

Terry Petersen

205-(5)377

connected fax



Mike / Bill -
 Perry email.
 - Diana

cc Mike Cohen } ope
 Bill Kincaid }

The National Kindness & Justice Challenge

CONCEPT

Do Something, in partnership with dozens of national education and service organizations, (including key organizations such as the Corporation for National Service, Communities in Schools, Key Club International, National Association of Secondary School Principals, National Association of Elementary School Principals, Ethics Resource Center, Quest International, Council for Chief State Schools, Communitarian Network, American Association of School Administrators, Center for Effective Compassion, and the Close-up Foundation) is organizing a nationwide two-week effort leading up to Martin Luther King Day, entitled "Kindness & Justice Challenge". Through the Challenge, thousands of students will commit Acts of Kindness (helping others) and Acts of Justice (standing up for what is right), while participating in a character education and leadership training component in their schools.

Within a few years, this annual event should become one of the largest student activities in history, with 1 million students participating in the Challenge by the year 2000. Both a large scale national media campaign and an internet festival will promote the event and allow students across the country to share their acts and dreams with each other.

THE EVENT

All K-12 schools in the nation will be invited to participate in the Kindness & Justice Challenge. Each teacher will receive a kit (appropriate for their grade level) with a curriculum which includes two weeks of daily lessons, instructions for posting acts of kindness and justice on the internet, and incentives to encourage participation. After the Kindness & Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

THE INTERNET

Each school that registers for the Challenge will post their acts on a website created for the Challenge. One of the features of the website will be a map of the country that will keep a running total of the committed Acts of Kindness and Justice, categorized by city and state throughout the two weeks of the contest. Last year, 300,000 people logged on to Webstock, *Do Something's* internet festival designed to inspire and educate young people interested in improving their communities. *Do Something* expects to build upon the success of Webstock '96 with the Kindness and Justice Challenge.

MEDIA

Last year, celebrities like Andrew Shue, Noah Wylie, Malik Yoba, Kim Williams, Dean Cain, and Anthony Edwards, as well as political leaders such as Senator Bill Bradley, Senator Barbara Boxer, Speaker of the House Newt Gingrich, and President Bill Clinton all participated in *Do Something's* Webstock. It is expected that the Kindness & Justice Challenge will generate widespread national media attention, focusing on the students as well as on the many celebrities and leaders sure to support this challenge leading up to Martin Luther King Day.

ONGOING EFFORTS

The website will be regularly updated and will be an ongoing resource to students and teachers who want to share stories, learn from each other, and work together to build their communities, and will serve as a bridge to the next year's Kindness & Justice Challenge. The Kindness & Justice curriculum provided to the schools is a two week segment of a year-long leadership and character education curriculum that *Do Something* is piloting in Newark with 47,000 students over the next few years.

The National Kindness and Justice Challenge: A Return to the Principles of Character

By Tina Choi

Program Coordinator, Do Something

The post Watergate and post Vietnam War era reflected a general decline in the confidence Americans had for many institutions. Government, media and businesses appeared tainted and mismanaged. Unprecedented numbers of two-parent homes disintegrated and significant segments of a generation grew into adulthood without a clear understanding of the importance of character. Is it any wonder that moral ambivalence appears rampant these days?

The media is flooded with stories of violence, drug use and hate crimes. Young people are perceived as dishonest, disrespectful and irresponsible. We nod our heads in agreement when conventional wisdom says the decline of values and ethics in our society is to blame. These are the problems we read about when we open a newspaper or hear about when we turn on the news.

Where are the solutions? How do we help our young people bring out qualities that will allow them to become responsible and caring citizens?

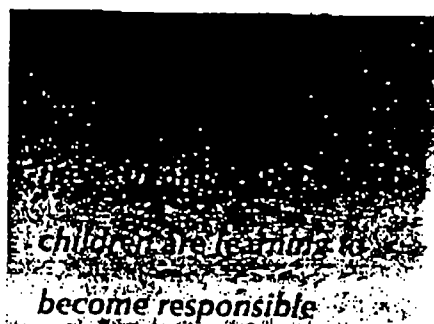
The answer lies in our schools and communities. No longer may we make the assumption that children are learning to become responsible adults simply because they are getting older. Our schools provide the setting where all children have equal access. Schools are, in the words of Thomas Lickona, the "common denominator."

Do Something is a national non-profit organization committed to helping young people strengthen communities. In partnership with dozens of national education and service organizations such as the Ethics Resource Center, it is organizing a nationwide two-week character education and community service effort leading up to Martin Luther King, Jr. Day, entitled the "Kindness and Justice Challenge."

The program operates under the principles that 1) Every young person has a role to play in strengthening the community, and 2) Many groups can come together to support communities and young people. Our mission is to create a national tradition where young people strengthen their communities and their own character by participating in a character education and leadership training program in their schools. They will perform millions of acts of kindness and justice in the two week period leading up to Martin Luther King Jr. Day every year. An Internet festival will

bring together students and classrooms from around the world.

This September, Do Something will distribute brochures to all K-12 schools in the nation, inviting them to participate in the Kindness and Justice Challenge. Each teacher who registers for the Challenge



children are learning to

become responsible

adults simply because

they are getting older.

will receive a kit, which will also be available to download from the website, which will include a two-week character education guide appropriate for their grade level.

Daily lessons can be incorporated into existing classes and curriculums. They focus on themes of kindness and justice and encouraging activities such as role-playing, story telling and letter-writing. The kit will also include instructions for posting acts on the Kindness and Justice website and incentives to encourage participation. After the Kindness and Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

The Kindness and Justice Challenge was piloted last year in Newark, New Jersey, with great success. Students committed acts of kindness and justice while learning key principles in the classroom during the two week Challenge. Students' actions often involved constructive intervention, as in the case of a sixth grader who saw a man being attacked by a dog. Acting quickly and discreetly, she called the police and ambulance. "I felt very brave about saving his life, and I also felt scared. I hid so they wouldn't see me," explained the young student from Ridge

Focus on Character



Street School. Deeds also included helping grandparents with errands, assisting siblings with homework, and breaking up a playground fight. According to a teacher who took part, "Many of [the students] didn't know they had this potential inside them. This is raising their self-esteem and helping them to work together." Students in Newark were so enthusiastic about this program that they collaborated among the schools and published a book entitled,

Do something. We're not part of the problem. We're part of the solution!

The Kindness and Justice Challenge provides a free, fun, educational and interactive introduction to one key aspect of character education. It gives teachers the opportunity to incorporate lessons into their own teaching plans. It gives students the opportunity to grow and learn from the experience, while connecting with the community building efforts of students around the country.

The Challenge also involves parents, by encouraging their participation in the acts that their children commit, and it includes the community, as students go beyond the classroom to explore the concepts of good character. The Kindness and Justice Challenge sets the stage for all of us to embrace the responsibility that faces us all: to educate our children intellectually and morally. ■

Tina Choi is the Program Coordinator for Do Something's National Kindness and Justice Challenge. Do Something is a national non-profit organization dedicated to strengthening communities and supporting young people through community building projects. For more information, contact Tina Choi at 212/523-1172 or visit www.do-something.org.

Kindness and Justice Timeline

DATE	CALENDAR	OUTREACH	CURRICULUM
26-Sep	K/J website goes live		
27-Sep	weekend		
28-Sep	weekend		
29-Sep	Applied Materials conference call		
30-Sep	Postcards mailed from MN		
1-Oct	Social Imaginations @ DS		
2-Oct	Postcards sent to partners		
3-Oct	Postcards sent to partners		
4-Oct	weekend		
5-Oct	weekend		
6-Oct	Brick Gala		
7-Oct	Postcards mailed-DS Database		
8-Oct	Postcards mailed-DS Database		
9-Oct	Curriculum overview from SI		
10-Oct	Silicon Reef conference call		
11-Oct	weekend		
12-Oct	weekend		
13-Oct	Columbus Day		
14-Oct	send postcards to City Year		
15-Oct	Applied Materials-Steve Taylor		
16-Oct	Outreach Asst. interview		
17-Oct	Youth Service America mtg in DC		
18-Oct	weekend		
19-Oct	weekend		
20-Oct	confirm Race Comm involvement		
21-Oct	approve brochure text		
22-Oct	approve brochure layout		
23-Oct	mtg @ Mighty Media		
24-Oct	mtg @ Social Imaginations		
25-Oct	weekend		
26-Oct	weekend		
27-Oct	contact Oprah's Angels Network		
28-Oct	Brochure mailing		
29-Oct	Brochure mailing		
30-Oct	Education Week ad		
31-Oct	Teachers' Week ad		
1-Nov	weekend		
2-Nov	weekend		
3-Nov	Superintendents Outreach Week		
4-Nov	Superintendents Outreach Week		
5-Nov	Superintendents Outreach Week		
6-Nov	Superintendents Outreach Week		
7-Nov	Superintendents Outreach Week		
8-Nov	weekend		
9-Nov	weekend		
10-Nov	MM 20,000 online teachers emailed		
11-Nov	Partner Orgs Outreach Week		

Kindness and Justice Timeline

12-Nov Partner Orgs Outreach Week
13-Nov Partner Orgs Outreach Week
14-Nov Partner Orgs Outreach Week
15-Nov weekend
16-Nov weekend
17-Nov Local Funds Outreach Week
18-Nov Local Funds Outreach Week
19-Nov Local Funds Outreach Week
20-Nov DS Staff Retreat
21-Nov AARP-NRTA
22-Nov weekend
23-Nov weekend
24-Nov Parents Outreach
25-Nov Parents Outreach
26-Nov Parents Outreach
27-Nov Thanksgiving
28-Nov DS closed
29-Nov weekend
30-Nov weekend
1-Dec Principals Outreach Week
2-Dec Principals Outreach Week
3-Dec Principals Outreach Week
4-Dec Principals Outreach Week
5-Dec Principals Outreach Week
6-Dec weekend
7-Dec weekend
8-Dec Teachers Outreach Week
9-Dec Teachers Outreach Week
10-Dec Teachers Outreach Week
11-Dec Teachers Outreach Week
12-Dec Teachers Outreach Week
13-Dec weekend
14-Dec weekend
15-Dec REGISTRATION DEADLINE for K/J
16-Dec Lesson Kits mailed to schools
17-Dec Lesson Kits mailed to schools
18-Dec Lesson Kits mailed to schools
19-Dec Lesson Kits mailed to schools
20-Dec weekend
21-Dec weekend
22-Dec
23-Dec
24-Dec Christmas Eve
25-Dec Christmas Day
26-Dec DS closed
27-Dec weekend
28-Dec weekend
29-Dec
30-Dec

Kindness and Justice Timeline

31-Dec New Year's Eve
1-Jan New Year's Day
2-Jan
3-Jan weekend
4-Jan weekend
5-Jan K/J Challenge Day 1
6-Jan K/J Challenge Day 2
7-Jan K/J Challenge Day 3
8-Jan K/J Challenge Day 4
9-Jan K/J Challenge Day 5
10-Jan weekend
11-Jan weekend
12-Jan K/J Challenge Day 6
13-Jan K/J Challenge Day 7
14-Jan K/J Challenge Day 8
15-Jan K/J Challenge Day 9
16-Jan K/J Challenge Day 10
17-Jan weekend
18-Jan weekend
19-Jan Martin Luther King Jr. Day
20-Jan Deadline to RECEIVE Acts via Internet
21-Jan
22-Jan
23-Jan
24-Jan weekend
25-Jan weekend
26-Jan
27-Jan
28-Jan
29-Jan
30-Jan Deadline to RECEIVE Acts via mail
31-Jan weekend
1-Feb weekend
2-Feb Tabulate Acts
3-Feb Tabulate Acts
4-Feb Tabulate Acts
5-Feb Tabulate Acts
6-Feb Tabulate Acts
7-Feb weekend
8-Feb weekend
9-Feb WINNERS ANNOUNCED
10-Feb
11-Feb
12-Feb
13-Feb PRIZES MAILED

Structural concepts for the younger grades

The jumping-off point. It always takes some moral courage, honesty and responsibility to send initial drafts off. We know so well that this is simply a place to start . . . starting to gather reactions from teachers, kids and you. The program will evolve and flesh-out greatly between now and November. This is simply a point from where to begin to create.

That being said, we are creating a program that is stabilized by equal amounts of routine, exploration and action. As we've talked about, there will also be time for ample reflection and laughter.

The teachers guide will provide both definition of terms as well as and provocative questions and activities that lead kids to personalize and apply the terms/virtues.

This routine will provide for maximum ease of use for teachers, and will give students the familiarity, stability and motivation they need to embrace the program and its ideals from the get-go.

The daily lessons will build upon the learning of the previous days. Each module will build to the program finale' during day 10. The final reporting, tallying and recognition of acts will launch into the creation and observance of custom rituals around MLK day.

Let's get to it. First you will find a template for the younger two modules, K-2 and 3-5. Although both modules will follow a similar construction, they will have completely different activities all leading to age-appropriate goals and recognition.

Then you will our attempts to compose definitions or explanations of what each topic of the day means. We have sought the advise of teachers and kids. Again, just a place to start. We intend on formalizing-up the definitions for teachers, bringing more informal and real-world explanations for teachers to use when defining the terms for kids. Let's get to it.

We can talk about your reactions on Monday. We will then incorporate your ideas and comments into our first module due to you very soon there after. Best wishes to all.

Andy, Jeff, Lea & Marion

Day One

1. Explain the challenge

- History of the challenge - What and who DO SOMETHING is
- It's a national program - "Kids all over the US - right this very minute . . ."
- Part of an incredible national movement!! "what we're going to be doing for the next 10 days during K/J time is going to . . ."
- WOW! "Everyone in the class is going to be involved - we're all going to help. It will be fun!"
- Kids as experts - "You're the ones who really know what it's like out there . . . I bet lots of you know who Martin Luther King was."

2. Reference and questions around the purposeful timing of the challenge

- Martin Luther King, Jr. - "who knows who MLK was"? Discussion about what MLK tried to do in his life and how it is a part of K/J.
- Explanation and definition of Kindness and Justice.
 - A game that leads to describing and listing the virtues (sub-topics) that are a part of the challenge

3. Explain and discuss how the Challenge works

- What are acts of K&J?
- How to report acts
- Tallying of acts
 - Individual, class, school, city . . .
- Prizes, incentives and huge recognition from DO SOMETHING
- The Web - and communications with other classes around the US!

4. Goal Setting - individually, by class, by school

- Our Challenge right here in Ms. Honeybrink's class

5. Class reading of the K/J oath and commitment to doing acts

- Countdown! "All around the country, kids are starting K/J. Right now kids in New York and California and Ohio . . . are all starting the K/J Challenge! Let's start! . . . 10 - 8 - 7 - 6 - 5 . . . !"

6. Distribution of the recording forms (younger kids will use a different recording tool)

- Explanation about what to do with the forms. (This may need to be done at the end of the day for younger kids).
- Stickers

7. Poster signing or some other symbolic environmental change to the classroom

- Something to do for tomorrow - set a goal to do at least one act of kindness or justice

Days 2 -8

1. The Phrase That Pays - a pithy, poignant, memorable short slogan that kids recite (yell, sing, rap, clap . . .) that encapsulates the topic of the day.
2. Teacher explains what the topic of the day is
 - Define in age appropriate language and discuss
3. Teacher shares a story that illustrates this topic
4. Students share their own personal stories that relates to the topic
5. Repeat the phrase that pays
6. Fun activity that reinforces the topic of the day
7. Reporting acts of K&J
8. Tallying acts of K&J
 - Somehow have the students visually display their acts (marbles, jellybeans in a jar, thermometer)
 - "Let's see how we're doing."
 - The Web!
9. Setting goals for doing acts to be reported next time !
10. Repeat the Phrase That Pays one more time

Day 10

1. Congratulations!
 - Reference to the National Challenge
 - Web site check-in
2. Review / Reflection
 - Play a game that helps kids remember and review the Phrases and how it applies to their lives
3. Revisit goals that were set during DAY 1.
4. Final reporting and postings
5. TA-DA! Here's how we did!
6. Discussion and activity on continuing the K&J spirit all year-round! (Reinforcement)
 - Time capsule activity
 - Let's tell Do Something about our ideas for next years Challenge
7. Commemorating MLK day
8. Commencement, closing and what's next

Definition of Terms

These will evolve greatly, and we will eventually present age-specific variations for each module.

Day 1 - Introduction

KINDNESS - Kindness is doing something nice for others and yourself.

IUSTICE - Justice is standing up for your rights and the rights of others.

Day 2 - COMPASSION/CARING

Caring means considering and understanding the needs and feelings of other people. Compassion is showing that you care by doing something.

Day 3 - FAIRNESS

Fairness means believing that everyone deserves the same opportunities.

DAY 4 - RESPECT

Respect is appreciating yourself and others.

Day 5 - HONESTY

Honesty is knowing the truth and having the strength to act upon that truth.

Day 6 - NON-VIOLENCE

Non-violence is committing to resolve problems in a peaceful way.

Day 7 - RESPONSIBILITY

Responsibility is accepting roles, doing them to the best of your ability and standing by what you've done.

Day 8 - COMMUNITY SERVICE

Community service is the contribution that people make to improving their world for themselves and others.

Day 9 - MORAL COURAGE

Moral Courage is knowing and doing what is right, even if it is difficult

Day 10 - Grand Finale'

**Kindness & Justice
Agenda (7/24) & Notes
(in progress)**



The National Kindness & Justice Challenge

CONCEPT

Do Something, in partnership with dozens of national education and service organizations, (including key organizations such as the Corporation for National Service, Communities in Schools, Key Club International, National Association of Secondary School Principals, National Association of Elementary School Principals, Ethics Resource Center, Quest International, Council for Chief State Schools, Communitarian Network, American Association of School Administrators, Center for Effective Compassion, and the Close-up Foundation) is organizing a nationwide two-week effort leading up to Martin Luther King Day, entitled "Kindness & Justice Challenge". Through the Challenge, thousands of students will commit Acts of Kindness (helping others) and Acts of Justice (standing up for what is right), while participating in a character education and leadership training component in their schools.

Within a few years, this annual event should become one of the largest student activities in history, with 1 million students participating in the Challenge by the year 2000. Both a large scale national media campaign and an internet festival will promote the event and allow students across the country to share their acts and dreams with each other.

THE EVENT

All K-12 schools in the nation will be invited to participate in the Kindness & Justice Challenge. Each teacher will receive a kit (appropriate for their grade level) with a curriculum which includes two weeks of daily lessons, instructions for posting acts of kindness and justice on the internet, and incentives to encourage participation. After the Kindness & Justice Challenge, students and schools who have done the most acts in each state and in the nation will receive recognition and media attention.

THE INTERNET

Each school that registers for the Challenge will post their acts on a website created for the Challenge. One of the features of the website will be a map of the country that will keep a running total of the committed Acts of Kindness and Justice, categorized by city and state throughout the two weeks of the contest. Last year, 300,000 people logged on to Webstock, *Do Something's* internet festival designed to inspire and educate young people interested in improving their communities. *Do Something* expects to build upon the success of Webstock '96 with the Kindness and Justice Challenge.

MEDIA

Last year, celebrities like Andrew Shue, Noah Wylie, Malik Yoba, Kim Williams, Dean Cain, and Anthony Edwards, as well as political leaders such as Senator Bill Bradley, Senator Barbara Boxer, Speaker of the House Newt Gingrich, and President Bill Clinton all participated in *Do Something's* Webstock. It is expected that the Kindness & Justice Challenge will generate widespread national media attention, focusing on the students as well as on the many celebrities and leaders sure to support this challenge leading up to Martin Luther King Day.

ONGOING EFFORTS

The website will be regularly updated and will be an ongoing resource to students and teachers who want to share stories, learn from each other, and work together to build their communities, and will serve as a bridge to the next year's Kindness & Justice Challenge. The Kindness & Justice curriculum provided to the schools is a two week segment of a year-long leadership and character education curriculum that *Do Something* is piloting in Newark with 17,000 students over the next few years.

MEMORANDUM TO KINDNESS & JUSTICE CHALLENGE PARTNERS

From: Tina Choi

Date: July 21, 1997

Re: July 24, 1997 K/J Meeting Agenda

Our next Kindness and Justice Challenge meeting will be held on July 24, 1997 at the Corporation for National Service, 1201 New York Ave., NW, Room 8410, from 10:00am - 12:00pm. I have listed some of the ideas that committee members should bring to the meeting. Also, please bring a copy of your organization's logo on disk as a jpeg or Photoshop document. Please RSVP regrets only to me at Do Something (212) 523-1175 or tchoi@dosomething.org.

The primary objective of this meeting is to establish a firm timeline for the program, divide up responsibilities as is appropriate, and designate a schedule for communication between me and the other committee members.

Schedule

10:00-10:15	Introductions
10:15-10:30	K/J Update
10:30-11:30	Committee Updates/Discussion
11:30-12:00	Next Steps/Conclusion

Outreach

Follow-up from last meeting:

- Sylvan Learning Center/Score
- Chiefline/Council of Chief State Schools
- 800 number/CNS Clearinghouse
- endorsement from King family
- contact at the Library Association?
- district address list on disk

Main discussion topics:

- which publications and other mediums in which to advertise
- role of teachers' unions and organizations
- outreach to parents and children
- free outreach/publicity opportunities

Objectives:

- devise outreach timeline
- distribute responsibility for contacting other organizations

Incentives**Follow-up from last meeting:**

- design of posters for classroom monitoring
- awards for participation (i.e. certificates, pencils, stickers, keychains, computers, etc.)

Main discussion topics:

- decide on the reward structure; issues include:
 - a) competitive awards or awards for passing a certain threshold level of acts?
 - b) recognition on an individual, classroom, and/or school basis?
 - c) special recognition for state and national level victory?
 - d) which awards should be given for which achievements?
- consider whether all the written descriptions of acts need to be submitted to Do Something in some form, or if only the best need be
- whether to publish acts of kindness/justice, and if so, which ones in which form
- decide whether checks and balances are needed to prevent the submission of false number of acts — this is especially important if expensive awards, such as computers, are distributed

Objectives:

- agree upon general award structure
- determine what types of awards will be given out
- decide classroom poster layout

Internet**Follow-up from last meeting:**

- contact been made with Yahoo, Lycos, Alta Vista, Open Text, and other search engines
- partnerships with NetDay, Volunteer America, Impact Online, and similar organizations
- college student for website maintenance/consulting

Main discussion topics:

- determine main purpose of web site, including degree of interactivity
- web site layout
- inspirational quotes, serial stories, celebrity testimonials, and other ways of spicing up the site
- proposals from web designers, including Mighty Media

Objectives:

- agreement over purpose of web site and its basic design
- decide what features are needed in order to attract hits

Media

Main discussion topics:

- logo prototypes
- discuss how to obtain free publicity from the general media
- publicity plan for award winners

Development

Main discussion topics:

- identify corporate sponsors and other funding sources
- complete strategic plan for locating funding

Curriculum

Follow-up to last meeting:

- language of curriculum
- tie in curriculum with other courses
- commentary on Newark and Webstock curriculum
- MLK Day them and possible extensions

Main discussion topics

- Do Something's idea for structure of program and presentation of plan
- definitions of kindness and justice and daily themes
- brainstorm over:
 - a) lesson plans
 - b) classroom exercises
 - c) optional exercises
- evaluate appropriateness of groupings of grade-levels
- curriculum writer search — suggestions, search plan, and job description
- degree of collaboration necessary for good curriculum
- how to make curriculum attractive to maximum number of classroom teachers

Main objectives:

- evaluation of Do Something's plan and suggestion for improvement

K/J Committee Addresses

Last	First	Organization	Phone	Fax	Address	City	State	Zip	E-mail
Barnard	Heather	Ethics Resource Center	202-434-8351	202-737-2227	1747 Pennsylvania Ave., NW, Suite 400	Washington	DC	20006	hcather@ethics.org
Briggs	Jennifer	Nat'l Assoc of Secondary School Principals	703-860-7324	703-476-5432	1904 Association Dr.	Reston	VA	20190	Briggs_J@nassp.org
Buscemi	Michael	Quest International	800-288-6401	614-522-6580	1984 Coffman Rd.	Newark	OH	43055	
Casserly	Michael	Council of Great City Schools	202-393-2427	202-393-2400	1301 Pennsylvania Ave., NW, Suite 702	Washington	DC	20004	
Clark	Jennifer	Close-up Foundation	703-706-3688		44 Canal Center Plaza	Alexandria	VA	22314	
DeLo	Katherine	Council of Chief State Schools	202-408-5505	202-408-8072	1 Massachusetts Ave., NW, Suite 700	Washington	DC	20001	kathard@ccss.org
Evens	Margaret	Nat'l Assoc of Elementary School Principals	703-684-3345	703-548-6021	1615 Duke St.	Alexandria	VA	22314	students@naesp.org
Fiscus	Lyn	Nat'l Assoc of Secondary School Principals	703-860-7261	703-476-5432	1904 Association Dr.	Reston	VA	20190	FiscusLe@nassp.org
Laves	Mike	Communities in Schools	757-886-2746	703-519-7213	1199 N. Fairfax St., Suite 300	Alexandria	VA	22314	twilson@cisnet.org
Kimberly	Richard	Kimberly-Clark	202-393-8280	202-638-0483	700 11th St., NW	Washington	DC	20001	
Lewis	Brad H.	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	bhlewis@cns.gov
Martin	A. John	Communitarian Network	202-994-8190	202-994-1606	2130 H St., NW, Suite 714	Washington	DC	20052	www.gwu.edu/~ccps
Pierce	Darlene	Am Assoc of School Admins	703-528-0700	703-528-2146	1801 N. Moore St.	Arlington	VA	22209	dpierce@aasa.org
Pollock	Richard	Center for Effective Compassion	202-965-7373	202-965-5679	3299 K St., Suite 402	Washington	DC	20007	richtvprod@aol.com
Richardson	Scott	Close-up Foundation	703-706-3330	703-706-0001	44 Canal Center Plaza	Alexandria	VA	22314	smr@closeup.org
Schaefer	Linda	Ethics Resource Center	202-434-8351	202-737-2227	1747 Pennsylvania Ave., NW, Suite 400	Washington	DC	20006	linda@ethics.org
Seidel	Bob	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	
Smith	Marilyn	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	rsmith@cns.gov
Speight	Thomara	Washington, DC Do Something	202-889-2088	202-584-3539	1303 Maple View Pl., SE	Washington	DC	20020	tbs611@aol.com
Taylor	Rhonda	Corporation for National Service	202-606-5000	202-565-2781	1201 New York Ave., NW	Washington	DC	20525	rtaylor@cns.gov
Wilson	Tom	Communities in Schools	703-518-2564	703-519-7213	1199 N. Fairfax St., Suite 300	Alexandria	VA	22314	twilson@cisnet.org

National Kindness and Justice Challenge Committees

Outreach Committee

Darlene Pierce	American Association Superintendent Administrators
Tom Wilson	Communities in School
Katherine Delow	Council for Chief State Schools
Jennifer Briggs	National Association of Secondary School Principals
Lyn Fiscus	National Association of Secondary School Principals
Mike Hays	Communities in Schools

Curriculum Committee

Katherine Delo	Council for Chief State Schools
Scott Richardson	Close-up Foundation
Jennifer Briggs	National Association of Secondary School Principals
Lyn Fiscus	National Association of Secondary School Principals
A. John Martin	Communitarian Network
Thomara Speight	Do Something
Marlynn Smith	Corporation for National Service
Bob Seidel	Corporation for National Service
Mike Hays	Communities in Schools
Mike Buscemi	Quest International

Media Committee

Richard Pollock	Center for Effective Compassion
Mike Buscemi	Quest International

Internet Committee

Brad Lewis	Corporation for National Service
Tom Wilson	Communities in School

Incentive/Judge Committee

Darlene Pierce	American Association Superintendent Administrators
Heather Barnard	Ethics Resource Center
Linda Schaefer	Ethics Resource Center
Thomara Speight	Do Something

Development Committee

Margaret Evens	National Association for Elementary School Principals
----------------	---

Timeline for the National Kindness & Justice Challenge

March

- Beginning of outreach for partnership
- Do Something begins search for financial support of challenge

April

- 15 9:00 am - 10:30 am - Planning meeting for partners to discuss outreach to schools and other organizations for the contest, types of prizes for challenge, changes and/or deletions to the timeline
- 27 K/J Challenge announced @ the Presidents' Summit, Youth Press Event

May

- 19 Planning meeting with all partners to finalize strategic plan for Kindness and Justice Challenge @ Corporation for National Service
- 30 Do Something continues building its Kindness and Justice Team

June

- 1 (Outreach) Continue developing outreach plans
- 13 (Curriculum) Identify existing materials
- 17 (All Committees) K/J meeting @ Communities in Schools 9-11 am
Summary report from committees; Bring lists of prospective partners

July

- 24 Committee Meeting @ CNS 10-12 pm in Washington, DC

August

- 1 (Outreach) Ad placed in the NEA newsletter
- 15 (Curriculum) Curriculum writer should be hired by now
(Internet) Web site design reviewed
- ?? *Date of the next meeting*
(All Committees) Finalize brochure
(Awards) Finalize awards to include in the brochure
(Curriculum) Review outline of curriculum that will be used in publicity materials until the completion of the complete curriculum
- 29 Deadline for *Education Week* ad; continue submission every Thursday for the next nine weeks

September

- 1 (Internet) Web set goes up, to be updated regularly in order to attract hits
(Media) Media campaign begins, announcing contest and encouraging registration
(Outreach) Brochures are sent to schools and interested parties
- ?? *Date of September meeting*
(Development) Funding source now identified & presented to group
(Incentives) Awards finalized and ordered from producers

November

- 15 Deadline to Register (though it will not be publicized, late applications will be accepted to increase participation rates.)
(Curriculum) Curriculum completed and presented to committee at next meeting

December

- 1 (Curriculum) Kindness and Justice Kits are mailed to registered schools which request hard copies be mailed to them.
(Internet) Kindness and Justice Kits are posted to Internet

January

- 5 Kindness & Justice Challenge Begins
(Internet) Web site must be constantly monitored for the next two weeks
- 19 *Martin Luther King Jr. Day*
Kindness & Justice Challenge Ends
- 31 Deadline for Submission of top acts, final tallies of acts, and teacher comment forms

February

- 14 (Media) Publicity campaign surrounding winners begins
(Incentive) Notification and Awards Sent

K/J
Curriculum Notes
(in progress)

Kindness and Justice Research

Observations:

- The first step of the planning process must be the identification of a goal for the National Kindness & Justice challenge. This will determine both the structure of the program and the content of the classroom instruction. My own belief is that our primary objective is to encourage students to perform as many acts of kindness and justice as possible by making them recognize how some of their everyday actions are contrary to these virtues.
- The first day must be devoted to defining kindness and justice. This is a crucial and potentially controversial task that might be facilitated by dividing up each of the two into a variety of specific virtues, such as compassion and fairness. A list of ideas is included later.
- This program should *not* aim for values clarification — an educational objective popularized in the 70's which encourages students to identify their own values. Instead, the Challenge should offer clear and concise definitions of the values it advocates, and should aim to inculcate students with these ideas to such a degree that they are voluntarily willing to act upon them.
- As a result of the above guidelines, it seems as though our curriculum should avoid focusing on instances of value conflict, in which there is no clear right answer, and should instead use as examples cases in which it is clear what the "right thing" to do is, but is difficult to make that choice.
- Due to the short target time for the program — 15 minutes a day for two weeks — the curriculum must remain focused on kindness and justice, and must not attempt to cram too much material into those two weeks. As a result, certain admirable and associated virtues, such as good citizenship and self-esteem, will most likely be left out of the materials. (It may nonetheless result that they are enhanced by the program if it is effective.)
- A simple model for the classroom day is a short lesson followed by an interactive class participation exercise, ideally encouraging traditional classroom skills like creativity, research, reading, and writing.
- Based on the materials I have examined in the library, I feel that curriculum development should proceed through two distinct phases:
 - A) The identification of goals and the creation of a structure/framework for the program. This is something that we will have to create ourselves.
 - B) The location of *content*, or stories and anecdotes illustrating these principles. There are variety of excellent sources for these, such as William Bennett's *The Book of Virtues*. However, in order to include material from these sources in our classroom packets, we will need to receive copyright permissions.

Sub-divisions of Kindness and Justice:

Kindness

Non-violence
Courtesy
Compassion

Justice

Integrity
Honesty
Reliability

Self-discipline
Self-respect
Community Service
Respect (for other people and things)
Caring
Cooperation
Commitment
Helpfulness
Voluntarism
Generosity
Sensitivity

Loyalty
Trustworthiness
The Golden Rule
Tolerance & Acceptance
(Moral) Courage
Fairness
Citizenship
Moderation
Responsibility

Specific Problems in the Schools:

These somewhat abstract values should be taught in a way that links them directly to common classroom problems. These include:

Bullying
Gossiping
Popularity/Cliques
Lack of Cooperation
Lack of Respect (for self, fellow students, teachers, and parents)
Fighting/Gang activity
Materialism
Cruelty over differences (such as handicaps, socio-economic background, etc.)
Lack of appreciation for other cultures
Anti-intellectualism (encouraging poor performance in school)
Sibling rivalry
Disobedience to authority (teachers, parents, police, etc.)
Poor work ethic
Selfishness
Insults and Put-Downs
Cheating (in sports and in the classroom)
Dishonesty
Peer Pressure

Exercises

1) The primary classroom exercise for character education programs is the **case study**, in which a scenario is posed to the class, and the students attempt to resolve the moral dilemma contained within it. As mentioned earlier, the goals of our program indicate that we would like to select cases in which there is a determinate "right" answer, as opposed to those in which there is an intractable values conflict.

In *Moral Education in Theory and Practice*, Robert Hall and John Davis offer the following model for the case study exercise:

- 1) Statement of the Case
- 2) Finding the Alternatives
- 3) Calculating the Consequences
- 4) Socratic Inquiry
 - a) separating the facts and values
 - b) finding the "best" reasons
 - c) considering decisions as universal principles
 - d) ideals and values

5) Making a Decision

The standard case study procedure involves the teacher presenting the situation to the class and then moderating a discussion over the proper course of action. It ends with the teacher in some way reinforcing the idea that there is indeed a "right" solution to the problem. There are an almost endless number of variations on the case study, which means that it can be easily tailored to different age groups. Here are some examples:

A) Divide students into teams and have them write their own scenarios in which there are moral dilemmas. They could then act them out before the class, and lead a discussion over the proper course of action.

B) After the initial presentation of the scenario, accept anonymous votes on the proper course of action and present the results to the class. A similar option involves voting out in the open. Present an option that can be answered in a yes/no fashion; raising a hand is a positive vote, thumbs down is a negative vote, and arms crossed expresses uncertainty.

C) Prioritizing — students rank possible courses of action in order of preference. This is especially helpful when there are more than two viable courses of action, and each possible course of action represents a particular moral stand.

D) When there seem to be two extreme course of action and a variety of options in-between, students can chart themselves on a "spread of opinion." They draw a line with options on each side, and situate themselves along the gradient. As an alternative, they can identify various positions along the line.

E) Individual written responses might sometimes be preferred if the classroom atmosphere is not conducive to open discussion of decisions of this sort.

II) For younger students, one way to encourage kindness is to have **appreciation time**. The class sits in a circle, and each student names something they are thankful to another classmate/person (depending on teacher's preference) for. One variation is when it is a person's turn, all other students turn in a paper (without their name) stating what they like about this person. The teacher then reads the responses to the class.

III) Older students can keep **values journals**, in which they record their acts of kindness and justice and their feelings about them (as well as the program). One variation is to have students write down an opportunity to act kindly or justly that they failed to follow through with every time they record an act that they successfully performed. This encourages them to turn a critical eye towards their own behavior and search for chances to improve it.

IV) Although the guidelines thus far have encouraged the curriculum to stay away from focusing on conflict, the course for oldest students may want to examine cases in which **kindness and justice come in conflict**, encouraging discussion over what the proper course of action should be.

V) Another lesson may focus on thinking of kindness and justice beyond the individual level of analysis. This would involve drawing **analogies** between personal acts of kindness and justice and policy changes that could be made in the classroom. The next stage is to think of institutional changes that would make society a kinder and juster place. This would make a good wrap-up lesson for the course (probably for older students).

VI) Ask students to examine **historical documents** (or a particular historical event) in order to identify examples of kindness and justice or the lack thereof. Documents from the American

Revolution and the Civil War might be particularly rewarding. Also of value are Lincoln's Second Inaugural Address and Martin Luther King's "Letter from a Birmingham Jail."

VII) In order to encourage reading of the newspaper and also engage students in the current events of their own communities, teachers could ask students to bring in **news stories** which provide examples of kindness and justice or the lack thereof. They could then explain to the class the connection to kindness and justice, and if there is a problem, they could explain how the problem could be rectified. (Local newspapers often provide free copies to classes for educational purposes.)

VIII) As a research project designed to encourage either the knowledge of one's own roots or an appreciation for other cultures, students could be asked to do a presentation on a particular **tradition of kindness or justice** from their ancestors' cultures or from that of other cultures.

IX) In order to help younger students express their feelings, they should be provided with **sentence prompts** for them to complete.

X) Since one major goal of character education programs is to allow students to recognize how controversial issues look from another's perspective, have disagreeing students **switch roles/positions** when they are embroiled in a debate. One variation would be to present a controversial case study to the class and have the students name their positions on it. Then force them to take up the opposite side in a debate.

XI) As an exercise in **creative writing**, have students write a poem, story, or play illustrating one of the virtues. It may help to subject the students to particular constraints — for example, all characters must be animals.

XII) Besides non-fiction and fiction, another type of content that could be used in the curriculum are **riddles** which illustrate the value of moral principles. One example is the famous riddle concerning the crossroads at which two men are standing — one who always tells the truth and one who always lies. You don't know which is which, yet you are only allowed to ask one question to one of them in order to figure out which way to pass. What should you ask? This question is a reminder of the difficulties caused by dishonesty.

XIII) To encourage **critical analysis of the mass media**, ask students to present examples of kindness and justice or their opposites from pop music lyrics, television, or advertisements. As always, push for discussion and debate.

XIV) One class day could be devoted to examining the sub-divisions of kindness and justice through the prism of **rights and responsibilities** — which virtues fall into which category? This lesson will help students understand the direct link between the obligations of kindness and justice and the benefits they gain from their existence.

XV) For classes of younger children, another way to publicize acts of kindness and justice is by having a **"good deeds tree"** in the classroom. The tree starts out as all limbs, and each act is a leaf with the name of the person who did the act written on it.

XVI) One potential discussion topic is Gandhi's "Mankind's Ten Sins."

XVII) Disability simulation

XVIII) Role models chart

Now discussion topics —

how do you harm yourself when you are unkind or unjust to another?

K&J First, Last, & Every Day Plans

First Day Objectives:

- explain structure of program, especially the challenge of performing kindness & justice
- why kindness & justice?
- define kindness & justice
- explain lesson plan
- lead discussion over kindness & justice to gain preliminary student understanding of the program

Every Day Objectives:

- wrap-up every session with five minutes in which students present an act of K&J they have performed (and perhaps, a missed opportunity) so they will not lose sight of the main objective of the program

Final Day Objectives:

- to insure that students understand that although the formal section of the program is over, the challenge to perform acts of kindness and justice remain
- recognition of student performance
- reflection on the past two weeks
- reflection on Martin Luther King day

Some notes on the order:

- fairness exemplifies justice, and thus should be the first sub-virtue of justice
- compassion & caring exemplify kindness, and thus should likewise be the first sub-virtue of kindness

Compassion/Caring Curriculum Notes

Fundamental Aspects:

- understanding how others feel and being able to recognize others' perspectives
- doing more for another person than is demanded by duty
- being affected adversely by the pain of others and working to alleviate it
- recognizing the impulse to care as something that separates humans from other animals
- caring for a friend manifested as trustworthiness and the refusal to gossip
- resolution to subscribe to stereotypes
- importance of sharing
- being a good friend
- working cooperatively
- helping out the less fortunate
- being kind even when others are not

Possible Scenarios:

- new kid/pariah who is treated poorly by your best of friends
- fellow student who is insulted for being bad at something, like school work or a sport
- mistreated animal
- some kind of situation where being a good friend is tough

Possible Exercises:

- case study with one of the above situations
- disability exercise — have students physically simulate what it is like to be blind, wheelchair-bound, etc.
- have children list and discuss something they are not good at, so they understand that all have a trait or personal quality that could potentially be a target of abuse if others act without compassion
- inspiring story about someone moved into action by compassion, like Mother Teresa and Jane Addams
- variation on a card game — shuffle cards, each student uses tape or a rubber band to attach a card, face up, to his or her head, so that he or she doesn't know what it is, but others do; teacher draws a card, places it face up, and announces that this type (spade, heart, etc.) is "it" — and these students are systematically excluded from participation in a certain activity. Discussion follows, in which among other things, excluded students voice their feelings. Discussion should then proceed to the arbitrary nature of the differences that lead to discrimination, implication being that the distribution of race, ethnicity, sex, disability, etc. is arbitrary in the same fashion.
- ceremonial disposal of stereotypes
- for younger children, appreciation time

Non-Violence Curriculum Notes

Fundamental Aspects:

- conflict resolution skills

- anger management exercises
- non-violent methods of achieving social change
- the cycle-of-violence argument

Possible Activities:

- for younger children, the gradient of responses; what lies in between doing nothing and physical violence? why would one of these choices be superior to either extreme?
- historical accounts of non-violent social change and speculation over what might have occurred if violence as used

Community Service Curriculum Notes

Fundamental Aspects:

- teach students about obligation (duty) to the community, which is intimately linked to the benefits conferred on them by it
- allow participants to recognize the analogy between individual acts of kindness and justice and the social change that is possible through collective action of this sort
- have students think about ways of improving their schools and communities (especially changes in things they are responsible for)

Possible Exercises:

- after a discussion on acts of kindness and justice that would be most effective on the societal level, have each student write a letter to a politician advocating a change in policy that the student believes in
- exercises that flow directly from the latter two suggestions in the "fundamental aspects category"
- in the discussion resulting from suggestions on improving the school & community, conclude all of them with the individual students: the conclusion being that change begins with the individuals; a resulting extension is to vote on a project for the class and two undertake it...

Optional Exercises:

- field trip to a community service organization, such as a homeless shelter — especially helpful if students help out during their visit
- guest speaker from an area community service organization

Respect Curriculum Notes

Fundamental Aspects:

- to lead students to recognize when they have been disrespectful to others without even realizing it
- to have students understand that that the respect they receive is directly related to the respect they give; self-respect demands respecting others
- to encourage students to respect difference in such areas as culture, age, and handicaps
- courtesy and punctuality (for younger children)
- to make put-downs and insults unacceptable
- to increase environmental awareness

- self-respect, and its correlating imperative to avoid behavior that is damaging to the body

Possible Exercises:

- "play of manners" — have (older) students write and perform humorous skits based on the notion of respect and disrespect; creative process can be facilitated by worksheets
- brainstorm over the idea that you have loaned your body to a friend who is lacking in one. You are laying down the conditions which he or she must follow. What would they be? Afterwards, teacher asks students to think about whether they themselves follow these rules...

Honesty Curriculum Notes

Fundamental Aspects:

- always tell the truth, even when there is no chance of being caught
- honesty is essential to human relations
- there is no excuse for telling a lie
- being trustworthy
- not stealing another's possessions or ideas
- giving praise only when its sincere and giving criticism only when its constructive

Moral Courage Notes

Fundamental Aspects:

- sometimes the right thing to do is difficult to do
- the costs of doing the wrong thing will always outweigh its benefits in the long run
- "all it takes for evil to triumph is for good men to do nothing"
- telling the truth in spite of consequences
- resisting the temptation to do wrong
- ignoring peer pressure in order to do the right thing

Possible Exercises:

- profiles of famous leaders who have displayed moral courage
- discussion of individual role models who exemplify this virtue; use the three-part role model chart

Fairness Curriculum Notes

Fundamental Aspects:

- treating equals as equals — for younger children in particular, this entails learning that adults and authority figures are to be treated differently than their peers, but that this is fair since they will one day be in those shoes
- turning down unfair advantages in competition
- make decisions without fairness or prejudice
- not cheating — even if one will get away from it

- the golden rule and its extension for older children, the two criteria of a fair action (universality and reversibility)

Possible Exercises:

- some sort of game in which sides compete, yet they do so unevenly
- as the first justice day, this would be a good time for case studies...
- for younger children, the set-up of the little bear asking why he gets the smallest share of porridge in the family, as poppa bear and momma bear get more
- the opportunity to cheat in a sporting match when it looks as though you would get away it and the other team has already cheated

Responsibility Curriculum Notes

Fundamental Aspects:

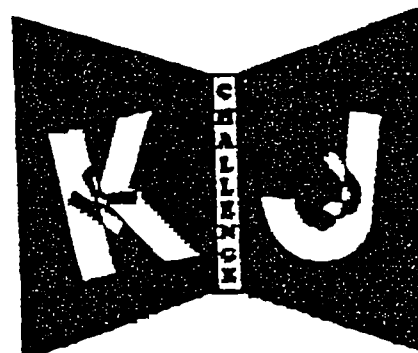
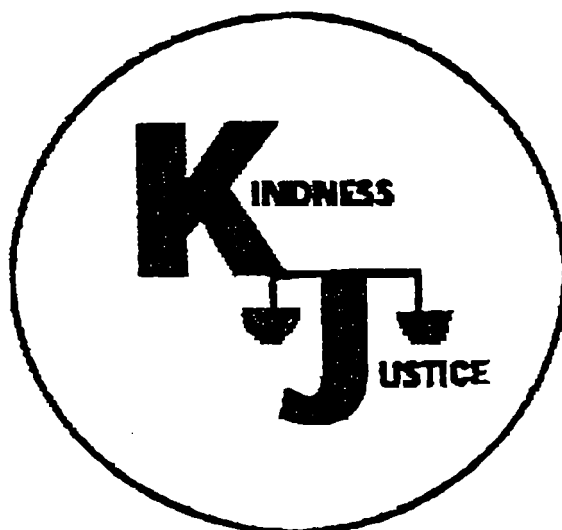
- not blaming others for one's own short-comings
- not making excuses
- acknowledging responsibility for what one does *not* do as well as what one does
- being helpful before you are asked
- taking care of possessions and other people's possessions
- fulfilling obligations — as community functions through an endless cycle of people fulfilling obligations
- what it means to be a responsible citizen
- how responsibility counter-balances rights
- doing one's share when working in a group (the analogy of teamwork)

Possible Exercises

- a game in which all collectively seek to accomplish a goal, but the failure of one prevents that goal from being reached
- for older students — a discussion of the rights they believe they should have a) from parents, b) from the school, and c) from the nation followed by a discussion in which they match-up corresponding responsibilities, learning that one is impossible without the other

National Kindness & Justice Challenge Curriculum Planner

Topic	K-2	3-5	6-8	9-12
Non-Violence Lesson				
Non-Violence Activity				
Compassion/Caring Lesson				
Compassion/Caring Activity				
Community Service Lesson				
Community Service Activity				
Respect Lesson				
Respect Activity				
Honesty Lesson				
Honesty Activity				
Moral Courage Lesson				
Moral Courage Activity				
Fairness Lesson				
Fairness Activity				
Responsibility Lesson				
Responsibility Activity				



K/J
Web Notes
(in progress)

National Kindness & Justice Challenge Web Site Ideas

- **Purpose:** The web page will go up in September, and although its primary role before the actual dates of the event will be to allow pre-registration, it will also aim to attract other viewers in order to build up excitement.
- **Attracting Web-Surfers:** One way to draw students to the site before January is by placing on-line serials on the web site, such as an on-going cartoon story for elementary students and a soap opera for high school students. The plots of these stories should illustrate the principles of kindness and justice. A serialized story is passive; web-surfers can also be drawn into the site by something active, like a game.
- **Unit of Registration:** The principle unit of registration should be classes, if possible. If this is too difficult, then schools should be used. However, what if non-school organizations such as a Key Club wanted to sign up?
- **ID Code:** When a participant (i.e. a student in a classroom using the curriculum) uses the web site, he or she should be given the opportunity to enter a code (for example, the school phone number) that will let the site know where the viewer is from. This will allow the user's school or classroom numbers to be shown should he or she choose to view the challenge statistics.
- **Statistics:** One major role of the web site will be to show statistics on the on-going results of the challenge, such as number of acts of kindness and justice performed, and percentage of students in a class where the program is taught who participated in the program. The site should allow comparison within states as well as within grade levels. The user should also be able to access a list of category leaders as well. Lists of participating classes or schools should also be provided. If the aforementioned code system is implemented, the statistics of the viewer's class or school will automatically appear on the screen for comparison against other classes or schools when the statistics section is entered.
- **Participant Anecdotes:** Participants should report inspirational examples of their own acts of kindness and justice to the web site. The webmaster should select the best ones from each of the categories and then post them to the web site.
- **Celebrity Anecdotes:** The web site should also contain personal anecdotes concerning kindness and justice from celebrities who youth look up to. These can be in both video and audio form, so that they can be used on almost any kind of computer. If letters of encouragement are given by President Clinton and General Powell, than these should also be presented in this fashion.
- **Measuring Number of Hits:** Another possible contests involves measuring the numbers of hits on the K & J web-page from each class or school. If participants enter a code upon opening up the web page, then we'll know which group they're affiliated with and can tabulate how many hits their class or school makes on the K & J web page. A contest of this sort would encourage participants to explore the site as much as possible.
- **Advertising the Site:** The web page can be advertised on the web pages of the corporate sponsors. They will have an incentive to do this so others will know that they support the project. MTV will hopefully help to spread word about the page as well.

- **Possible Organization:** One possible organizational hierarchy would offer the following links on the first page:

- 1) Information
- 2) Students
- 3) Teachers

Category number one would be designed to provide information to individuals not yet affiliated with the project. Also, note that all three paths would lead to some of the same links, such as the challenge statistics.

- **Teachers' Section:** The teachers' section probably does not need to be protected by a password or anything like that -- it shouldn't matter whether a student or non-educator reads its materials.

- **Teachers' Chat Line:** The teachers' section should also include an on-going chat section so that teachers can exchange tips on how to make the curriculum work better. There will most likely be a lot of improvisation, so it seems as though this would be a good idea.

- **Curriculum On-Line:** Besides the class or school registration, the most important part of the teachers' section will be a downloadable (or merely printable) version of the curriculum. This will save time and money in getting it out to the various schools.

- **Other Sections:** Other necessary parts of the web site include a list of sponsors and a feedback section.

- **Student Section:** As for the student section, the number of grade-level divisions (for example: K-5, 6-8, and 9-12) should mirror the curriculum. The principle difference between these sections will lie in the features used to attract web-viewers. For instance, the youngest category may offer a simple cartoon, while the high school section might offer a role-playing game.

National Kindness and Justice Challenge FAQ (For Teachers)

How do I register for the program?

How long is the curriculum supposed to last?

I'm not sure I have that much classroom time to spare, but I would still like my class to participate. What should I do?

How much of my time outside of the classroom does this program demand?

My classroom time is divided up by subject or academic discipline. What subjects or academic disciplines is the curriculum suited for?

Are there any costs or fees for the program?

What participation incentives does the program offer my students?

Which professional organizations have assisted in the development of the curriculum or have endorsed it?

Has a program of this sort been tried before in actual classrooms?

Why is it necessary to participate in the challenge during the official two-week period, rather than another time?

Does my class need access to a networked computer (and specifically, the World Wide Web) in order to participate?

How can I communicate with other participating teachers in order to discuss experiences with the program?

Besides encouraging kindness and justice, does the program teach any other valuable skills?

How could I expand the curriculum in order to make it part of a longer character education curriculum?

Inspirational Quotes for the Web Site

Only a life lived for others is worth living.

—Albert Einstein

It's the small things that are hard to do.

—John B. Flannagan

Life's most persistent and urgent question is, What are you doing for others?

—Martin Luther King, Jr.

He who wishes to secure the good of others has already secured his own.

—Confucius

Past the seeker as he prayed, came the crippled and the beggar and the beaten. And seeing them, the holy one went down into a deep prayer and cried, "Great God, how is it that a loving creator can see such things and yet do nothing about them? And out of the long silence, God said, "I did do something. I made you."

—Sufi teaching story

When it comes to getting things done, we need fewer architects and more bricklayers.

—Colleen C. Barrett

Service is the rent we pay for being. It is the very purpose of life and not something you do in your spare time.

—Marian Wright Edelman

Happiness is a by-product of an effort to make someone else happy.

—Gretta Brooker Palmer

A person's true wealth is the good he or she does in the world.

—Mohammed

You have not lived a perfect day, even though you have earned your money, unless you have done something for someone who will never be able to repay you.

—Ruth Smeltzer

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

—Margaret Mead

No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

—Emma Goldman

I shall allow no man to belittle my soul by making me hate him.

—Booker T. Washington

That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.

—William Wordsworth

If you treat an individual... as if he were what he ought to be and could be, he will become what he ought to be and could be.

—Goethe

It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself.

—Ralph Waldo Emerson

We must learn to live together as brothers or perish together as fools.

—Martin Luther King, Jr.

Teachers open the door, but you must enter by yourself.

—Chinese Proverb

I learned that it is the weak who are cruel, and that gentleness is to be expected only from the strong.

—Leo Rosten

The truth of the matter is that you always know the right thing to do. The hard part is doing it.

—General H. Norman Schwarzkopf

Kindness is the inability to remain at ease in the presence of another person who is ill at ease, the inability to remain comfortable in the presence of another who is uncomfortable, the inability to have peace of mind when one's neighbor is troubled.

—Rabbi Samuel H. Holdenson

Never look down on anybody unless you're helping him up.

—The Reverend Jesse Jackson

Practice random acts of kindness and senseless acts of beauty.

—Adair Lara

Nothing is so strong as gentleness, and nothing is so gentle as real strength.

—Ralph W. Sockman

Desire nothing for yourself, which you do not desire for others.

—Spinoza

Act as if what you do makes a difference. It does.

—William James

Little deeds of kindness, little words of love,
Help to make earth happy like the heaven above.

—Julia Fletcher

Real generosity is doing something nice for someone who'll never find out.

—Frank A. Clark

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because someday in your life you will have been all of these.

—George Washington Carver

What do we live for, if it is not to make life less difficult for each other?

—George Eliot

I am only one, but still I am one; I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do the something I can do.

—Edward Hale

THE PRESIDENT HAS SEEN
11-3-97

THE WHITE HOUSE
WASHINGTON

212 L

October 30, 1997

MR. PRESIDENT:

Harris Wofford, Director of the Corporation for National Service, has sent you two memos. The first seeks your approval on a strategy of moving forward with reauthorization of AmeriCorps this year. The second seeks your approval of a plan by Sen. Wofford to reinstate the "Daily Points of Light" award. Sen. Wofford has apparently already had extensive conversations with President Bush about this plan.

At my request, Bruce Reed has summarized the memos and presented you with recommendations; the underlying memos from Wofford follow Bruce's cover note.

There is no disagreement on the reauthorization issue -- your advisors agree that we should move forward this year. On the "Points of Light" award, Bruce presents a recommendation different than Harris' proposal. While none of your advisor's are thrilled about reinstating these awards, they agree that Bruce's suggestion makes the most sense. Resumption of the awards could be announced at your visit to the Bush Library next week.

Please see Bruce's memo for details.

copied
Reed
Silverman
COS
Fordina

Phil Caplan

Phil

THE WHITE HOUSE
WASHINGTON

197 OCT 24 11:58

October 24, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED *BR*
CC: Steve Silverman
SUBJECT: Harris Wofford Memos

*Agree on Wofford
Process
but see my memo
on trust
Wofford
memo*

Harris Wofford has written you two memos. The first recommends that you make reauthorization of AmeriCorps a high priority. The second recommends that you reinstate President Bush's "Daily Points of Light" awards. A discussion of each memo, along with my recommendations, follows.

I. Recommendation on Harris's Reauthorization Memo

Harris Wofford wrote you on October 3 urging that we make reauthorization of AmeriCorps a high priority. He argues that we should send the Corporation's reauthorization proposal to the Hill before adjournment this year, with the goal of getting AmeriCorps reauthorized by the first anniversary of the Presidents' service summit next April. AmeriCorps has never been reauthorized and is now operating without any authorization. Harris argues that we must seek to establish firmly AmeriCorps' existence, preferably beyond the end of your term, and that this is the best time to do it.

The Corporation has made strides, particularly since the service summit, in getting Congress to support or at least not attack AmeriCorps. This year, for the first time, Congress did not launch an effort to eliminate the core AmeriCorps programs during the appropriations process, and it appears we will secure funding at last year's levels plus an increment for America Reads, although a smaller one than we requested.

Agree
We recommend that we launch the reauthorization in a high-profile way as Harris requests, but wait until the final phase of this year's appropriations battle is complete. The VA-HUD appropriations bill that is coming to you for signature includes funding for core AmeriCorps programs as well as \$25 million for America Reads. However, we are still fighting to get more funds for AmeriCorps' portion of America Reads as part of the Labor-HHS appropriations bill, and we believe it would be prudent to wait until this is resolved. It is possible that Labor-HHS will not be settled until just before recess, which would frustrate Harris's goal of sending this proposal to the Hill prior to adjournment. Nevertheless it would be prudent to wait.

One option is to launch the reauthorization in a radio address right before Thanksgiving, which would come just before Powell's summit update on November 25.

II. Recommendation on Harris's Points of Light Memo

Harris Wofford has written to urge that you resume former President Bush's "Daily Points of Light" awards. He proposes to rename the awards the "Presidents' Points of Light," with you and President Bush as co-sponsors. Rather than having the White House take responsibility for selecting and vetting the winners on a daily basis, as was the case under President Bush, Harris proposes that the Points of Light Foundation and the Corporation for National Service take on this responsibility. The Knights of Columbus have agreed to fund the costs of this program for one year.

One factor complicating the decision is that Harris has had extensive conversations with the Points of Light Foundation and with President Bush himself on this proposal. Apparently Harris has made it clear that he favors this idea and that the decision rests with the White House. Harris indicates that President Bush will be deeply disappointed if we decide not to resume the awards.

One other timing issue is that you are scheduled to attend the dedication of President Bush's library on November 6. If we decide to reinstate this program, that event would be an opportunity to announce it, especially given the former President's attachment to the Points of Light program.

Arguments For:

- Reinstating the awards is an easy way to keep the issue of service and volunteerism before the public on a daily basis. It would continue to repair the rift between the AmeriCorps concept of service and the more traditional volunteer sector, just as the Philadelphia summit did. Also, AmeriCorps members would be eligible for the awards.
- President Bush very much wants the Administration to do this. He will be very disappointed if we do not, and he will see it as the White House's decision because of Harris's conversations with him.

Arguments Against:

- The benefits of resuming the awards are minimal. Our efforts to reach out to the volunteer sector at the Philadelphia summit were so successful that it is not clear what this would add. In addition, some would react negatively to such a decision, since the original Points of Light program was derided by many as an empty gesture.
- Although theoretically we could assign responsibility for vetting the award winners to the Points of Light Foundation and the Corporation for National Service, from a practical

standpoint we would probably still feel the need to do a legal and/or political check on award winners. The daily responsibility of selecting and vetting winners will be time-consuming for White House staff, and not worth the effort.

Options:

#1 Resume the awards as Wofford proposes.

#2 Decline to resume the awards.

#3 Recommended Option: Reestablish these awards as the "Daily Points of Light" awards, rather than the "Presidents' Daily Points of Light" awards, to be administered by the Points of Light Foundation and the Corporation, with no formal connection to the President or the White House.

✓ Harris believes that this plan would be acceptable to former President Bush as long as we do not appear to be distancing ourselves from the awards. To that end, he suggests we announce this at the dedication of the Bush library, and advise former President Bush in advance of our action. He also suggests that we invite a group of the first winners to the White House during National Volunteer Week in April, along with former President Bush, and that we use inclusive language in talking about the awards, such as "We join former President Bush in congratulating the winners." Such actions seem like a reasonable compromise on this issue.

___ Option #1

___ Option #2

✓ ___ Option #3 (recommended)

___ Discuss

↳ alt tho I'm OK on
Option 1 - might help
us get to work - if did
would Bush publicly help
us get no authorizations?

772
copied
~~used~~
COS
return

June 25, 1997

MEMORANDUM TO THE PRESIDENT

From Harris Wofford

Harris Wofford

 SERVICE

This Sunday we are holding a joint meeting of the Board of the Corporation for National Service and the Points of Light Foundation. This meeting is a prelude to the Points of Light Foundation's National and Community Service Conference opening in New York. In connection with these major events, I hope very much to get White House concurrence so that we may announce the resumption of the Daily Points of Light awards -- with you and former President Bush as the co-sponsors. This will be good for National Service and for your post-Philadelphia Summit leadership. It would be extra good for you to send a video or speak by satellite to the conference and for the White House to announce the resumption of the awards simultaneously in Washington.

✓ But even if that announcement, designed for public impact, is delayed for another occasion, it is important that I be able to report your support for the idea of resuming the awards as the Presidents' (plural) Points of Light. President Bush is enthusiastic about this, and awaits word that you approve. Working closely with the Foundation board, I have urged the resumption of the awards as a way to further demonstrate the bi-partisanship of National Service and to give greater recognition to service leaders around the country (including especially our AmeriCorps, Senior Service Corps and Learn and Serve America network). As you recall, Bush's special request at your meeting before the inauguration was to continue his Points of Light initiative. This will be a mutually beneficial way to do this.

As I reported to Bruce Reed and Steve Silverman some time ago, I am delighted that we have worked out this practical collaboration plan for the resumption of the daily awards. The administration of the program would be undertaken by the Points of Light Foundation, in collaboration with the Corporation for National Service -- similar to the present working arrangement with the annual President's Service awards. Selections would be made by an award committee we agree upon. (I attach a memorandum on the process that could be used to facilitate appropriate clearances of the awardees before they are named.)

It is also a breakthrough that the Points of Light Foundation has secured the full funding of the costs of this program by the Knights of Columbus Supreme Council.

I look forward to working with you on this.

1201 New York Avenue, NW
Washington, DC 20525
Telephone 202-606-5000

Additional Information about the Proposed Daily Points of Light Award

While the daily Points of Light will no longer be officially named by the current President of the United States as they were during the Bush Administration, both President Clinton and former President Bush will be invited to send a personalized letter of congratulations and appreciation to each person selected as a daily Point of Light.

The major form of recognition for daily Points of Light will be the media announcement. Daily individualized press releases will be developed and sent by fax and mail to all appropriate media for each winner. A major portion of the staff commitment to the daily Points of Light Awards will be devoted to working with media to ensure significant local coverage for each winner. Wire stories will be developed and distributed for those winners of national interest.

To increase the amount of recognition for the recipients, we will send letters to the winner's members of Congress, mayor and governor, local Volunteer Center, state National Service Commission, and to those who served as references and nominators. From time to time we will have national recognition occasions to celebrate the awardees, in groups, with White House events possible, at your call.

Special care will be taken in the choice of final recipients to ensure balance -- type of activity, age, racial and ethnic backgrounds, economic status, geographic diversity -- much as the final recipients of the President's Service awards have been chosen.

Award winners will be chosen through a several step process. Foundation staff with Corporation participation will review all nominations, choosing those more appropriate to forward to final judges. Staff will contact references and other local contacts on all nominations prior to submitting them to the final judging panels -- which will include volunteers, representatives from nonprofit organizations, business, government agencies and the national service network.

The new program will be announced broadly -- in the nonprofit trade press, in Points of Light Foundation and National Service network publications and in the releases to daily and weekly newspapers and broadcast media. Announcements also will be targeted to organizations and individuals that might be sources of nominations. Announcement packets will be sent to all Volunteer Centers, state commissions and offices of volunteering, national service network, members of Congress, governors, mayors, Points of Light Foundation and Corporation for National Service contacts, and other lists.

This new program will build on the strong media support given to the Presidents' Summit for America's Future and to the ensuing efforts of America's Promise - the Alliance for Youth.

YOUTH SERVICE: A POWERFUL RESOURCE FOR ACHIEVING THE GOALS OF THE SUMMIT

Service should be the common expectation and a defining experience of growing up in America. All young people should be challenged and inspired and given opportunities to serve through their families, schools, communities of faith, youth corps and community organizations. Young Americans can play a vital part in reaching the goal of 2 million additional youth with all five resources and 5 million connected to at least one. They can do so very directly by becoming champions for young children as tutors, mentors and coaches. As Martin Luther King said, "Everybody can be great because everybody can serve." A key part of America's Promise is that every young person must be challenged and inspired to discover and realize that greatness. All young Americans must see themselves—and be seen—as resources and leaders, not just as problems or victims.

Service experiences, in order to be of the highest quality, should be sustained over time, have identifiable results, help solve real community problems and be structured to include preparation, action and reflection. Providing more high quality opportunities for young people to serve will pay multiple dividends:

- ♦ The sixty million students from kindergarten through college represent a powerful resource. Research shows that engaging older students, including those in high school and middle school, in tutoring younger students improves both students' performance; college students mentoring at-risk youth encourages young people to set higher aspirations; and peer mediation and conflict resolution can be effective in preventing violence among young people.
- ♦ High quality service is a vital way to learn citizenship, responsibility and discipline; to build skills, enhance self-esteem, develop problem-solving abilities, introduce new career options and prepare young people for future work; to improve academic motivation, school attendance and performance; and most importantly, to establish a pattern of future service that will continue through adulthood.
- ♦ Service answers the need that all people, rich and poor, have for practical experience and an understanding of democratic values in action; and the need to learn how to work with people of different backgrounds and experiences.

THE CHALLENGE

- ♦ Let us challenge two million additional young people by the year 2000 to provide 100 hours each year or more of service through high quality programs.
- ♦ Let's challenge 100,000 young people to become service leaders by providing 1,000 hours or more of high quality service each year.
- ♦ Let's challenge colleges and universities—and students—to commit at least half of the nearly 1 million work study positions to community service.

October 3, 1997

MEMORANDUM TO THE PRESIDENT

From: Harris Wofford *Harris*

Subject: AmeriCorps and National Service -- What We've Done and Where We Need to Go

Two years have passed since you tapped me to lead the Corporation for National Service. It's time to report what we have achieved and to propose next steps. As you asked, we've worked hard to gain greater support for AmeriCorps, and these efforts have won new allies and reduced the political acrimony about the program. A sign of this progress is the action this week by the House-Senate conference committee on the VA-HUD appropriation. They restored the cut in AmeriCorps made by the House and increased last year's funding by \$25 million, the first increase in three years. Now we need to capitalize on this progress and make the reauthorization and strengthening of AmeriCorps and the Corporation's other two major programs -- the Senior Corps and Learn and Serve America -- a high Administration priority.

After you've had the chance to read this memorandum, I hope that we can spend a few minutes together to chart our future course, beginning soon with an all-out effort to persuade Congress to reauthorize the Corporation.

* * *

Your charge to me was to build greater political support for AmeriCorps, strengthen AmeriCorps, and bring AmeriCorps into the mainstream of American life. That required developing real bipartisan support and establishing close working relationships with the great non-profit and service organizations of the country. We have made tremendous strides in these areas. Let me highlight our progress -- resisting the temptation to tell you everything we have done -- and then focus on the future.

The lack of controversy and rancor over funding of AmeriCorps in the soon-to-be-completed appropriations process shows AmeriCorps' greater acceptance. Through much work with Republican Members of Congress, we have made real inroads in demonstrating how AmeriCorps and the other key programs of the Corporation are a crucial part of a strategy to address the nation's educational and social challenges. As a result, support among Republicans inside and outside of Congress has expanded. Even among those who have not come all the way to supporting AmeriCorps, we have taken the edge off their opposition. They recognize that AmeriCorps will continue and that hundreds -- indeed thousands -- of organizations around the country approve. The loud

foes of AmeriCorps have been significantly marginalized. Moreover, we are on the road to important breakthroughs that will bring AmeriCorps and the Corporation to a new level of true bipartisan and nonpartisan support. While AmeriCorps is continually winning new allies, we have also built strong new bases of support for the Corporation through our work with students and seniors. With your good help, we are in the forefront of a growing effort to make service-learning an integral part of American education at all levels, and to make citizen service a reality for Americans of all ages and backgrounds.

In building support for AmeriCorps, I have been especially cultivating the so-called "Compassionate Conservatives" and those in the civic renewal movement. Though conservative, these leaders believe that government must find effective ways to help poor and disadvantaged citizens. As you know, these conservatives want churches, other faith-based institutions and non-profit organizations -- instead of the government -- to lead the effort to address our nation's problems. They want government to support these independent civic forces. Therein lies a great opportunity for AmeriCorps.

✓ One story illustrates this. Earlier this year Rep. John Kasich visited the Rheedlin Center in New York, an AmeriCorps grantee that works in Harlem schools to create safe havens for children, tutor, and teach conflict resolution, among other activities. Kasich spent two hours there and was overwhelmingly impressed with what the director, Geoff Canada, and his team of more than fifty young people are accomplishing. Unaware that this is an AmeriCorps site, at the end of his visit Kasich said to Canada, "Dammit, this is exactly what AmeriCorps should be doing!" To which Canada replied, "Almost all the people you've seen here this morning are AmeriCorps members. This is AmeriCorps!" ✓ Based on this incident -- reported to me by both Geoff Canada and Kasich -- I have struck up a very constructive, continuing conversation with Kasich. He says he is rethinking his position on AmeriCorps and believes there is common ground for mutual support.

I've also developed a strong relationship with Dan Coats, a co-chair with Kasich of the Congressional civic renewal alliance. Coats will become President of Big Brothers/ Big Sisters when he retires from the Senate next year. As he has seen AmeriCorps provide key assistance to Big Brothers/Big Sisters, he has discovered that AmeriCorps can play a valuable and constructive role. At the Big Brothers/Big Sisters national board meeting, after I put the challenge to them for a major Summit commitment, Coats moved a resolution committing the organization to double its numbers and add service as an integral part of the young participants' experience.

A key part of our strategy to build support for AmeriCorps has been to reach out to and collaborate with mainstream non-profit organizations. The Presidents' Summit was -- and continues to be -- the largest of our opportunities to do this and it has already borne much fruit. Our national service networks are taking the lead in many of the state and local summits, and forging closer relationships with the many Governors and Mayors who are engaged in the post-Summit campaign to achieve the five Summit goals for youth. Through these efforts, the National Service State Commissions, our Corporation state offices, and AmeriCorps grantees have taken a leadership role in their communities

and states, and have established strong, new bonds with leading non-profits and private sector sponsors. The partnership that you and President Bush and General Powell showed in Philadelphia is being replicated in cities, counties and states across the country. And in one place after another, this partnership is working to the benefit of AmeriCorps and our other programs.

Other partnerships of great significance include the National Service Scholars Program for outstanding high school student volunteers, which you initiated in your commencement talk at Penn State in the spring of 1996. It has drawn enthusiastic support around the country and from such valuable national allies as the Kiwanis, Rotary International and Lions Clubs, the Miss America Foundation, the Chamber of Commerce and the Veterans of Foreign Wars. This past spring, we gave the first 1,700 high school service scholarships. Next year we plan to expand to at least 10,000 high schools, and then to all 25,000 high schools in the country. These service scholarships are also a potential feeder system for AmeriCorps recruiting.

Similarly, our "education award only" program, to which you gave a great boost at the Summit, has taken hold even more quickly than we expected. Under this approach, which we call the AmeriCorps Challenge Scholarship, the AmeriCorps member receives from the Corporation only the education award -- \$4,725 for a year of full-time service. Living allowances and other costs are borne almost entirely by the host non-profit organization or from other private sector sources. The response to your Summit call for 50,000 such national service awards by the year 2000, has been enthusiastic. After the latest round of grants, we expect to have more than 15,000 new AmeriCorps participants in this program this year. Our largest partners in this endeavor so far are the National Council of Churches and the Boys and Girls Clubs. As you know, Sen. Grassley, who had been one of our chief critics, is particularly supportive of these AmeriCorps Challenge Scholarships and is delighted by our progress.

The most important source of our growing public support is the work of the members themselves. Whether it is tutoring school children for "America Reads" or disaster assistance in flooded communities, the reality of our motto -- Getting Things Done -- is setting in. In City Year and Habitat for Humanity, the American Red Cross and Teach for America, our AmeriCorps members are proving their value. That's why Millard Fuller, the Founder-President of Habitat for Humanity (once an AmeriCorps skeptic), recently wrote the following to Speaker Gingrich:

"I am writing you to affirm and emphasize the importance and value of national service. It is through partnerships with AmeriCorps, VISTA and other national service programs that [we] maximize Habitat's resources and expand its productivity, while helping recruit, train and supervise volunteers of all ages. To date, approximately 470 AmeriCorps members and additional national service participants through Learn and Serve America and the

Retired Senior Volunteer Program (RSVP) are serving in over 50 Habitat for Humanity affiliates. Again, national service is of great value in not only helping to eliminate sub-standard housing, but in transforming lives of participants in their various endeavors."

Millard Fuller's praise for AmeriCorps is typical of the response by growing numbers of organizations that have the benefit of AmeriCorps members.

When one puts together the overall reduction of political tensions, your resolve in insisting on continued support for AmeriCorps, and the increased understanding of AmeriCorps' true potential for helping to solve seemingly intractable problems, it is clear that the prospects are good for establishing AmeriCorps as a non-partisan institution in which Americans take pride.

The Road From Here – Seeking Reauthorization for AmeriCorps

Now is the moment to capitalize on this progress. We must secure AmeriCorps' future and expand the reach of national service by – first of all – getting Congress to reauthorize AmeriCorps and the Corporation for National Service. This will not be easy but if you make this a personal priority, I believe we can win the reauthorization that will assure that AmeriCorps lives long into the future.

The authorization for AmeriCorps and the Corporation for National Service expired last year. We are now operating under a de facto extension through annual appropriations. We have worked with the Office of Management and Budget to complete draft reauthorization legislation. In short, we need the reauthorization and the bill is ready to go.

Our case for reauthorization rests on three key points:

- (1) The Corporation and AmeriCorps are accomplishing the objectives set out in the original legislation;
- (2) We have listened to the critics and been responsive to their concerns; and
- (3) We have been creative in finding ways to extend the opportunities to serve and the rewards for service through innovations such as the AmeriCorps Challenge Scholarships and the high school service scholarship program.

In addition to generally reauthorizing our programs and instituting minor programmatic improvements, the highlights of the draft bill are:

- to devolve more authority and provide greater flexibility to States and local communities in implementing national service programs;
- ✓ to streamline the delivery system, further reducing costs and improving efficiency;
- ✓ to foster greater coordination among national and community service programs; and
- ✓ to modify and improve programs based on the experience developed over the last several years.

The bill also repeals various redundant or obsolete authorities, and makes a number of technical revisions to the existing statutes.

Getting a bill passed will be particularly difficult in the House where Rep. Goodling has jurisdiction and is not friendly to AmeriCorps. Still, our key supporters in Congress -- including Senators Jeffords and Kennedy and Representative Shays -- see a real opportunity for success. Each emphasizes that the outcome will depend in significant measure on the strength with which the Administration presses for reauthorization.

✓ Proposing legislation inevitably carries some risk -- of failure or of damaging amendments. These considerations led us to not seek a reauthorization bill in 1996. But the climate is significantly more favorable at this point. In addition to counsel from our allies on the Hill, I have spoken with Bruce Reed, Al From and Eli Segal, among others. Acknowledging the difficulties and dangers, each agrees that we should be bold and confident in sending Congress a reauthorization bill and in asking for Congressional action. This approach also has the strong support of our Board of Directors.

Our success in this undertaking will depend in large part on the tone we strike and approach we take. The Corporation programs are clearly in the mainstream of the national movement to promote service, a movement to which you have contributed so much. They are in line with the national, state and local efforts to achieve the goals of the Presidents' Summit. AmeriCorps is a valuable addition to the American tradition of community and citizen action.

The timing of the reauthorization effort is also important. Given the election results, AmeriCorps successes and the positive consensus around the Summit, we may never have a better time to make reauthorization a top priority. Yet time is already short

11-3-97

for a reauthorization in this Congress. But if you make reauthorization a real priority and press forward with an aggressive campaign we can still succeed.

The strategy I propose has three phases in quick succession.

- ✓ First, you would launch reauthorization legislation before Congress adjourns this fall.
- ✓ Second, in the roughly three months (November, December and January) of Congressional inactivity we would press the case for reauthorization. We would ask Sen. Jeffords and others to conduct hearings on the bill during the lengthy recess. Our national partners in the national service movement will add their voices in support for reauthorization. In addition, we would propose one major Presidential event to demonstrate the case for reauthorization. We would also propose your involvement in making a major effort on the Martin Luther King Jr. Birthday - National Day of Service in January.
- Third, upon Congress's return early next year, we would press a Congressional strategy -- starting with a strong statement and request for reauthorization in the State of the Union address.

Goal ✓ Our target is to win the reauthorization by the first anniversary of the Presidents' Summit in late April.

✓ I look forward to discussing this with you in the near future and leave you with one thought. People say that getting a first reauthorization is like winning a first re-election: it is the hardest to accomplish but if you succeed you are well-established. I didn't succeed myself at this in the Senate; but I believe that with your strong support we can and will win reauthorization for AmeriCorps and the Corporation for National Service.

John Gomperts, Chief of Staff
1201 New York Ave. NW
Washington, DC 20525
(202) 606-5000 ext. 121
(202) 565-2784 fax

67431

CORPORATION FOR NATIONAL
SERVICE

R

To: Steve Silverman/Bibb Hubbard From: John Gomperts/Kerry Galea
Fax: 456-6704 Date:
Phone: CC:
Re:

Am Rds?

Number of pages including cover sheet: 3

● Comments:

Hi Bibb, This is another brief summary of a strong program in Sacramento. There may be a few VISTA sites, but I won't until tomorrow.

Attached is the list of racial harmony programs. It was very difficult to find service programs that are race related in the mid-west. We have many more in the urban areas.

Diana Fortuna was also interested in this information. Could you share this with her.

Summerbridge Sacramento
Sacramento Country Day School
2636 Latham Drive
Sacramento, CA 95864

Phone: 916-481-8811
FAX: 916-481-6016
Email: Sbsactown@msn.com
Contact: Nancy Nagamada

Issue Area
Education

Program Summary and Design

Summerbridge National promotes school success while preparing students for high-school programs and developing high school and college students as future educators.

Summerbridge National AmeriCorps Members provide tutoring and mentoring support in after-school, weekend, and summer settings. They also provide enrichment class instruction, service and service-learning opportunities for elementary, middle, secondary school and college students and cultivate young educators.

~~Speech~~ -
Lit
- Sue

Corporation For National Service Programs Promoting Racial Harmony

The Corporation for National Service has many programs operating to address needs of individuals in low income urban and rural areas. Among those activities, AmeriCorps members mentor and tutor at-risk youth, educate community residents about health and nutrition issues, provide parenting assistance services, conduct job training clinics, and hold community meetings on gangs and drug abuse prevention. In doing so, AmeriCorps members may have learned to respect and learn from people of different races and backgrounds, but their mission is not specifically to build racial harmony.

Below are examples of Corporation programs which are, at least to some extent, intended to promote multiculturalism or teach racial diversity or harmony. We can provide reports on Corporation programs focusing on low-income individuals mentioned above if it would be helpful. We will continue to search our programs for examples like those that follow.

LOUISVILLE, KY:

Fantastic Choices Learn and Serve America: Students in Jefferson County Public Schools (elementary) and Fairdale and Western High Schools are involved in this program which helps elementary school children accept differences in individuals. Students work in groups to design a range of service projects and in doing so grow to accept, understand, and appreciate racial and ethnic diversity. }

COLUMBIA, MO:

Frederick Douglass High School Learn and Serve America: Frederick Douglass High School was once a segregated school and was reopened as an alternative integrated school; student population is 50% minority and 50% Caucasian. Many alumni from the segregated-era are involved in the school on an ongoing basis. Students identify community needs, and based on this assessment, service learning projects are designed and implemented throughout the school year. Multiculturalism is integrated within the curriculum. Last year the Learn and Serve America program did a luncheon program that highlighted the local problem of hunger and homelessness and benefited the Central Missouri food bank. This year the Learn and Serve America program did a bath and blanket bringing in over 2000 blankets and linens for the Salvation Army. While service learning projects are not organized around issues of race, these issues are a part of the analysis; the school's curriculum and organization attempt to bridge racial differences.]

ROCKFORD, IL:

YouthBuild Rockford: Youthbuild recruits explicitly from minority communities. Thirty-five AmeriCorps members serve to rehabilitate abandoned housing and build new homes for homeless people, persons with HIV/AIDS, people with physical disabilities, and low income families. They also hold community meetings on topics of nutrition, gangs, and drugs.

CABINET AFFAIRS ROUTING SLIP

DATE: 11/5 ACTION/CONCURRENCE/COMMENT DUE BY: 11/5 11:00 AM
 FOR APPROPRIATE ACTION: _____
 FOR YOUR INFORMATION: _____

FROM: STEPHEN B. SILVERMAN / BIBB HUSBAND
 DEPUTY SECRETARY TO THE CABINET
 DEPUTY ASSISTANT TO THE PRESIDENT

SUBJECT: DRAFT PRESS RELEASE FOR POINTS OF LIGHT AWARDS

COMMENTS:

* PLEASE RESPOND ASAP- THIS WILL GO OUT TODAY! *

ERSKINE BOWLES	1FL WW	JOHN KOSKINEN	260 OEOB
SYLVIA MATHEWS	1FL WW	JACK LEW	252 OEOB
JOHN PODESTA	1FL WW	ANN LEWIS	GFL WW
DON BAER	GFL WW	THURGOOD MARSHALL, Jr.	2FL WW
KRIS BALDERSTON	160 OEOB	MIKE MCCURRY	1FL WW
DAVID BEAUBAIRE	160 OEOB	ANNE MCGUIRE	160 OEOB
EMILY BROMBERG	106 OEOB	LORRIE MCHUGH	1FL WW
SUSAN BROPHY	2FL WW	CHERYL MILLS	2FL/WW
PHIL CAPLAN	GFL WW	LINDA MOORE	115 OEOB
DAWN CHIRWA	130 OEOB	JENNIFER PALMIERI	184 OEOB
LYNN CUTLER	106 OEOB	VICKI RADD	1FL WW
MICHAEL DEICH	209 OEOB	DOUG SOSNIK	1FL WW
FRED DUVAL	106 OEOB	GENE SPERLING	2FL WW
MARIA ECHAVESTE	2FL WW	TODD STERN	GFL WW
RAHM EMANUEL	1FL WW	STEPHANIE STREETT	GFL WW
JASON GOLDBERG	1FL WW	GINNY TERZANO	274 OEOB
T.J. GLAUTHIER	246 OEOB	BARRY TOIV	1 FL WW
LARRY HAAS	253 OEOB	LORRAINE VOLES	274 OEOB
NANCY HERNREICH	1 FL WW	MICHAEL WALDMAN	196 OEOB
MICKEY IBARRA	2FL WW	BRUCE REED	
RONDA JACKSON	160 OEOB	DIANA FORTUNA	
JON KAPLAN	233 OEOB		
ELENA KAGAN	216 OEOB		
CABINET AFFAIRS STAFF	160 OEOB		

FEMA	DOT	ANNOUNCEMENTS
MATHEWS 1/WW	MARSHALL 2/WW	MATHEWS 1/WW
MARSHALL 2/WW	DEICH 209 OEOB	MARSHALL 2/WW
CHOW 107/EW	MCHUGH 1/WW	LEWIS G/WW
TOIV G/WW	TOIV 1/WW	IBARRA 2/WW
IBARRA 2/WW	MAYOCK 166 OEOB	MCHUGH 1/WW
MURGUIA 112/EW		L. MOORE 115 OEOB
MCHUGH 1/WW		J. KAPLAN 235 OEOB
C. SMITH 115 OEOB		TOIV 1/WW
VOLES 274 OEOB		TERZANO 272 OEOB
		FORBES 170/EW
		ATTIE 126 OEOB

DRAFT

DRAFT

DATE: November 5, 1997
CONTACT: Sandy Scott, (202) 606-5000, x255
Barbara Lohman, (202) 223-9186

CORPORATION
FOR NATIONAL
 SERVICE

1201 New York Avenue, NW
Washington, DC 20525
202-606-5000

Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

President Clinton Announces Resumption of Daily Points of Light Award

Awards Recognize Outstanding Service and Build on Momentum of Presidents' Summit

WASHINGTON D.C. -- President Clinton today announced the resumption of the Daily Points of Light award, President Bush's program to recognize outstanding volunteer service. The program will be jointly administered by the Points of Light Foundation and the Corporation for National Service, with funding provided by The Knights of Columbus Supreme Council.

"The Points of Light initiative was one of President Bush's most creative contributions to the cause of volunteer service," said President Clinton. "I'm delighted that once again we will recognize and hold up examples of ordinary Americans doing extraordinary service. These awards will give special recognition to those who advance the goals set at the Presidents' Summit that convened in Philadelphia last April."

"The era of big government is over but the era of big challenges is not," said Harris Wofford, CEO of the Corporation for National Service. "To meet our challenges, we need big citizens and effective citizen action. The Daily Points of Light awards will highlight success stories and spread the word that active citizens make a difference in their community."

Points of Light Foundation CEO Robert Goodwin said, "The Daily Points of Light were cherished by the more than 1,000 people who received the award during the Bush administration. Restoring this recognition is one very special way we can all say thank you to those who serve. By rolling up their sleeves and serving, America's volunteers are forging new connections with others in need. It's this spirit the award honors."

Created in 1993 with bipartisan support from Congress, the Corporation for National Service is a public-private partnership that administers three national service initiative -- AmeriCorps, the Senior Corps, and Learn & Serve America -- programs that involve more than 1.2 million citizens of all ages and backgrounds in results-driven service. The Corporation was cosponsor of the April Presidents' Summit for America's Future with the Points of Light Foundation.

The Points of Light Foundation, established in May 1990, is a nonprofit, nonpartisan organization. Its mission is to engage more people more effectively in volunteer community service that helps solve serious social problems. The Foundation accomplishes this mission by working with a national network of about 500 Volunteer Centers; hundreds of corporate employee volunteer programs; other nonprofits; youth and family organizations; and the media.



POINTS OF LIGHT
FOUNDATION

1737 H Street, NW
Washington, DC 20006
202-223-9186
fax: 202-223-9256
TDD: 202-659-9229

Working in partnership
with Volunteer Centers,
business, nonprofits and
the media.

Service Learning Programs Dealing with Race:

In recent years, a growing number of U.S. classrooms and schools have recognized service as a powerful way to connect youth to their communities and cultural identities. The cultural mobilization model of service learning engages students from diverse cultural backgrounds in meaningful community service projects to heighten multi-cultural understanding and encourage cooperative action. These activities can be the start of a lifelong journey toward multi-cultural awareness and self-discovery. This is particularly important considering demographers now project that nearly half of U.S. school-aged children will be minority students by 2020.

A particularly noteworthy service learning project is at the Webster Open School in Minneapolis, Minnesota, the site of a the Generator Project. This urban middle school is 26% Asian American, 18% African American, 5% Native American, and 50% Caucasian. The school is implementing a program entitled the Forum Project which heightens students awareness of racism and sexism. Students are immersed in various activities intended to simulate prejudicial experiences. The bulk of the program consists of students creating and performing skits about racism or sexism to an audience of their peers. After each performance there is a discussion which forces the students to further articulate their discoveries, help audiences identify bias, and develop strategies for confronting it. Students also discuss ways to take positive action against racism. In addition to the skits, students participating in the program attempt to educate their peers about racism and sexism. Webster teachers have noticed a remarkable change in atmosphere at the school. The students have dedicated a classroom to be a community museum dedicated to the diversity of ethnicities that populate the neighborhood. Once, while on a school bus, an African American boy was scolded by the bus driver although the white children were the ones acting up. In response to his racist act, all the children got off the bus and walked home. They then drafted a letter to the school board and the bus driver was removed from the route. Long term goals of the program are to create active learners, responsible citizens, creative problem solvers and lifelong learners.

Another Minneapolis middle school, the most diverse in the city, has also implemented a service learning project. Students in Northeast Middle School worked together to transform their courtyard into a "Gathering Place," to foster a sense of community. Children were involved in the building and construction of the courtyard from beginning to end. In the courtyard they have built a "Diversity Wall". Transforming the wall into an exploration of cultures represented in the school proved to be a particularly successful way to get students talking about their differences, in turn finding their commonalities.

In Philadelphia a service learning project entitled Operation Understanding selects leading high school students to participate in their program. The program was established in response to increasing tension and waning communication between African Americans and Jews. Developing a group of African-American and Jewish leaders who are educated about and sensitized to each other's experiences and can effectively lead their communities to a greater understanding of difference and thus to productive working relationships. The program begins a life long process of building bridges, cultivating allies, and forging lasting friendships across

cultural, racial, and religious boundaries. Each year 24 students are chosen for a year of cross-cultural exchange. During the spring semester of their junior year they are taught about customs, language, and history. Over the summer, one program includes a trip to Israel and West Senegal, and another program involves a trip to New York City and South Carolina to visit sights of cultural and religious significance as well as neighborhoods of significance to both communities. During the first semester of their senior year, they are placed in the Peer Education Team Workshop where they encourage other students to confront the issues of racism, stereotyping, and conflict resolution for themselves. After they graduate, they maintain contact with one another. This program has been honored with various awards from various social groups.

There are other service learning programs dealing with diversity as well:

>Agassiz Middle School--Students focus on what culture is and how it affects the way we live. This school has a high population of ESL students.

>Big Brothers Big Sister of Muskegon County

>Central Berkshire Regional School District--encourages the students to be more accepting of diversity.

>Chicago Heights District 170/Lincoln School--focuses on eliminating racial and ethnic distrust

>Darlington County School District--has formed STAR (Students Against Racism) to teach others to tolerate diversity.

>Discovery Junior High School--students study the history of immigration in our country and focused on celebrating cultural diversity.

>Farnsworth Elementary School

>Greater Portland Big Brothers Big Sisters--formed the YES DIVERSITY group to facilitate cross-cultural matches between students at two different elementary schools. The goal of the program is to reduce violence rooted in cultural fear and celebrate the rich diversity of the community.

>Hickory Public Schools

>Highland Park Junior and Senior High--Spanish immersion students and Chinese students collaborate with seniors on issues of local hunger, human rights, cultural diversity, and watershed protection by participating in a heritage fair.

>Camp Fire Boys and Girls--helps students understand diversity through a commitment to serve as peer mediators

>Maryland Historical Society--takes on in depth look at neighborhood history.

>Mid Pacific Institute and Hawaii Association of Independent Schools/Summerbridge Hawaii

>Native American Snowshoe Project/Menominee Tribal School

>Old Hometown--tutoring elementary school children through a heritage literacy corps

>Orion Community Unit Schools #223

>Providence Summerbridge

- >South Sioux City Public Library--students produce children's stories about cultural diversity
- >Summerbridge Manchester
- >Trailmaster--a student team offers performances in respect for diversity among other things
- >Upper Merion Area School District--helps kids to understand the diversity of the community
- >Wake Summerbridge
- >Westerville/Grandeville Heights City Schools
- >Willamette High School Youth Service Bureau of Porter County--educate kids about racism and promote unity
- >Youth Service Team--training session covering the topic of diversity



New York University
A private university in the public service

Faculty of Arts and Science
Department of Psychology
Doctoral Program in Clinical Psychology

6 Washington Place, Suite 468
New York, NY 10003-6634
Telephone: (212) 998-7979
FAX: (212) 995-4292

Sabbatical Address:

1701 16th Street, NW, #732
Washington, DC 20009
Tel: (202) 986-8718
Fax: (202) 986-6336

November 13, 1997

Mr. Bruce Reed
Domestic Policy Council
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20050

Dear Mr. Reed:

Following up on my letter of October 14th (to Judith Winston, cc'd to you), I was delighted to hear that your office inquired about the potential of Service Learning to promote racial/intergroup healing in a request to Corporation for National Service (regarding Learn and Serve America).

I've not seen the materials the Corporation sent along to you, but in case they did not include (or did not highlight) the attached report, I enclose it for your perusal. (It was issued by the Council of Chief State School Officers in collaboration with others.) The report briefly describes Service Learning and notes some of the outcomes it can achieve, as demonstrated by the best multi-site research project to date. This research indicates that the outcomes of Service Learning include increased tolerance for diversity and learning to work cooperatively with others. The relevant, brief summary statements appear on pages i, ii, and iii, and I've highlighted them.

In addition, other research shows that when people define themselves inclusively as part of a larger community that embraces others from diverse backgrounds, this is an important factor in prosocial behavior, and is also an outcome of Service Learning. This is not to say that other kinds of working together toward shared aims in the context of K-12 and higher education (doing theater, playing sports, as examples) cannot have similar impacts when attentive to maintaining diversity and facilitating collaboration. Nor is it to say that more research is not needed, because clearly it is. It is only to say that Service Learning provides an excellent tool for achieving these ends, and does so in a way that positively impacts civic attitudes, a commitment to volunteerism later in life, and character education, more broadly. Hence, it has great promise as a vehicle for promoting healthy intergroup relations among young people — when systematic efforts are made to ensure that the Service Learning activities do not become the exclusive province of only one racial, ethnic, or socioeconomic group. (For schools that are not particularly integrated, partnering with community-based organizations that provide such diversity would be necessary.)

F: Race + Service
fax to
John Gomperts
FY EK/Diana
565-2784

Ideally, all schools and institutions of higher education should provide (on a voluntary basis) opportunities for Service Learning at every grade or educational level, so that all students can increasingly discover their commonalities and build friendships across racial divides, as they work together toward shared goals and overcome social segregation.

Since Service Learning will be part of America Reads – with 10th graders tutoring 2nd graders in reading – it provides a venue in which the Race Relations Initiative can intersect with America Reads. In this respect, I was happy to read in the Post this morning that your memo (with Gene Sperling) to the President about concrete actions the Race Relations Initiative might take included enhanced literacy work in minority communities.

All best wishes,



Susan M. Andersen

Professor of Psychology (NYU)

Senior Research Associate, Institute for Communitarian

Policy Studies, George Washington University

SERVICE LEARNING

What It Offers to Students, Schools, and Communities

**A Report from
The Council of Chief State School Officers
The Close Up Foundation
Earth Force
and
The National Society for Experiential
Education**

EXECUTIVE SUMMARY

Bruce O. Boston

This report has been issued as a joint publication by the organizations listed below; its production has been sponsored by a grant from the Ewing Marion Kauffman Foundation of Kansas City, Missouri. Together, we express our gratitude to the Kauffman Foundation for its support of this project and for its continuing interest in and support for service learning.

The Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization of the 57 public officials who head departments of public education in every state, the District of Columbia, the Department of Defense Dependents Schools, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, the Congress, and the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

The Close Up Foundation

The Close Up Foundation is the nation's largest citizenship education organization. Founded in 1970, the Foundation encourages responsible participation in the democratic process through educational programs and publications in government and citizenship. Close Up

is a nonprofit, nonpartisan organization that has no affiliation with any branch of government, political party, or interest group. The Foundation's programs provide balanced perspectives on issues, allowing participants to make their own judgments. In the past 25 years, more than 50,000 teachers and 400,000 students have participated in Close Up's Washington programs, and more than 4 million citizens have participated in the Foundation's programs outside Washington.

Earth Force

Earth Force is a national, youth-driven, nonprofit organization located in Alexandria, Virginia. The mission of Earth Force is to provide young people, ages 10-14, with educational experiences in working with their communities to care for the environment now, while developing lifelong habits of active citizenship and environmental stewardship.

National Society for Experiential Education

The National Society for Experiential Education is an educational association and national resource center that promotes the effective use of learning through experience for students' academic and career development, civic and social responsibility, cross-cultural awareness, and ethical leadership development. NSEE was founded in 1971 and currently has more than 1,800 members.

Prepared under contract to the Council of Chief State School Officers by Wordsmith, Inc.

© 1997, Council of Chief State School Officers
1 Massachusetts Ave., NW, Washington, DC 20001-1431
(202) 408-5505

EXECUTIVE SUMMARY

Involving young people in service learning activities is increasingly seen by educators and community leaders as a powerful strategy for improving educational performance, supporting school improvement, and contributing to community renewal—simultaneously. In service learning, students are involved in *experiential learning*, long recognized by

Service learning has been shown to be a powerful context and catalyst for acquiring the knowledge, skills, and attitudes students need for success.

educational leaders as one of the most powerful learning contexts of all, in which students learn by doing. In service learning, students participate in an educational process that relates their service experience directly to the curriculum's subject matter, while at the same time making a valued contribution to their neighborhoods and communities. But service learning is not a form of "make work" or "do-good-ism." It involves learning and using real academic skills, performing needed service, and producing real results that command respect. The most important characteristic of service learning is the insistence that students *reflect* on their service activity and its relation to academic content as a means to learning.

Until only recently, relatively few quantitative data have been available to substantiate the positive impact of service learning on academic performance. But in a new evaluation study of more than 1,000 service learning students in Learn and Serve America, a competitive grants program carried out under the National and Community Service Trust Act of 1993, results were evaluated across three areas of programming: (1) the impact on participants, (2) the impact on cooperating community organizations and institutions, and (3) the impact on communities. The data corroborate what teachers have long known, that service learning correlates positively and significantly with academic gains and community benefits.

Results from the National Study

Impact on Student Participants

Service learning programs showed statistically significant, positive impacts on several measures of civic and educational development. ("Statistically significant" means a probability of 5% or less that the result was produced by chance.)

- Students involved in service learning scored significantly higher on four of ten evaluation measures: (1) engagement in school, (2) grades, (3) core-subject grade average (English, Mathematics, Science, and Social Studies), and (4) educational aspirations (e.g., wanting to graduate from a four-year college).

- Participants showed statistically significant impacts on measures of civic participation, such as personal and social responsibility, acceptance of cultural diversity, and leadership.

- Program participants were 30% more likely to

have been involved in some form of service in the past 6 months, and provided 2.6 times more hours of service—an average of 107 hours—than comparison students.

- Service learning is not restricted in its positive impact on males or females, white or minority, or on the (non)economically and (non)educationally disadvantaged.

- An impressive 90% of participants said they thought others should be encouraged to participate in service learning; 87% said they learned valuable skills that will be useful in the future; and 75% said they learned more than in a typical class.

Impact on Community Organizations

During the 1995-96 school year, Learn and Serve students were involved in more than 300 distinct projects or activities in each semester, providing more than 154,000 hours of service over the year. Their service was broad and far-reaching, for example: building community structures and renovating parks, working as aides in hospitals and nursing homes, tutoring in schools and literacy programs, working in community shelters, managing a city food bank, and leading museum tours. Officials of community organizations consistently gave students high praise for the "value added" they provided to their organizations' mission and work.

Impact on Communities

Increasingly, delivering services in and for social institutions and agencies is emerging as an antidote to the marginalization of the young in our society. If the testimony about the impact of Learn and Serve programs on communities is any barometer, service learning fulfills this potential admirably.

- Service learning students work on real community issues. In 1995-96, approximately 140 Learn and Serve projects provided education-related services; 137 projects addressed human services needs; 30 addressed environmental issues; and 11 worked on public safety

issues—more than 300 altogether.

- Community officials give service learning projects high ratings and would use Learn and Serve students again. The quality of student work was rated at 8.6 on a 10-point scale (Unacceptable=1; Best Possible=10). Agency hosts rated participants at 8.7 for their impact on clients and 8.2 for their community impact (0=No Impact to 10=Greatly Impacted); 96% of community officials said they would use the program participants again.

- Three-quarters of the agency representatives said that the service learning volunteers had helped raise the skill levels, engagement, and self-esteem of their clients.

- Learn and Serve projects are not viewed by communities as "make work." Ninety percent of the agencies reported that the volunteers had helped the agency improve the quality of their services to clients and the community.

- Eighty-two percent of community officials said Learn and Serve students had helped build more positive community attitudes toward youth.

- More than two-thirds said that Learn and Service students had fostered a more positive attitude toward working with the schools; more than half said that new relationships with the public schools had been produced.

Impact on School Improvement

Because it performs several crucial tasks at the same time, service learning is a valuable contributor to school improvement.

- Service learning is an adaptable process and not a curriculum; it does not compete with the standard curriculum. Rather, it supports and deepens curricular improvement and involvement for all students.

- Service learning enhances school-community partnerships, one of the most productive education renewal strategies. Service learning helps give commu-

nitities a positive stake in what happens in their schools.

- Service learning focuses student attention and potential at many levels of experience at the same time (e.g., emotions, intellect, sensory stimuli, learning styles, etc.).

- Service learning uses the reflective process to teach students how to reflect on their experience and develop critical thinking skills (e.g., the ability to bring disparate elements of experience together in meaningful ways, the ability to analyze information for patterns and deeper meanings, and the task of making evaluations and judgments).

- Service learning engages the multiple intelligences identified by Howard Gardner—a core idea in educational improvement, especially curriculum development efforts.

- Service learning presents students with issues and problems that cannot be neatly pigeonholed, thereby encouraging them to “think outside the boxes.”

- Because service learning requires participants to think across the boundaries of traditional disciplines, students become more adept at integrating their learning and applying it concretely—a core learning goal.

- Service learning places students in real-world learning environments where the skills of cooperation and collaboration—highly prized in the world of work—are required for attacking problems and finding solutions.

- Service learning encourages students to operate effectively in learning environments marked by social and cultural diversity.

Calling Upon the Next Generation

Introducing our children to the idea of service as a part of their education teaches them that they can make a contribution to their communities in their own right. The truly amazing thing is, when we put service at the core of our children's educational experience,

they “get” it. And perhaps not so amazing, they like it. The fact that service is also one of the best ways to teach is a bonus.

This wisdom is what Harold Howe II points to in a recent reflection on the value of service learning in *Education Week* (April 2, 1997). “Service learning,” he says, “will have to become an integral part of the school curriculum rather than the extracurricular activity it often is.” Service to others, he insists, quoting Morris Haynes and James Comer, is a “defining characteristic of a great and compassionate nation.” The degree to which one-way modes of instruction and passive learning processes still dominate our classrooms, Howe argues, stands in stark contrast to the cooperative and participatory modes of service learning. “The sad fact of this comparison,” Howe continues, “is that it does not have to exist. Academic learning can adopt the strategies of active learning on which service learning is based. ... This rubric holds the potential of a revolution in academic learning.”

Recommendations for Supporting Service Learning

At the National Level

- Continue legislative support for the service learning initiatives of state education agencies in schools, communities, and institutions of higher education. Funding support for just over 1 million program participants is currently at \$35.80 per child per year. This is a considerable bargain (and under-investment), given the magnitude of the demonstrated impact service learning makes on schools and communities;

- Support the development of guidelines for standards of quality in service learning, teacher and school staff development, technical assistance, and practice for states and communities to adopt or adapt;

- Coordinate school-based Learn and Serve programs with such national school-improvement initiatives as: (1) the Improving America's Schools Act, (2)

Goals 2000, and (3) America Reads. Doing so would include providing states and schools with written, recommended guidelines for how these initiatives can be coordinated at the local level;

- Support the development of standards of quality for service learning practice and training; and
- Encourage and support, through identified funding, professional development opportunities in service learning for all teachers and faculty, school administra-

In using the word 'service' to talk about experiential learning activity, the school's culture gradually changes.

tors, and staffs of community-based organizations involved in service learning.

At the State Level

- Designate a key state education agency staff person to coordinate statewide service learning initiatives, including such capacity-building exercises as professional development for teachers, materials development, documentation for student learning initiatives, and student assessment;
- Work with school districts and teacher education institutions to develop and offer professional development opportunities for teachers in service learning throughout the state;
- Provide a forum for, and assist with, educating state boards of education and state commissions for national service about the need to create and improve standards for high-quality school- and community-

based service learning;

- Assist local school districts in monitoring, evaluating, and reporting on the effectiveness of their service learning activities and programs;
- Sponsor or co-sponsor state regional seminars for teachers, principals, and district-level administrators on strategies for: (1) using service learning in state, local, and national school improvement efforts (e.g., Title 1, Drug-Free Schools, School-to-Work Opportunities, and America Reads); (2) assessing the impact of service learning on academic performance; and (3) developing partnerships among public schools, community organizations, and institutions of higher education;
- Help develop a statewide network of service learning educators. These educators can act as peer consultants as a way to help service learning programs get started, to disseminate information about service learning, and to create a support network among all educators as they work to improve education for all young people; and
- Develop and disseminate written policies endorsing the integration of service learning into the academic curriculum.

At the Local Level

- Use existing staff development funds and program structures to provide support for professional development opportunities in service learning and related topics for teachers;
- Incorporate time into the school day for teachers to meet with colleagues, both in the school and in the community, for planning, program preparation, and professional sharing and support;
- Develop a recognition or reward plan, or both, for teachers who give their personal time for professional growth, planning, preparation, and delivery of service learning activities; and
- Develop a school schedule, e.g., through block scheduling, that supports academically based, experiential, service learning activities.

Potus + Waldman
at wedding
Step W told Harris

M Waldman advised
Harris to do so via
Mick Harris

COMMENTARY

Diana - Could you get a clean copy of this (sorry - I marked this up before I thought of this) and attach a paragraph for the weekly referring to the article and copying the President (in line with, as you pointed out, his inclination) to do something service-related on MLK Day. (Of

Sweating to the oldies

Toiling together will do as much for race relations as talking together *... if we have a specific proposal, that would be good.*

BY STEVEN WALDMAN

The topic was supposed to be race, but the conversation quickly turned to music. As alumni of the national service program City Year gathered at a conference in Boston, one panel of young people convened to discuss how their ethnic backgrounds had affected their experiences with the program.

More than one former team of workers described how, whenever they would arrive at a work site to do graffiti removal or housing renovation, conflict would arise over what music to play on the boom box. Black corps members (and some urban whites) would generally put on hip-hop or rap—music that some of the white suburbanites found annoying. When a white City Year participant would change it to heavy metal or grunge, the black corps members would be insulted. The daily decision of what music to play became a constant issue of “respect,” a proxy for whatever insecurities and anxieties each group had about working with the other.

One team of corps members hit upon a comical, yet poignant, compromise. Instead of listening to rap or grunge, they agreed to listen to oldies—a musical genre that no one there particularly liked but which no one felt threatened by. The key to the compromise, the alumni agreed, had been the mutual trust they'd gradually developed through working together toward common goals.

Colorblind huddle. Usually when critics recommend that racial dialogue be accompanied by action, they mean acts such as appointing more minorities to important positions or promoting affirmative action. But there is also a need for people of different races to work jointly toward goals that have nothing to do with race. The failure to recognize this reality is one reason President Clinton's race initiative has been such a dud.

The same dynamic described by the City Year alumni is typical of team sports. Republican politician Jack Kemp, for example, has often talked about how his experience as a pro football quarterback made him more understanding of African-Americans. As John Mackey, a former football buddy of Kemp's, explained, “The huddle is colorblind.” Whatever Kemp's preconceived notions, he was far less concerned with the race of his offensive linemen than with their ability to keep him from get-

ting killed by an opposing linebacker. Similarly, although there's no statistical proof, it sure seems that most interracial friendships in high schools are forged on sports teams. *Heck*

The other widely cited example of black-white cooperation is the military—where, again, the goals toward which soldiers strive have nothing explicitly to do with racial harmony. Indeed, if the goal of the Army were race mixing instead of defending our shores, it might do neither job well.

By contrast, college students spend a great deal of time talking about racial issues—and yet it doesn't seem to translate into better relations. A recent study by the Corporation for National Service on diversity in civilian service programs included this

telling passage: “A white female... commented that the college she had attended was very diverse but the students there ‘hung out in groups where everyone was the same.’ In contrast, at her AmeriCorps program, members truly served and socialized across racial, ethnic, and class lines.”

Why the contrast between college and national service? Primarily, it's a question of individual goals versus group goals. While the college student's grades reflect only on her, a service corps—like an army or a sports team—measures success collectively. (At the end of the day, are the graffiti gone, the hill taken, the other team defeated?) Few things force you to take an honest measure of people as much as having to rely on them to accomplish an objective.

You don't have the luxury of your prejudices. Young people in City Year didn't learn that everyone worked hard or was pleasant company; they learned that there wasn't a correlation between those qualities and race.

So how could Clinton improve his race initiative? Perhaps by no longer thinking of it as a race initiative. He should pick a goal largely unrelated to race and create opportunities for people of different backgrounds to work together toward that goal. The president could help organize a partnership between black churches and white churches to fight drug addiction, or between Hispanic high schools and non-Hispanic ones to renovate low-income housing. There would be a lot less time for talk and perhaps more time for progress. ■

Steven Waldman is national editor of U.S. News. In 1996, he worked as an official at the Corporation for National Service.



City Year corps members warm up before starting a project.

Racially loaded arguments about music sometimes erupted at the work site.

PHOTOCOPY
MISC. HANDWRITING

Sweating to the oldies

Toiling together will do as much for race relations as talking together

BY STEVEN WALDMAN

The topic was supposed to be race, but the conversation quickly turned to music. As alumni of the national service program City Year gathered at a conference in Boston, one panel of young people convened to discuss how their ethnic backgrounds had affected their experiences with the program.

More than one former team of workers described how, whenever they would arrive at a work site to do graffiti removal or housing renovation, conflict would arise over what music to play on the boom box. Black corps members (and some urban whites) would generally put on hip-hop or rap—music that some of the white suburbanites found annoying. When a white City Year participant would change it to heavy metal or grunge, the black corps members would be insulted. The daily decision of what music to play became a constant issue of “respect,” a proxy for whatever insecurities and anxieties each group had about working with the other.

One team of corps members hit upon a comical, yet poignant, compromise. Instead of listening to rap or grunge, they agreed to listen to oldies—a musical genre that no one there particularly liked but which no one felt threatened by. The key to the compromise, the alumni agreed, had been the mutual trust they’d gradually developed through working together toward common goals.

Colorblind huddle. Usually when critics recommend that racial dialogue be accompanied by action, they mean acts such as appointing more minorities to important positions or promoting affirmative action. But there is also a need for people of different races to work jointly toward goals that have nothing to do with race. The failure to recognize this reality is one reason President Clinton’s race initiative has been such a dud.

The same dynamic described by the City Year alumni is typical of team sports. Republican politician Jack Kemp, for example, has often talked about how his experience as a pro football quarterback made him more understanding of African-Americans. As John Mackey, a former football buddy of Kemp’s, explained, “The huddle is colorblind.” Whatever Kemp’s preconceived notions, he was far less concerned with the race of his offensive linemen than with their ability to keep him from get-

ting killed by an opposing linebacker. Similarly, although there’s no statistical proof, it sure seems that most interracial friendships in high schools are forged on sports teams.

The other widely cited example of black-white cooperation is the military—where, again, the goals toward which soldiers strive have nothing explicitly to do with racial harmony. Indeed, if the goal of the Army were race mixing instead of defending our shores, it might do neither job well.

By contrast, college students spend a great deal of time talking about racial issues—and yet it doesn’t seem to translate into better relations. A recent study by the Corporation for National Service on diversity in civilian service programs included this

telling passage: “A white female . . . commented that the college she had attended was very diverse but the students there ‘hung out in groups where everyone was the same.’ In contrast, at her AmeriCorps program, members truly served and socialized across racial, ethnic, and class lines.”

Why the contrast between college and national service? Primarily, it’s a question of individual goals versus group goals. While the college student’s grades reflect only on her, a service corps—like an army or a sports team—measures success collectively. (At the end of the day, are the graffiti gone, the hill taken, the other team defeated?) Few things force you to take an honest measure of people as much as having to rely on them to accomplish an objective.

You don’t have the luxury of your prejudices. Young people in City Year didn’t learn that everyone worked hard or was pleasant company; they learned that there wasn’t a correlation between those qualities and race.

So how could Clinton improve his race initiative? Perhaps by no longer thinking of it as a race initiative. He should pick a goal largely unrelated to race and create opportunities for people of different backgrounds to work together toward that goal. The president could help organize a partnership between black churches and white churches to fight drug addiction, or between Hispanic high schools and non-Hispanic ones to renovate low-income housing. There would be a lot less time for talk and perhaps more time for progress.

Steven Waldman is national editor of U.S. News. In 1996, he worked as an official at the Corporation for National Service.



City Year corps members warm up before starting a project.

Racially loaded arguments about music sometimes erupted at the work site.