate in from Boy & Girl Scouts to holiday fund raisers (Cooperate with Marine Corp. Toys for Tots), and relief efforts for needy families.

FLETC Enforcement Techniques Division has provided photography instruction to local nurses specializing in child abuse cases.

FLETC Media Support Division trains local school system media on how to use equipment. In addition, the FLETC offers school bus driver training, and use of the facilities for the GREAT program.

Participate in the Special Olympics program providing about 28 volunteers.

Other Treasury bureau employee volunteer activities

Bureau of Engraving and Printing (BEP)

BEP has approximately 120 employees involved in volunteer activities, some examples include:

Tutoring and Mentoring

Adopt-A-School - Workshops ,Tours, and Employment.

An Opportunity to Give Back

Adopt A Family, Food Bank, Senior Citizens Outreach, School Lunches.

Bureau of Public Debt (BPD)

The Bureau of Public Debt has approximately 100 employees involved in volunteer activities, examples include:

Tutoring and Mentoring

Employees participate as tutors, read-aloud volunteers, assist in classrooms and provide technical support to the school's computer lab.

Marketable Skills through Effective Education

Student employment program offers opportunities to local students to gain practical work experience in a variety of jobs.

Departmental Offices (DO)

The Departmental Offices has approximately 200 employees involved in volunteer activities, some examples include:

Tutoring and Mentoring

Adopt-A-School

Career Days and Group Work

Marketable Skills through Effective Education

Partnership In Education

Treasury Summer works

Summer paid employment
Summer Internship
Summer employment for HS/College Students
(paid or unpaid)
Project Outreach (Law Enforcement)
Nation-wide Law Enforcement Program

An Opportunity to Give Back

Reading to Adults
Men's Homeless Shelter Clothing Drive

Financial Management Service (FMS)

FMS has approximately 150 employees involved in volunteer activities, some examples include:

Tutoring and Mentoring

50 FMS managers mentor students from a high school in Hyattsville, Maryland.

Reading Is Fundamental program participation.

A Healthy Start

Angel Tree - a program that provides gifts for children whose parents are incarcerated.

An Opportunity to Give Back

20 employees who regularly assist the So Others Might Eat (SOME) soup kitchen in Washington, D.C.

Adopt-a-Family

AIDS Victims Advocacy Project

Claria's House for Battered Women in Chicago, Illinois.

Internal Revenue Service (IRS)

The IRS has approximately 7000 employees involved in volunteer activities, some examples include:

Tutoring and Mentoring**Tutoring within the Schools****Association for Improvement of Minorities****Hispanic Internal Revenue Employees****Adopt-a-School Program****Workshops****Seminars****Work Experience****Marketable Skills through Effective Education****Speakers Bureau Participation within school****Academy of Law, Justice & Security Program****Summer Jobs Youth Program****Apples for Students Program****A Healthy Start****Border Babies Program****Court Appointed Special Advocate Program****An Opportunity to Give Back****Habitat for Humanity****Volunteer Income Tax Assistance****Senior Citizen Programs****United States Mint**

The Mint has approximately 870 employees involved in volunteer activities, examples include:

An Opportunity to Give Back

Big Sisters Program, Project Read, Summer Internships, Hospital Volunteers, Combined Federal Campaign, Habitat for Humanity Build Day, Blood Drives, Boy Scouts and Boys Clubs, Little League and Coaching, School Boards.

Office of the Comptroller of the Currency (OCC)

Office of the Comptroller of the Currency has 86 employees involved in volunteer activities, examples include:

Tutoring and Mentoring

Partnership in Education (PIE) with Amidon Elementary School (Washington, D.C.). Most volunteers are tutors; generally they work in pairs with each partner tutoring the child for one hour a week. Also work as aides in the gym, the counselor's office, the computer lab, and the classroom.

An Opportunity to Give Back

Other volunteer efforts include a PIE program in Chicago, Toys for Tots, and active school volunteer programs in duty stations in the Southwest District.

Also make sure the volunteers are trained, effective, and motivated through orientation programs, networks, and also receive teaching material and workbooks.

Office of Thrift Supervision (OTS)

OTS has approximately 700 employees involved in volunteer activities, some examples include:

Tutoring and Mentoring

Teacher Assistants

Foster Parents

Big Brother/Big Sister

Special Event Volunteers at the Dallas Zoo

Sport Coaches (baseball, basketball, football, etc)

Juvenile Jail Ministry

Tutors

Field Trip Chaperons

Safe Places and Structured Activities

OTS sponsored day care center

Volunteers at Salvation Army Shelters for Battered Women

A Healthy Start

Participants in the World Food Day

Adoptive Parents

Volunteers at the Salvation Army kitchens

Volunteers to Assist with drives at immunization clinics

An Opportunity to Give Back

**Nursing Home Visitation Programs
Hospital Volunteers
CFC Contributors
UNCF Contributors
Habitat for Humanity
Emergency Medical Technicians Volunteers
Mediator Volunteers
Ambulance Service Volunteers
Snow Removal for the Sick/Elderly Volunteers
Medical Transportation for the Sick/Elderly
Members of Volunteer Fire Departments
Hospice Care Volunteers**



U.S. Department of Justice

Washington, D.C. 20530

February 28, 1997

NOTE: THIS DRAFT IS A PRELIMINARY ONE. THE CONTENTS HAVE NOT BEEN FORMALLY APPROVED BY THE DEPARTMENT.

DEPARTMENT OF JUSTICE VOLUNTEER AND SERVICE INITIATIVES

The Department of Justice has a number of programs where volunteers can play (and in some cases already are playing) an important role. In addition, many of its employees are actively involved in volunteer activities.

WEED AND SEED PROGRAM

- ◆ Weed and Seed DEFY (Mentoring, afterschool activities, marketable skills)

This partnership between DOJ and the Department of the Navy is a program that uses volunteers (military personnel, police, parents and DOJ employees) to promote drug-free lifestyles for young people. Volunteers provide mentoring and summer camp experiences. Three Weed and Seed sites have piloted this program, and it is being expanded this year.

- ◆ Weed and Seed Safe Havens (afterschool activities, mentoring)

Safe Havens are an element of the Department's Weed and Seed initiative that provide a place for young people to go after school. Some of the existing sites use volunteers to provide mentoring, tutoring and other assistance, and the program overall is a good potential user of volunteers.

OTHER PROGRAMS

- ◆ JUMP (Juvenile Mentoring Program) (mentoring)

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) gives 50 grants to local programs that

use volunteers to mentor high risk youth to reduce juvenile delinquency and gang participation, to improve academic performance and reduce school drop out rates.

◆ Court Appointed Special Advocates (mentoring)

OJJDP supports the CASA program, which uses volunteers to act in a child's interest in court cases involving abuse and neglect, with training and technical assistance. There are currently 25,000 volunteers and the goal is 100,000.

◆ SafeFutures (mentoring, afterschool, marketable skills)

This OJJDP-funded program pulls together resources to address youth violence and delinquency. The SafeFutures sites can be encouraged to reach out to volunteer assistance in teaching marketable skills to young people, and to help with conflict resolution programs, mentoring, and afterschool activities, among other elements of the program.

◆ Teens, Crimes and Community (opportunity to give back)

This OJJDP program supports efforts to get young people involved in fighting crime in their communities, through, e.g., community clean-up efforts. An increased number of communities are being added to this effort each year.

◆ Law-related education programs (marketable skills, opportunity to give back)

This OJJDP-funded program uses volunteers to teach young people about citizenship responsibilities and the legal system. This program continues to grow.

◆ Teen Courts (opportunity to give back, mentoring)

Teen courts are an new "early intervention" to problems associated with delinquency, traffic safety and substance abuse. They use both adult and teen volunteers to hold youth offenders accountable for their actions. Volunteers are used as defense counsel, decisionmakers, and part of the "jury." Youth offenders may have "community service" requirements as part of their sentence. After sentences are completed, youth offenders may be asked to volunteer in the teen court as part of a rehabilitation effort.

◆ Missing and exploited children (healthy start) *SafePlace*

Volunteers are trained to assist law-enforcement officers in the search for missing and runaway children and

for crisis counseling for families. The Department has regional centers delivering training and technical assistance.

◆ SafeKids (healthy start)

This new Office of Justice Programs program is designed to help police, social service agencies and courts work together to prevent and treat child abuse. The grantees can be encouraged to take advantage of volunteer resources in their areas as they plan how to work together.

DEPARTMENT EMPLOYEES AS VOLUNTEERS

◆ Pro Bono Legal Services

The Department of Justice has an active program to facilitate the ability of its lawyers to volunteer pro bono legal services. Some of those services are being provided in child custody cases and other family law disputes. The Department is working with other federal agencies to assist them in setting up similar programs to encourage pro bono legal services.

◆ Volunteer Services

The Department has had a longstanding program to encourage volunteerism and community service by its employees. Among many other activities that Department employees are engaged in, the Department has adopted 68 schools; DOJ employees tutor and mentor students, as well as providing educational opportunities such as field trips.

The Department provides school-to-work opportunities for high school students, as part of its partnerships with secondary schools.

DEPARTMENT USE OF VOLUNTEERS

The Department itself uses volunteers. The Federal Bureau of Prisons uses over 7000 volunteers in its prisons. The FBI uses more than 800 volunteers in its community outreach programs.

For more information: Nancy G. Miller, Senior Counsel, Office of Policy Development (202) 514-3116

D R A F T

WEAL (Washington Energy and Learning) PARTNERSHIPS

"**Weal**² (wēl) n. [ME. *wele* < OE *wela*, wealth, well-being, akin to OS. *wela*: for IE. see WILL¹] 1. a sound or prosperous state; well-being; welfare [the public *weal*] 2. [Obs.] a) wealth b) the body politic"

- Webster's New World Dictionary of the American Language (p. 1610)

SUMMARY

WEAL Partnerships will bring together the local community, the private sector, and federal agencies to make Washington, D.C. schools more healthy, clean, and productive places for children to learn by improving efficiency in the use of energy in public school buildings.

WEAL Partnerships will produce economic efficiency, public accountability, environmental quality, and learning experiences for all partners:

Economic efficiency will be produced by reducing energy costs associated with the operation of existing, renovated, or new public school buildings. Cost savings are estimated in the range of % return per tax dollar invested (need DOE #s).

Public accountability will be enhanced by ensuring that both local and federal tax dollars will be invested in the operation, renovation, and construction of public school buildings in a manner that achieves the maximum feasible return per tax dollar invested.

Environmental quality will be improved by reducing the environmental consequences of emissions resulting from consuming fossil fuels to heat, cool, and light public schools.

Learning experiences will be provided for all partners. For example, high school students will attain a marketable skill by learning how to identify opportunities to reduce energy consumption in their schools; all students in a school will benefit from a more productive learning environment; DCPS will learn how to improve the cost-effectiveness of the operation and maintenance of its buildings; and federal agencies will learn how to use their resources to be a better neighbor in the D.C. community.

PARTNERS

Partners include local high school students; the White House Council on Environmental Quality; the central administration of the District of Columbia Public Schools (DCPS); school principals; local Home and School Associations; the Potomac Electric Power Co. (PEPCO); the Washington Gas and Light Co.; the Alliance to Save Energy; the Friends of the Earth; the U.S. Department of Energy; the U.S. Department of Education; and the U.S. Environmental Protection Agency.

PARTNERSHIP COMPONENTS

Curriculum and Training: DCPS and federal agencies will develop programs and curriculum to train high school teachers and students to use "School Energy Doctor" software to identify opportunities for cost-effective investments that will increase efficiency in the use of energy in buildings in the D.C. public school system.

Operation and Maintenance: DCPS will give serious consideration to investments in energy efficiency based upon recommendations from students -- and verified by the U.S. Department of Energy -- that will a _ % return on investment over _ years. Particular consideration will be given to investments that also demonstrate improvements in the productivity of learning within a school. (Need data from DOE on improvements in learning productivity...)

Renovation and Construction: The U.S. Department of Energy has developed a "technical protocol" to improve access to capital on favorable terms for energy efficiency investments in school buildings by assuring lenders that such investments will provide significant return on investment. The protocol will accurately project cost savings that will result from improved energy efficiency when existing buildings are renovated or new buildings are constructed. WEAL Partnerships will employ the protocol to guarantee that public investments in renovating or constructing school buildings in the District of Colombia achieve significant returns per tax dollar invested.

Mentoring Programs. Programs will be established to create ongoing mentoring relationships between students involved in the program and adults from DCPS, federal agencies and the private sector.

Internships. Students who excell in the program will be elige for special summer internship programs with federal agencies or private sector partners.

Peer Learning and Service. Students in the program will be linked to other schools in the District and around the country by the Internet to share experiences and learning. A program will also be created in which high school students in the program make presentations to students in elementary and junior high schools on the whys and how-tos of energy efficiency.

Scorekeeping. A rigorous scorekeeping system will be created to track and evaluate the success of the partnerships in terms of cost savings and pollution prevented per dollar of public investment; of the number of students given opportunies to develop marketable skills, and the results of mentoring and internship programs.

COMMITMENTS

The District of Columbia Public Schools:

- * The DCPS commits to giving serious consideration to recommendations for energy efficiency investments from students in the "School Energy Doctor" program that demonstrate at least a _ % return on investment over _ years. The DCPS commits to providing a written explanation when such a recommendation from students is not accepted.
- * The DCPS commits to using the energy efficiency protocol when making decisions concerning the renovation of existing buildings or the construction of new buildings.
- * The DCPS commits to share one-half of savings accruing from avoided costs from investments in energy efficiency in a school with that school's Restructuring Team or a comparable school-based management team comprising representatives of school administration, teachers, parents, and members of the community. The school-based management team will be required to invest such savings in further improvements to the school facility.
- * The DCPS commits to establishing an internet network to permit students in the "School Energy Doctor" program throughout the city to communicate on line.

(NOT REVIEWED OR APPROVED BY DCPS)

The Federal Government:

CEQ: Will commit to coordinating the federal government's involvement in the partnership; the Chair of the Council will speak in local schools on individual responsibility to conserve energy and protect the environment; Council employees will be given the opportunity to participate in mentoring programs; a summer internship program will be created for local high school students involved in the program.

DOE: Will commit to providing technical assistance to DCPS in using the "School Energy Doctor" program and the energy efficiency protocol. DOE will verify the expected results of recommendations made by students in the "School Energy Doctor" program. DOE will participate in the mentoring and internship programs. (NOT APPROVED BY DOE)

ED: ?

EPA: Will commit to providing technical assistance to DCPS in creating a curriculum for the "School Energy Doctor" program. (NOT APPROVED BY EPA)

The Friends of the Earth: ?

The Private Sector

PEPCO: ?

Washington Gas: ?

The Alliance to Save Energy ?



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

THE ASSISTANT SECRETARY

Date: March 25, 1997

To: Diana Fortuna, fax 456-7431

From: Mario Moreno *MM*
Michele Cavataio *MC*

Re: Education Department activities for the President's summit on volunteerism

As per your request, these are ED's suggested commitments for the summit on volunteerism. Given the President's **America Reads** initiative, ED's suggestions emphasize mentoring and tutoring children (pre-K through 3rd grade) in reading. Also note that we have identified mentoring and tutoring opportunities at the middle and high school level, around the issue of preparing students for college. Finally we have included suggestions for community service involving after school programs.

READING

*401 diff
America Reads*

Read*Write*Now! is a summer reading program that will reach 1.5 million children in the summer of 1997. More than 50 organizations sponsored last summer's reading challenge, and we expect more this year. Reading partners pledge to read and write with a child for 30 to 60 minutes a week, and the child pledges to read 30 minutes a day five days a week. ED plans to have Read*Write*Now! kits available for the summit to enlist the support of the participants in this summer's challenge.

- ? ED will support colleges to enlist 100,000 college work-study students to serve as reading tutors as part of the America Reads initiative over the next two years and to sign up additional community service volunteers.

If the America Reads legislation passes, 30,000 reading specialists and tutor coordinators will be available to mobilize and train 1 million volunteer tutors as part of the America Reads initiative.

Religious organizations who are members of ED's Partnership for Family Involvement in Education are pursuing opportunities to sign up and organize reading tutors.

*what is count?
so far*

Following up on our conversation this morning on the issue of partnering with other federal agencies in a way that supports citizen service/volunteerism, may we suggest a partnership between ED, HUD, and HHS involving the **READ*WRITE*NOW** summer reading program. HUD deals with hundreds of housing authorities nationwide; by definition the residents are low-income. The children in these housing authorities are typically at-risk children many of whom are served with Elementary and Secondary Education Title I funds. What if ED working with HUD could start a summer reading program at each of these housing authority sites. In the process we could reach out for volunteers from Americorp and ED's Partnership for Family Involvement in Education.

#15

PREPARING FOR COLLEGE

ED will enlist support of the business community, senior citizens, work-study students, etc. to mentor middle school students to ensure that they are ready for college (e.g. making sure at-risk students take the right courses, are aware of financial aid, and receive help preparing applications.) ED will also produce a publication on mentoring.

ED will enlist math tutors (engineers, scientist, accountants, retired military, for example) to ensure that we meet the goal of all 8th graders competent in algebra.

ED is about to publish a hands-on guidebook to help local people set up after-school and summer programs in schools to be safe havens for learning.

AFTER SCHOOL PROGRAMS

ED will enlist support of business community and other community organizations to come together in a school setting to support youth during after school hours.

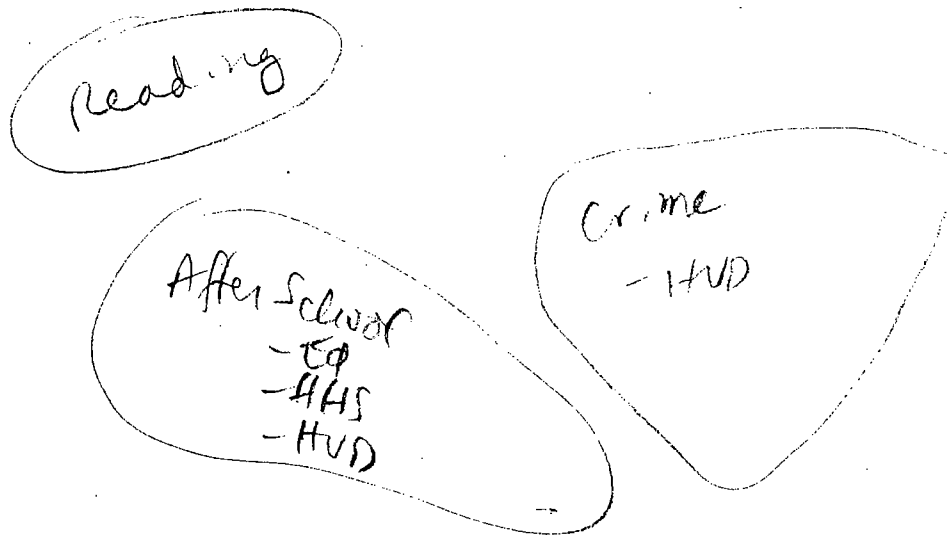
w/ HHS

The Safe and Drug Free Schools program can support service-learning projects that encourage drug and violence-free lifestyles, and it can support community service activities designed to increase a students' sense of community.

ED has proposed \$50 million for the 21st Century Community Learning Centers program which funds after school, weekend and summer activities for youth. This program requires significant community involvement and could be supported by volunteers (Americorps or other.)

As part of ED's Partnership for Family Involvement, a community organization steering committee (e.g. composed of Boys and Girls Clubs, Y's and Girls Scouts) are investigating extended use of public facilities for after-school safe havens for learning.

Hope this is helpful. If you need any addition information please call.





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

THE ASSISTANT SECRETARY

Date: February 28, 1997

To: Diana Fortuna, fax 456-7431

From: Mario Moreno *[Signature]*
Michele Cavataio *[Signature]*

Re: Education Department activities for the President's summit on volunteerism

The Department of Education (ED) supports community service and volunteerism through many of its programs. Many employees also volunteer their time at local schools, and ED has established partnerships with private and non-profit sectors to support its activities. Several of the summit goals link well to the national education goals. We consider community service an important component in meeting these goals.

Some of the proposed activities have not been shaped into specific initiatives, but we could do that over the next month. Several activities could be run through the existing Partnership for Family Involvement in Education, a group of 2,700 partners composed of religious organizations, employers, family organizations, school organizations, and community organizations. We also think that it may be worthwhile to focus our efforts at the summit on one initiative (reading well by the end of 3rd grade) to ensure a significant amount of support. ED plans a big push for the reading initiatives through the summer and then in the winter, we will broaden our focus to help students master algebra by the end of 8th grade, which is a critical gatekeeper course for college.

Below is a list of activities we have in place and some that we might pursue under each of the five goals of the summit:

1. An ongoing relationship with a caring adult: mentor, tutor, coach

Activities already (or nearly) in place

- ED will support colleges to enlist 100,000 college work-study students to serve as reading tutors as part of the America Reads initiative over the next two years and to sign up additional community service volunteers.
- If the America Reads legislation passes, 30,000 reading specialists and tutor coordinators will be available to mobilize and train 1 million volunteer tutors as part of the America Reads initiative.

- A key component of school to work programs is to connect students with adult mentors to guide them through their adolescent years.
- ED has a tutoring program in Washington, DC (Garrison Elementary) where 80 employees volunteer on a regular basis.

Possible activities

- ED will enlist 200 additional employees to tutor and do other volunteer activities in local schools.
- ED employees with expertise in student financial aid will visit all high schools in DC to tell students about financial aid opportunities for college.
- Religious organizations who are members of ED's Partnership for Family Involvement in Education are pursuing opportunities to sing up and organize reading tutors.
- ED will enlist support of the business community, senior citizens, work-study students, etc. to mentor middle school students to ensure that they are ready for college (e.g. making sure at-risk students take the right courses, are aware of financial aid, and receive help preparing applications.) ED will also produce a publication on mentoring.
- ED will enlist math tutors (engineers, scientist, accountants, retired military, for example) to ensure that we meet the goal of all 8th graders competent in algebra.

2. Safe places and structured activities during non-school hours to learn and grow

Activities already (or nearly) in place

- The Safe and Drug Free Schools program can support service-learning projects that encourage drug and violence-free lifestyles, and it can support community service activities designed to increase a students' sense of community.
- ED is about to publish a hands-on guidebook to help local people set up after-school and summer programs in schools to be safe havens for learning.

Possible activities

- ED has proposed \$50 million for the 21st Century Community Learning Centers program which funds after school, weekend and summer activities for youth. This program requires significant community involvement and could be supported by volunteers (AmeriCorps or other.)
- Read*Write*Now! is a summer reading program that will reach 1.5 million children in the summer of 1997. More than 50 organizations sponsored last summer's reading challenge, and we expect more this year. Reading partners pledge to read and write with a child for 30 to 60 minutes a week, and the child pledges to read 30 minutes a day five days a week. ED plans to have Read*Write*Now! kits available for the summit to enlist the support of the participants in this summer's challenge.
- As part of ED's Partnership for Family Involvement, a community organization steering committee (e.g. composed of Boys and Girls Clubs, Y's and Girls Scouts) are

investigating extended use of public facilities for after-school safe havens for learning.

3. A healthy start

Activities already (or nearly) in place

- ED funds a parent training network which uses volunteers to train parents on how to work with school districts on issues related to children with disabilities (there are centers in every state with 200-300 volunteers each.)

Possible activities

- ED plans to expand the Even Start program to ensure that parents have the literacy skills necessary to help their children read.
- ED is expanding its Goals 2000 parent centers from 28 to 42 States. Parent centers are designed to increase the social, emotional, and academic development of youth by working with their parents. Parent centers could use the resources of volunteers to build more extensive networks to serve families.
- If the America Reads legislation passes, ED will have funding for Parents as Teachers program which coordinates local programs to provide parents with skills and resources to tutor children.

4. A marketable skill through effective education

Activities already (or nearly) in place

- Title I permits the use of funds to link academic and vocational learning through community service.
- School to work programs use service learning as a method of linking the worlds of work and academics.
- The Vocational Rehabilitation program enlists the support of industry to identify job opportunities for people with disabilities.
- ED funds centers for independent living which use volunteers to work with disabled individuals as advocates, to help with accessibility modifications and other independent living issues (fund 230 centers across nation, with 50-60 volunteers each.)

Possible activities

- The Secretary could enlist the help of school organizations (e.g. National School Boards Association, National Association of Secondary School Principals, Council of Great City Schools, etc.) to support the idea of putting community service on the transcripts of graduating students. This emphasizes the importance of community service to employers and colleges. (The Secretary is speaking to several of these groups in the coming months.)
- As part of ED's Partnership for Family Involvement in Education, the employer group is staging a conference in May, "Better Education is Everybody's Business" to

enroll new volunteers to join the Partnership for Family Involvement and commit to family friendly policies.

- The Federal Government could support work-based learning experiences for young people by expanding the student career experience program and the student temporary employment program and most importantly, not having the students count against FTE.

5. An opportunity to give back through community service

Activities already (or nearly) in place:

- 80,000 volunteer tutors provided instructional and non-instructional services for adult education programs in the 1994-94 program year. This program served 470,000 welfare recipients. It helped 156,000 people gain employment, and it helped 300,000 learn to speak English.
- High school and middle school students will serve as tutors as part of America Reads using the Learn and Serve model.

Possible activities

- ED could put together a kit (with the help of other agencies) showing how federal funds could be used to support community service initiatives.
- ED could sponsor a 3rd annual "America Goes Back to School" initiative which enlists adults (e.g. Cabinet members) to return to their schools as role models for young people and to enlist communities to support local schools. ED also provides a kit with tips on how communities can get involved in their schools.

U.S. Small Business Administration



Championing America's Entrepreneurs

Fax Transmission Cover Sheet

To: Diana Fortuna

Organization: _____

Telephone: _____ Fax: 456-7431Date: 2/28/97 Time: _____Number of Pages (including this page): 3From: Darryl Dennis

Office: _____

Telephone: 205 6459 Fax: 202 205 7642

Message: _____

Note: Be aware fax machines using thermal paper produce an unstable image which will deteriorate. Copy messages onto plain paper prior to filing as a record!

Did you know the SBA ...

Has a portfolio guaranteeing over \$27 billion in loans to 185,000 small businesses that otherwise would not have had such access to capital?

Guaranteed over 60,000 loans totaling \$9.9 billion to America's small businesses in fiscal year 1995?

Last year extended management and technical assistance to nearly one million small businesses through its 950 Small Business Development Centers and 13,000 Service Corps of Retired Executives volunteers?

Provided more than 45,000 loans totaling \$1.2 billion to disaster victims for residential, personal property, as well as business losses in fiscal year 1995?

Has 7,000 private sector lenders as partners providing their capital to small business?

Has increased its venture capital program with more private capital in the past two years than in the previous 15 years combined?

Provides loan guarantees and technical assistance to small business exporters through U.S. Export Assistance Centers in 15 cities?

Can respond to written small business questions through the U.S. Business Advisor on the Internet (<http://www.business.gov>)?

Did you know that America's 22 million small businesses ...

Employ more than 50 percent of the private workforce,

Generate more than half of the nation's Gross Domestic Product, and

Are the principal source of new jobs?

CONFIDENTIALITY NOTE: The information contained in this facsimile transmittal sheet and the document(s) that follow are for the exclusive use of the addressee and may contain information protected by the Privacy Act, 5 U.S.C. 552a, or otherwise confidential, privileged, or non-disclosable information. If the recipient of this facsimile is not the addressee or is not the person responsible for delivering this facsimile to the addressee, the recipient may violate the law by reading, photocopying, distributing or otherwise using this facsimile transmission or its contents in any way. If the recipient has received this facsimile transmission in error, call the sending office immediately.



U.S. SMALL BUSINESS ADMINISTRATION
WASHINGTON, D.C. 20416

COUNSELOR TO THE ADMINISTRATOR

February 28, 1997

MEMORANDUM

To: Diana Fortuna
FAX: 202-456-7431

From: Darryl H. Dennis, Counselor to the Administrator

Subject: FEDERAL INTERAGENCY GROUP ON PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE

The United States Small Business Administration is committed to working with the Federal Interagency Group on the goals outlined by Harris Wofford, CEO, Corporation for National Service during our meeting held February 25, 1997. This memorandum outlines the SBA's current as well as anticipated role in supporting these initiatives.

DISTRICT OF COLUMBIA

Small business is big business in the District of Columbia. SBA has a variety of programs to support the District and our employees are committed to serving the community they call home.

Howard University Small Business Development Center (HUSBDC) The SBA Washington District Office has formed a public private partnership with the HUSBDC to make SBA programs and services available to the local community. The HUSBDC and its five subcenters provide free counseling and low-cost training to potential and existing small business owners.

National Women's Business Center (NWBC) The NWBC provides women in the national capital area with education and training, counseling, and networking opportunities to start or expand a business. The NWBC is in the initial stages of becoming an

Bowen Elementary School The SBA has adopted Bowen Elementary, a public school in the District of Columbia. SBA staff is involved in a number of activities including Career Awareness Day, Hands on DC, Tapes for Education, a Clothing Drive and sponsorship of young girls in the Agency's annual "Take Our Daughters to Work" day. SBA has donated 24 computers and four fax machines and plans to continue this type of giving.

SERVICE AND VOLUNTEERISM

Small business owners may not have access to the resources necessary to succeed as an entrepreneur. Therefore the SBA provides the following services.

The Service Corps of Retired Executives (SCORE) The SCORE program matches retired executives on a voluntary basis with small business owners and entrepreneurs. These volunteers share their management and technical expertise with present and prospective owners/managers of small businesses. There are nearly 400 SCORE chapters with more than 12,500 volunteers nationwide.

Women's Network for Entrepreneurial Training (WNET) In the SBA's WNET program, established women business owners mentor aspiring women business owners wishing to expand their business on a voluntary basis.

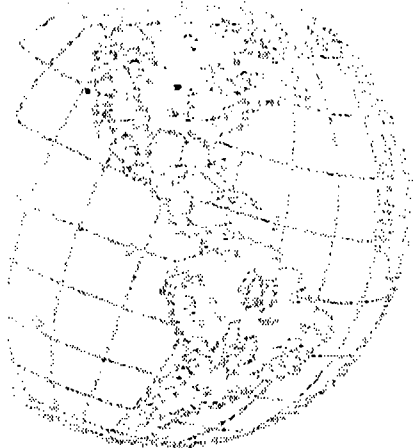
Export Legal Assistance Network (ELAN) ELAN provides initial, free legal consultations to small business exporters. Under an agreement among the SBA, Commerce and the Federal Bar Association, experienced trade attorneys volunteer their time to answer exporter's legal questions. The service gives small business owners the help and confidence to enter overseas markets.

WELFARE-TO-WORK

SBA is uniquely positioned to play a leadership role with the Administration vis a vis the small business community. The small business community is critical in the implementation of welfare reform. Small businesses have created 10 million new jobs in the last four years, and are potentially an important part of the solution. We are already identifying small business leaders who are willing to hire welfare recipients. In some instances, those companies are turning to the state for technical assistance in preparing individuals for work; resources also exist within the federal government. We would like to ensure the small business community has access to available government assistance. SBA's essential focus, of course, is access to provide capital and credit, as well as counseling, training, and business development expertise. Our programs could support the welfare-to-work initiative in specialized ways - the Women's Business Centers already exist to help women transition to the world of business. The Microloan Demonstration Program has a track record for assisting budding entrepreneurs like the Maryland "Muffin Lady" you read about in the Washington Post. At SBA, we look forward to enthusiastically supporting the President's welfare to work agenda.

The previously mentioned areas are examples of SBA's ability to provide support for this most important initiative. If additional information is needed please contact me by voice on 202-205-6459.

WWS



PEACE CORPS

André Oliver
Director of Communications

Office of Communications
1990 K Street, N.W.
Washington, DC 20526

Web Site: <http://www.peacecorps.gov>

FACSIMILE TRANSMISSION

Phone: (202) 606-3904

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Fax Number 456-7431 Date 2.28.97

To DIANA FORTUNA

Sent By ANDRE OLIVER

Number of Pages (including cover sheet) 5

Messages

*Per your request. Have a
great week, and please call
me at (202) 606-3904 if
you have any questions.*

André





PEACE CORPS

The Peace Corps symbolized everything that inspired my generation to service. It was based on a simple yet powerful idea: that none of us alone will ever be as strong as we can all be if we all work together. None of us can reach our full potential while others are left behind. Community counts, and every member of our community matters at home and on this small planet we share.

President Bill Clinton
June 19, 1996



PEACE CORPS

MEMORANDUM

To: The White House

From: The Peace Corps

Re: Presidents' Summit for America's Future

Date: 28 February 1997

What We Do

The Peace Corps is service. Since the agency was formed by President Kennedy in 1961, it has remained steadfast to its core mission:

- To provide Volunteers who contribute to the human, social and economic development of interested countries;
- to promote a better understanding of Americans among the people whom Volunteers serve; and,
- to strengthen Americans' understanding of the world and its peoples.

To date, over 147,000 Americans have worked to advance this mission by joining the Peace Corps, serving as Volunteers in more than 130 countries. Today there are nearly 6,500 Peace Corps Volunteers serving in 91 countries around the globe.

For two years, they pursue a life that requires self-motivation, patience, and sacrifice. They are afforded no special privileges and live at the same level as the people they serve. They work with teachers and parents to improve the quality of, and access to, education. They work with communities to protect the local environment and to help generate income for families and new businesses. They work on basic projects to insure adequate health care and nutrition for mothers and their children. They work to help communities cope with natural disasters and humanitarian crises. Their larger purpose, however, is to leave behind skills that allow people in developing countries to take charge of their own futures.

For Peace Corps Volunteers, service continues at home. The Peace Corps also provides a significant "domestic dividend" in the continued service and volunteerism of the more than 147,000 former Volunteers who have joined the Peace Corps since its inception. Former Volunteers come from every walk of life, including members of Congress (Senator Christopher Dodd and Congressman Christopher Shays, for example) and a member of the President's Cabinet (Secretary Donna Shalala).

A recent Peace Corps survey of former Volunteers (in the Peace Corps world we call them "returned" Peace Corps Volunteers, or "RPCVs") quantified much of the domestic dividend of the Peace Corps. The survey found that:

- 78 percent of returned Volunteers have volunteered since returning home, and nearly 60 percent currently volunteer – more than 10 percent above the national average. They work through local charitable and religious organizations, through the PTA, in tutoring programs and in groups like Habitat for Humanity.
- 63 percent have worked with people in the U.S. with special needs, including the economically disadvantaged, the elderly and the disabled.
- Nearly 30 percent of returned Volunteers work in the field of education.

Through the Peace Corps' Office of Domestic Programs, the Peace Corps further promotes service and global understanding in the United States.

The Peace Corps' "World Wise Schools" program works to enhance U.S. students' knowledge of geography and foreign cultures, through correspondence and interaction with current and returned Volunteers. Each year, over 80,000 students correspond with current and returned Volunteers, and more than 300,000 U.S. children have participated in the program since its inception. The program also develops curriculum materials to assist returned Volunteers and other teachers in promoting global awareness among children.

Additionally, the Peace Corps' Fellows program allows returned Volunteers to apply their skills gained overseas to projects that will help Americans at home in underserved communities. Peace Corps Fellows at 25 universities receive scholarships or reduced-cost tuition for graduate programs in education, nursing, public health and business. In return, Fellows make a two-year commitment to work in various occupations, including teaching, public health and social work. Nearly 350 Fellows participated in the program during the 1994/95 academic year.

The Peace Corps also works with the National Peace Corps Association and the nearly 120 regional and local returned Volunteer organizations throughout the United States to facilitate greater community service.

What We Will Do

The Peace Corps is fully committed to participating in and supporting the goals of the President's Summit for America's Future.

In this regard, the Peace Corps will encourage returned Volunteers and Peace Corps employees to expand their current efforts to assist children and youth throughout the United States. Peace Corps Director Mark Gearan has reached out to the leadership of the National Peace Corps Association, leaders of regional and local returned Volunteer organizations, and Peace Corps employees to determine areas where the agency can further advance the specific goals of the Summit.

We are devising several possible initiatives:

- Through the World Wise Schools program, the Peace Corps is committed to increasing its global learning partnerships to 10,000 U.S. schools by the year 2000.
- The Peace Corps will encourage its returned Volunteers in the Fellows Program to serve as trainers of tutors in the underserved communities where they work.
- Recognizing the significant role that many returned Volunteers currently play in education, both professionally and as volunteers in the U.S., the Peace Corps is working with the returned Volunteer community to devise a national education initiative focusing on literacy.
- The Peace Corps is currently investigating a potential role for Peace Corps employees and returned Volunteers in the Washington, D.C. area to address important needs in local public schools.

Again, the Peace Corps is eager to support President Clinton and the goals of the Presidents' Summit generally, and will provide further details on the above-mentioned areas in the near future.



UNITED
STATES
DEPARTMENT
OF AGRICULTURE

**To: Diana Fortuna
White House Domestic Policy Council**

**From: Joel Berg
Director of National Service, USDA**

5 pages, including this cover

As background for tomorrow's meeting on the President's Summit for America's Future, I thought it might be useful for you to have the attached information about what USDA is already doing related to national and community service, as well as what we are proposing to do related to the Summit and other service initiatives.

Much of this material was included in Secretary Glickman's recent memorandum to the President about how USDA is following-up on initiatives highlighted by the President in the State of the Union Address.

If you have any questions, please do not hesitate to contact me at (202) 720-5746.



DEPARTMENT OF AGRICULTURE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20250

February 25, 1997

**CURRENT AND PROPOSED USDA INVOLVEMENT
IN NATIONAL AND COMMUNITY SERVICE**

What USDA is Already Doing:

Food recovery and gleaning: The Department has taken a wide variety of steps to promote citizen service related to food recovery and gleaning. The Secretary has convened round tables around the country on the topic in order to bring together interested non-profit groups, corporate leaders, social service agencies, and government officials for collaborative action. The Secretary has also visited gleaning and food recovery sites throughout the country to thank citizens for their efforts. The Department published *A Citizens Guide to Food Recovery*, announced by the President in a radio address, and has distributed the guide widely to Members of Congress, non-profit organizations, state national service commissions, corporations, and many other interested parties. The Department worked with the Fox Television Network to air a public service announcement on the TV show *Party of Five* that promoted food recovery and provided viewers with the number of a toll-free line to obtain the food recovery guide.

AmeriCorps "Summer of Gleaning" project: As The President announced in a recent radio address on food recovery, last summer a handful of AmeriCorps members aided by USDA recovered over 1,000 tons of excess food --- enough to provide over 1.3 million meals.

Continuing to aid AmeriCorps projects: In the previous two fiscal years, USDA sponsored the largest single component of the AmeriCorps national service program, running projects in 46 states focused on fighting hunger, boosting rural economic development, improving the environment, aiding public lands, and recovering excess food. In just two years of operation, these projects directly aided over 1 million citizens and improved over 400,000 acres of land. Unfortunately, Congress has prohibited Federal agencies --- including USDA --- from continuing to directly manage AmeriCorps projects. Therefore, the Department is now working closely with the Corporation for National Service and with state commissions on national service to find alternative legal ways that through which USDA can help these projects to continue and to receive funding or technical assistance from the Department.

Extension System volunteers: The Cooperative Extension System (CES) partners with over one million CES Volunteers nationwide to deliver education and programs to citizens to help them identify and acquire the knowledge, skills, and strategies needed to address public issues and the problems of family, youth and children effectively. CES provides personal, interpersonal and group development training for volunteers, while emphasizing the roles and responsibilities of volunteers in groups, organizations and communities. CES conducts many programs that involve or are depended upon the service of volunteers, such as: Master Gardener and Master Forester focused on food production and consumption and natural resource management; Rural Leadership Development and Community Voices addressing public policy issues and economic growth of communities; and Family Financial Management program delivering financial advice to families experiencing economic instability. CES has been involved in the national campaigns for National Safe Kids, Character Counts, The Big Help, National Handgun Violence, Consumer Literacy, Jump Start Financial Smarts for Students, and Stop Domestic and Child Abuse. In 1995, the CES volunteer services were valued at an estimated \$1.7 billion and private sector organizations contributed \$100 million through their local, state and national 4-H youth development programs.

Nutrition outreach: Almost 30,000 volunteers nationwide help conduct the Expanded Food and Nutrition Education Program (EFNEP) nationwide, which is designed to assist limited resource audiences in acquiring the knowledge, skills and attitudes to necessary for nutritionally sound diets and family well being. In 1994, EFNEP reached 427,000 youth, 200,000 families and, indirectly, 738,000 family members.

Conservation volunteers: The USDA Natural Resource Conservation Service (NRCS) --- which is responsible for conservation efforts on private lands --- has utilized over 15,000 volunteers, in at least 300 cities and municipalities across the U.S., who have contributed over one-half million hours of service in partnership with AmeriCorps, the Earth Team volunteer program, and other programs.

Volunteers in the National Forests: In our 25 year history of the Volunteers in the National Forests Program, the Forest Service has brought 1.1 million Americans of all ages into the forests, ranges, laboratories, and urban communities of our country to help protect the environment. There are dozens of programs that accommodate the skills and interests of children, retirees, professionals, foreign visitors, and all types of volunteers. The Touch America Project, for example, allows young adults ages 14 - 17 to learn about the environment while providing service.

Employee volunteer programs that aid literacy: Fifty USDA employees regularly volunteer to tutor at the Van Ness Elementary School in Southeast Washington, DC through the "Partnership in Education Program". One USDA agency that has its main office in Maryland has adopted four other schools: Hyattsville Elementary, Hyattsville Middle, Northwestern Senior High School and Bladensburg High School; over 100 employees from this agency work with teachers and guidance counselors in these schools to provide students with mentoring and tutoring.

What USDA is Proposing or Considering:

Rural America in the Presidential Summit on Service: USDA would very much like to be asked to have a formal role in ensuring that rural America is fully covered in this event.

Food recovery in the Summit - Secretary Glickman would very much like the opportunity to plan and participate in a special presentation on food recovery at the Summit. The Administration's food recovery initiative, which the President outlined in a recent radio address, is a perfect example of how government can --- with very little cost and a minimum of bureaucracy -- energize and empower citizen volunteer efforts targeted at achieving a very specific social good. USDA would work with the Corporation for National Service to invite a wide variety of religious groups, corporations, non-profit organizations, and citizen activists involved in food recovery to participate in the Summit.

Focus on public lands: Secretary Glickman would like to work with Secretary of Interior Babbitt to ensure that the Summit provides focus to increasing the numbers of citizen volunteering on public lands.

Urban / rural service exchange: We would like to discuss with the Department of Housing and Urban Development whether they might want to consider co-sponsoring with USDA a special program during the summer or during a break time for colleges in which volunteers from urban areas would go to rural areas work alongside rural residents for a week on community service projects. Then the rural volunteers would spend a week in urban areas performing community service alongside urban residents. This would build bridges between diverse groups of Americans, perform critical services, and help many more Americans understand the often-overlooked problems of rural America. If we agree to such an effort, it could be announced in advance of, or at, the Presidential Summit on Service.

More focus on gleaning and food recovery: The Department will continue to find new ways to empower citizens, religious groups, and non-profit organizations to take more steps to engage in volunteer service to recover excess food and distribute that food to citizens in need.

Providing technical assistance on service: The Department is seeking to translate our expertise and experience gained in operating a large AmeriCorps program into a coordinated program to provide technical assistance to non-USDA AmeriCorps projects and to other service activities.

Leading rural literacy efforts: The Department would like to have significant involvement in the "America Reads" initiative. USDA would very much like to have the lead role in implementing this initiative throughout rural America, with a particular focus on rural EZ/EC Communities.

Creating a model Federal volunteer program: Under current law, the Secretary of Agriculture has broad authority to create a volunteer program. By integrating all the existing USDA volunteer programs and increasing overall focus on the area, the USDA volunteer program would be presented as a model for how all Federal agencies can --- using existing funds and resources --- support volunteer efforts defined and managed by local communities and organizations. The USDA volunteer program would focus on food recovery and gleaning, rural community development, anti-hunger work, and environmental protection.

Employee volunteer to focus on literacy: Based on the success of its employee tutoring projects in the DC area, USDA is investigating whether it can create a program through which USDA employees throughout the country can volunteer for local literacy efforts.

Helping coordinate land grant university reading projects: Given USDA's critical role in working with state extension services in tandem with the nation's land grant universities, the Department would very much like to play a significant role in the effort to get universities to use work-study students for community service projects related to literacy and food recovery.

1890's Scholarship Program: USDA is also investigating whether it can make service in literacy projects a component of its program that gives scholarships to students who attend predominantly African-American "1890's" land grant institutions.



Department of Energy
Washington, DC 20585

TO: Liana Fortuna | FROM: Tom Tamura

| AGENCY: DEPARTMENT
OF ENERGY
HUMAN RESOURCES
AND
ADMINISTRATION

PHONE: _____ | PHONE: (202) 586-8010

FAX: 456-7431 | FAX: (202) 586-8006

NUMBER OF PAGES (INCLUDING COVER SHEET): 5

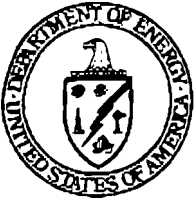
DATE: 2/28/97

SUBJECT: President's Summit for America's
Future

Please call me when received

Thanks -

Delores - 202-586-8010



Department of Energy

Washington, DC 20585

February 28, 1997

MEMORANDUM FOR: BRUCE REED
Assistant to the President for Domestic Policy

FROM: ARCHER L. DURHAM *James L. Durham, Jr.*
Assistant Secretary for
Human Resources and Administration

SUBJECT: President's Summit for America's Future

Attached is a preliminary report on some current Department of Energy commitments relating to the various objectives of the President's Summit for America's Future. We are requesting more detailed reports on current and planned commitments from our field and Headquarters program offices, to include information from our contractor and laboratory organizations.

With regard to future plans, we would like to have the views and creative ideas of our constituent organizations before deciding on which initiatives we will require or encourage. Among the ideas we are considering are:

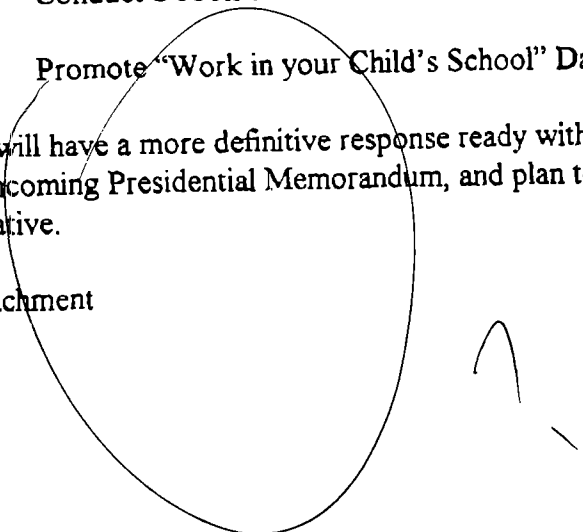
1. Issue a Departmental Policy Statement which establishes a commitment to the objectives of the President's Summit.
2. Encourage organizations to adopt local schools and have employees:
 - read with students;
 - mentor students;
 - invite students spend a day at work.
3. Conduct "Volunteer Days" during which employees volunteer in their communities, working with kids for one day.
4. Establish a Departmental "Volunteers of the Year" Program, and present honorary recognition at a formal ceremony hosted by the Secretary.
5. Publicize the "Volunteer of the Month" in Departmental and local in-house newsletters.
6. Encourage and give honorary recognition to employees who participate in "America Reads" and "Everybody Wins" programs.
7. Encourage employees to volunteer in local Child Care Centers.



8. Provide excess computers to local schools.
9. Conduct a book drive for local schools throughout the Department.
10. Promote "Work in your Child's School" Days.

We will have a more definitive response ready within the time frames established by the forthcoming Presidential Memorandum, and plan to work enthusiastically to support this crucial initiative.

Attachment

A large hand-drawn oval is positioned to the right of the word "Attachment". To the right of the oval is a hand-drawn checkmark.

THE PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE PRELIMINARY REPORT: DEPARTMENT OF ENERGY COMMITMENTS

An Ongoing Relationship with a Caring Adult: Mentor, Tutor, Coach

Many Department of Energy employees are enthusiastic volunteers working with children, and this section presents just a small sampling of these activities. There are several community activities for which employees at the **Richland Operations Office (Washington)** have assumed leadership or sponsorship. Activities include the Hispanic Academic Achiever's Program and Junior Achievement Programs in several middle schools, Youth Explorer Post, and the Regional Science Bowl for students. At **Headquarters (District of Columbia)**, employees have adopted two local schools -- Woodrow Wilson Elementary and Coleman Elementary in Washington, D.C. Employees participate in school activities, both academic and nonacademic, by providing used books for the library, helping teach classes (particularly math and science), and participating in career day activities. In addition, we partnered with the Public Service Academy at Anacostia High School and support their Mentors Program and Shadows Program. At the **Chicago Operations Office (Illinois)**, 30-35 employees each volunteer for about a half-hour one day a week to assist at local schools in course activities under the auspices of the Junior Achievement Program of Chicago.

Safe Places and Structural Activities During Non-School Hours to Learn and Grow

Several child development centers have been established within the Department of Energy complex in recent years, and more are being planned. Although the safety and security measures vary among the centers, centers have instituted several safety and security measures, including having security officers positioned so that they can see the entrance and play areas; using cameras to monitor entrances; keeping doors locked at all times; conducting external security inspections periodically throughout the day; providing security for ad hoc activities; conducting security briefings for parents; allowing a child to leave only with a parent or another adult authorized in writing to pick up the child; fingerprinting children, if desired by the parent or guardian; conducting background investigations of staff members, including fingerprinting; selecting photographers from reputable companies and requiring parental permission for taking photographs; assigning and training safety coordinators; providing CPR and first aid training to staff members; discussing fire safety and periodically conducting fire drills; requiring blood borne tests of staff members; and establishing medical oversight and emergency response teams. Activities and play are supervised until all children are picked up after work hours.

Marketable Skills through Effective Education

Several organizations invite the sons and daughters of employees to come to work with them on selected days to inform the children about their parent's and other employees' jobs and work environment. **Chicago Operations Office (Illinois)** staff members provide segments to kindergartners through sixth graders dealing with banking and retail operations.

We are engaged in a "Math and Science Equipment Gift Program" with several local state school departments and boards. For example, the Department's **Idaho Operations Office** works in partnership with the Idaho State Department of Education to help improve the math and science curricula. They donated approximately 850 computers and 350 printers to pre-kindergarten to Grade 12 schools during 1996. Our Headquarters staff is also in similar partnership arrangements with the Virginia, Maryland and D.C. school boards.

The **Office of Energy Research** conducts a nationwide Science Bowl for children of high school age, to promote and encourage science studies. They also sponsor a University - Laboratory Cooperative Program, which gives hands-on experience in our Labs to undergraduate students. The **Office of Energy Efficiency and Renewable Energy** sponsors the "Sun Rays" competition, in which solar powered cars are built and field-tested by college students.

more
like
it

The **Office of Defense Programs** conducts learning programs which expose traditionally disadvantaged youths to the many applications of math and science in everyday life. The **Office of Fossil Energy** provides to college students in science and engineering internships and opportunities to work with programs involving coal research. They also sponsor Summer work programs for students, including working in Naval Petroleum Reserve sites. Additionally, they work with Historically Black Colleges and Universities to encourage and support students in their science studies.

A Healthy Start

Department of Energy employees have actively utilized alternative work schedules and the provisions of the Family Friendly Leave Act to facilitate employees' caring for their children's health care needs. In addition, many organizations have ongoing seminars and workshops on parenting skills and child health and wellness issues, as well as participating in local community blood donor programs on site.

An Opportunity to Give Back

While no formal programs currently exist, children enrolled at child development centers have participated in programs conducted by their sponsoring organizations. For example, at the Department of Energy's Family Friendly Forum, children from the **Headquarters** on site center performed a song as a "thank you" for support received.