



Office of the Assistant Secretary of Defense
for Reserve Affairs



TO: Ms DANA FORGUNA

FAX #: (203) 456-5570

FROM: ERNIE GONZALES

OFFICE PHONE #: (703) 693-8650 FAX #: (703) 693-5371

COMMENTS: AS REQUESTED. CALL ME IF
YOU HAVE ANY QUESTIONS.

COPY SENT: DATE: 10/2/97 TIME: _____

THIS CASE CONSISTS OF 7 PAGES INCLUDING THIS COVER SHEET



RESERVE AFFAIRS

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1500

02 OCT 1997

6-1213

MEMORANDUM FOR MS. DIANA FORTUNA, DOMESTIC POLICY COUNCIL

SUBJECT: Federal Interagency Group on Service

As requested in your memorandum dated September 23, members of the Department of Defense Senior Working Group (SWG) on Service have reviewed the questionnaire provided by America's Promise. I am pleased to report some of our initial findings. The DOD response and commitment updates are attached (Tabs A and B).

I also want to update you on the meeting held by the DOD SWG on September 23. The purpose of the meeting was to obtain from the Services and OSD deputes that made Summit commitments, information regarding their procedures for tracking and monitoring the progress of their Summit commitments. The organizations provided information regarding their current procedures for reporting and accounting for community service activities. The members have been tasked to adjust and define their procedures to meet our requirements. Future SWG meetings will continue to track and assess the success of the DOD commitments. The SWG will be the venue by which my staff will obtain, consolidate and disseminate information to the Secretary of Defense, America's Promise and your office.

If you have any questions regarding this matter, my point of contact is Mr. Ernie Gonzales, Director of Partnerships and Alliances. He may be contacted at (703) 693-8630; fax (703) 693-5371; or e-mail egonzale@osd.pentagon.mil.

Charles L. Cragin
Principal Deputy Assistant Secretary

Attachments:
As stated

To Kevin Moran } 6 pages
Fr Diana



RESERVE AFFAIRS

ASSISTANT SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1500

17 SEP 1997

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MEMORANDUM FOR (SEE DISTRIBUTION)

SUBJECT: America's Promise-The Alliance for Youth

As mentioned in my memorandum dated May 20, the follow-up campaign to the President's Summit for America's Future is called "America's Promise - The Alliance for Youth" and is led by General Colin Powell, USA (Ret). It will track the success of the commitments made at the Summit and work to build a larger coalition of businesses, groups, and organizations.

As part of the DOD commitment and support of "America's Promise," the DOD President's Summit Senior Working Group (SWG) will conduct its first SWG post Summit meeting on Tuesday, September 23, at 1500 in Room 2E527. The SWG semi-annual meetings will assess the success of the DOD commitments and provide periodic up-date information to the Secretary of Defense, the Federal Interagency Group, and America's Promise. The purpose of this meeting is to obtain from the Services and OSD deputes that made Summit commitments information regarding their procedures for tracking and monitoring the progress of their Summit commitments.

On Tuesday, our first task is to assist America's Promise regarding their effort to report on the collective progress being made by national, state, and local organizations. This report known as "America's Promise Update to the Nation," will provide information illustrating how and what we have contributed to provide young people with access to the five fundamental resources. I have attached a copy of their letter requesting our assistance. Please review and provide your answers to the questionnaire at the SWG meeting. I will provide the Department's response. In addition, please review the attached SWG member list and update the information prior to the meeting.

If there are any questions, my point of contact is Mr. Ernie Gonzales, and he may be contacted at (703) 693-8630; fax (703) 693-5371; e-mail egonzale@osd.pentagon.mil.

Deborah R. Lee

Attachments:

1. ASD/RA 20 May Memo
2. America's Promise 2 Sep Memo
3. SWG Member List

Distribution:

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ASSISTANT SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1500

RESERVE AFFAIRS

20 MAY 1997

MEMORANDUM FOR: SEE DISTRIBUTION

SUBJECT: Presidents' Summit for America's Future

The Presidents' Summit for America's Future concluded on April 29, 1997. During the Summit, DoD's Summit commitments were announced along with those of the private, corporate, and other Federal agency commitments. In the years ahead, a follow-up campaign called "America's Promise - The Alliance for Youth," will track the success of the commitments made, and work to build a larger coalition of businesses, groups, and organizations. This organization will be led by General Colin Powell, USA, (Ret.), and based in Alexandria, VA.

In order to track the success of the DoD commitments, and provide periodic up-date information to the Secretary of Defense, it will be necessary for the Services and OSD deputates that offered Summit commitments to develop a process for monitoring and accounting for the achievements of their commitments. The specific manner, means or method of tracking will be left to the discretion of the proponent of the particular commitments. The DoD Presidents' Summit Senior Working Group (SWG) will meet at least semi-annually to assess the success of the DoD commitments, and provide interim reports to the Secretary of Defense. The first SWG post Summit meeting will convene during September 1997 with attendees being notified of the specific date in a later memorandum.

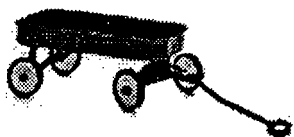
For your information I have attached a copy of the Secretary of Defense's memorandum to Mr. Bruce Reed, Assistant to the President for Domestic Policy, announcing the Department's commitments to the Presidents' Summit. Additionally, I have attached a copy of the final inventory of commitments provided by the Federal Interagency Working Group of which DoD was a member. As you will see, DoD was a significant contributor to the overall Federal commitment to the Presidents' Summit.

I wish to sincerely thank you and your staff for the cooperation, participation, and assistance rendered during the development of DoD's commitments for the Presidents' Summit. The people of DoD - both military and civilian - are part of the fabric of the communities in which we live and work. Our Summit commitments amply demonstrate that we care about the future of the young people within these communities. The essence of who we are is citizen service. We were very proud to have the Department's commitments announced during the Summit, and are dedicated to ensuring that they move from promises to results over the next few years.

Deborah R. Lee

Attachments:

As stated



AMERICA'S PROMISE – THE ALLIANCE FOR YOUTH

Task Force Goals and Appointed Chairs - April 1997

America's Promise – The Alliance for Youth is a multi-year, national campaign that will propel the mission and goals of the Presidents' Summit forward. Officially launching in April in Philadelphia, America's Promise will aid in ensuring that our nation's young people have access to the five fundamental resources; caring adult, a healthy start, safe and structured places, education for marketable skills, opportunities to serve.

America's Promise will continue mobilizing national and local commitment from all sectors; it will track, monitor and publicly report progress toward the goals each year; it will carry out an extensive marketing and awareness effort to inspire new commitments and to promote the five fundamental resources. Working in partnership with others, America's Promise is designed to be a fluid alliance of corporations, foundations, organizations, communities of faith, public agencies and individuals that will – together – ensure our promises to America's young people.

THE ROLE OF THE TASK FORCES

Task forces are one indication of the commitment that America's Promise – The Alliance for Youth has made to forming broad alliances. Task forces provide a formal role and a practical way to engage leaders forces provide a formal and a practical way to engage leaders from all sectors in the challenge of generating commitments to turn the tide for America's children and youth.

Six Core Task Forces – one on each of the five goals and one on the role of communities – have been established to assist in providing leadership to America's Promise through the year 2000. Co-chairs and Vice-chairs have already been selected – prominent, highly regarded national leaders who have agreed to serve without remuneration. Other task forces may be established as needed.

Each Task Force will work on its own individual goals, while also coordinating and collaborating with the other Task Forces to ensure maximum impact and integration. Specifically, each Task Force will:

- *Assist in developing a clear target statement that reflects the specific issues, barriers, and needs in the resource area and in the resource area and in setting target goals.*
- *Assist in developing a strategic plan for accomplishing its goals over the next four years.*
- *Assist America's Promise in mobilizing ongoing interest, commitments, resources and participation around the five goals.*
- *Work with America's Promise in tracking, monitoring and reporting progress toward the goals.*

Working together, Task Force chairs will play a central role in helping America's Promise develop a strategic plan for ensuring that the overall goal – to ensure that 2 million additional children and youth are connected to all five fundamental resources by the end of 2000 – is reached.

Resource One— CARING ADULTS AND MENTORS

Young people need caring adults – individuals who provide care, support or guidance to young people, whether formal or informal, spontaneous or sustained. They include parents and family, neighborhood residents, and others involved with young people through their organizations – coaches, teachers, and youth workers. In many cases they also may be **mentors**, individuals who, along with parents and family, provide youth with special support, counsel and friendship.

The Caring Adults Task Force is charged with helping America's Promise – The Alliance for Youth achieve its goal by identifying ways to connect at least 2 million additional young people to caring non-parents adults by the end of the year 2000 by aggressively addressing issues such as recruitment, training, and infrastructure

development.

Recognizing that caring adults play a key role in ensuring that young people are connected to the other four resources, the Task Force is charged to look for ways to not only increase numbers, but deepen the relationships and responsibilities of those adults already involved.

Recognizing that schools are central institution in every neighborhood devoted to youth development, the Task Force is also charged with helping America's Promise explore ways to deepen the use of the schools as places where mentors, tutors, teachers, coaches, parents, and older youth can connect with young people.

Geoffrey T. Boisi
Co-Chair

Alma Arrington Brown
Co-Chair

Thomas M. McKenna
Vice Chair

Frank Newman
Vice Chair

Resource Two— SAFE PLACES AND STRUCTURED ACTIVITIES

Young people need safe spaces – community places where young people can go before and after school for structured, stimulating, adult-supervised activities that are physically safe, emotionally supportive, developmentally challenging, accessible and affordable. These activities should be developmental and culturally appropriate – responding to the expected changes in youth skills and interests and the shifts in neighborhood life. They should tap neighborhood resources – libraries, schools, businesses, faith organizations, recreation and community centers – engaging neighborhood residents and young people themselves.

The Safe Spaces Task Force is charged with helping America's Promise get at least 2 million additional young people participating in structured activities in safe spaces by the year 2000 by identifying strategies to increase the accessibility and attractiveness of under-used facilities, creating new spaces as needed, making youth and parents more aware of what is available, and providing safe passages to places and activities in their neighborhoods.

Recognizing that safe spaces can be places where young people are not only supervised but stimulated, the Task Force is charged to look for ways not only to increase the number of safe spaces and structured activities available, but the extent to which these provide opportunities for service, skill-building, health education and linkages, and relationship-building.

Recognizing the importance of schools as safe places in young people's lives, the Task Force is also charged with exploring the role that schools can play as hubs for the locating and coordinating community activities in the non-school hours.

Shahara Ahmad-Llewellyn
Co-Chair

Senator Bill Bradley
Co-Chair

Roxanne Spillett
Vice-Chair

Resource Three— HEALTHY START—HEALTHY FUTURE

Young people need comprehensive health care and education for a health start in life. Health or nutritional problems can be prevented or managed so America children get off to a good start in school. High-risk health behaviors such as smoking, drinking, and sexual activity can be prevented or managed so that young people can stay on track in school. Beginning with good prenatal care for pregnant women, all children need a stable—long-term comprehensive relationship with a health practitioner (physician or advanced practice nurse) who

knows the family and is able to manage the entire range of pediatric care. Dental health, good nutrition and psychological needs must be met as well.

The Health Start, Healthy Future Task Force is charged with helping America's Promise achieve its goal by identifying a range of strategies for ensuring that every young person have stable, long-term comprehensive relationship with a health practitioner who can provide the information, services and linkages they need.

Recognizing that a young person's health lifestyle is directly connected to their connection to health services, but to their health-related knowledge, attitudes and behaviors, the Task Force is charged with identifying ways in which non-health professionals – caring adults, religious organizations, businesses, and other local organizations and volunteers – can create local initiatives that address these issues.

Recognizing the important role that schools play in young people's lives, the Task Force is also charged with exploring ways that health education, linkages and care can be provided during the school day or in the school building.

Irwin Redlener, MD
Co-Chair

Steven Schroeder, MD
Co-Chair

Antonia Novello, MD
Vice-Chair

Resource Four -- EFFECTIVE EDUCATION FOR MARKETABLE SKILLS

Young people need to develop marketable skills to make a successful transition from schools to the labor force. Preparation for this transition does not begin in high school, it begins in the early years. Young people need to build the strong academic skills (reading, math, science, etc.) and career skills (communication, teamwork, problem solving, etc.) that are necessary for successes at high education, occupational training and jobs. Before high school, they need to understand the linkages between school, work, and future employment through opportunities to make workplace connections.

The Marketable Skills Task Force is charged with helping America's Promise identify strategies and generate commitments to help at least 2 million more young people develop career skills through academic enrichment activities (like tutoring); career and economic education, internships and apprenticeships; after-school, weekend and summer jobs; and post-secondary education or job training.

Recognizing the interrelationship between effective education, mentoring, structured activities, and opportunities to serve, the Task Force is charged with looking at ways to link these important efforts.

Recognizing the importance of schools in the development of marketable skills, the Task Force is charged with exploring ways to broaden the connections between schools, community institutions, and the workplace.

Darla D. Moore
Co-Chair

Robert Rogers
Co-Chair

James Hayes
Vice Chair

Resource Five – YOUTH SERVICE

Young people need to be challenged, inspired and given opportunities to serve through their families, schools, communities of faith, youth services corps, and community organizations. 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.

The Youth Service Task Force is charged with helping America's Promise identify strategies for challenging at least 2 million additional young people by the year 2000 to provide 100 hours per year or more of service

through high quality service opportunities, and for building a cadre of service leaders who will provide more than 1,000 hours of service per year.

Recognizing the key role that young people can play in providing the fundamental resources, the Task Force is charged with identifying ways that all young people who serve can be viewed and view themselves as resources and champions for all five goals, not just problems or victims.

Recognizing the key role that schools – K through 12 and post-secondary – play in youth development, the Task Force is charged to find ways to support the role of schools in encouraging and coordinating service opportunities, and to ask colleges, and universities to commit to expand student service and work study positions in the community and to infuse service into their educational programs.

Rosabeth Moss Kanter

Co-Chair

Tim Shriver

Co-Chair

Alan Khazei

Vice-Chair

Andre Lee

Vice-Chair

Shirley Sagawa

Vice-Chair Liaison

PUTTING IT ALL TOGETHER -- Communities of Promise

Young people live in communities, not in programs. They grow up in families, surrounded by networks of peers, relatives, neighbors and significant others, imbedded in neighborhoods or communities made up of businesses, schools, cultural, religious, and civic organizations, and public and private service providers. For good or bad, each of these institutions has a powerful impact on young people. Combined, they have to make caring adults, safe places, effective education, health, and service day to day realities in the lives of their children and youth.

The Communities of Promise Task Force is charged with helping America's Promise identify strategies for getting national commitments implemented locally, and for asking cities and towns to make commitments to take responsibility for ensuring that these resources are consistently provided to young people who need them most. The use of standard measurement and tracking tools will be very important to this effort.

Recognizing the importance of redundancy in building youth assets, the Task Force is charged with finding ways to encourage commitments from all sectors to work together to identify needs and assets and coordinate resources. Commitments from national organizations, corporations, and associations are key to this effort.

Recognizing the importance of schools as central places in most neighborhoods and communities, the Task Force is also charged with exploring the use of schools as hubs for coordination of commitments, activities, and monitoring.

Community Chairs

C. Gregg Petersmeyer

Co-Chair

Karen Pittman

Co-Chair

Raul Yzaguirre

Vice Chair

Introduction The Summit Commitment Makers America's Solutions Digital Neighborhood In the News

President's Summit Senior Working Group Members

SEC ARMY/COS/ASA(M&RA)
CHIEF, NGB/DIR, ARMY NG
CHIEF, AR
SEC NAV/ASN(M&RA)
CNO
DIR, NR
CMC/DCOS (M&RA)
CMC/ADCOS (RA)
SEC AF/ASAF(M,RA, I&E)
COS, AF
DIR, AIR NG
CHIEF, AFR
CMDT, CG/DIR, USCG
DUSD (PI)
ASD/FMP
ASD/PA
DIR, ADMIN&MGT

COL Long
COL Anderson
COL Guild/COL Cummins
Mr. Charles Tompkins/Ms. Susan Albright
CAPT Tenga
CDR Orlogas
Col Hillman
Col O'Boyle/Maj Nicholson
Mr. Bryan Sharatt/LtCol Pitman
Dr. Beverly Schmalzried
Col Madigan
LtCol Ritchey-Fritz
CAPT Alderman
Dr. Curt Gilroy
Ms. Carolyn Becraft/Ms. Linda Smith
Col Shultz
Mr. Tom Tucker

September 28, 1997

TO: Diana Fortuna, White House Domestic Policy Council

FROM: Joel Berg, USDA *JB*

SUBJECT: Response to Questionnaire from America's Promise

Question: *To date, what progress has been made in fulfilling your commitment? In particular, has your organization implemented a specific plan? Retained staff? Organized an internal task force? What are the initial results?*

Answer: USDA has made significant progress in fulfilling all its commitments, including those in the following areas:

- 1) **Food Recovery and Gleaning** - USDA co-sponsored the first ever National Summit on Food Recovery and Gleaning, which was attended by over 500 people in Washington, DC and watched by countless more citizens at over 150 satellite downlink sites throughout the nation. Local Community service and volunteerism events were held in conjunction with the Summit at many local downlink sites. The Summit -- which was attended by Vice-President Al Gore, Agriculture Secretary Dan Glickman, and hundreds of corporate, non-profit, and religious leaders -- called upon all sectors of society to get more involved in food recovery. The Summit handed out "Heroes of Food Recovery Awards" to individuals and entities that demonstrated extraordinary commitments to food recovery-related volunteerism. The Summit set a goal of increasing the amount of food recovered and gleaned and distributed to Americans in need by 33% by the year 2000, which would provide the equivalent of three meals a day to 450,000 hungry Americans. In conjunction with our non-profit partners (see below), the Department is developing a comprehensive plan to reach that goal.
- 2) **Environmental Volunteerism** - The Department produced and nationally distributed a 11 1/2 minute video explaining the Forest Service's volunteer program; the video will be used widely as a recruitment tool for volunteers. The Department also began a new effort to significantly increase volunteer activities in urban environmental projects in the District of Columbia.

- 3) **4-H Community Service Activities** In partnership with the National 4-H Council, USDA has produced public service announcements featuring Secretary of Agriculture Glickman on 4-H volunteerism that will begin airing nationally during National 4-H Week October 5-12

Question: *What resources within your organization have been utilized?*

Answer: To focus on the Food Recovery and Gleaning Initiative, the Department created the new position of Coordinator of Food Recovery and Gleaning. This position will **not** head up a large government bureaucracy, but rather will be responsible for helping empower the non-profit and private sectors to increase their community-based food recovery efforts.

The Department has also devoted staff resources to expanding environmental volunteerism and increasing 4-H community service projects.

Question: *What, if any, problems have you encountered in fulfilling your commitment?*

Answer: The only significant obstacle faced by the Department is that, USDA – like agencies of the Federal government – must find creative ways to build a government that works better but costs less so that it can expand its efforts at promoting volunteerism even during a time of decreasing staff levels and lower budgets.

Question: *Are you currently working with a strategic partner (e.g. a non-profit organization or foundation) to assist you in completing your commitment?*

Answer: The Department has many key strategic partners to promote volunteerism. USDA co-sponsored the National Summit on Food Recovery and Gleaning with the following non-profit groups: Second Harvest, the Chef and the Child Foundation, Foodchain, and the Congressional Hunger. The Department recently signed a memorandum of understanding with the National Collaboration for Youth to promote increased youth service activities in a variety of areas, including food recovery. The Department is also working closely with the following groups: Rock & Wrap It Up!, Inc., the Student Campaign Against Hunger and Homelessness, the National Forest Foundation, and the National 4-H Foundation.

Question: *Are you aware of personal stories, evolved during your organization's volunteer efforts, that have exemplified the spirit of the Presidents' Summit and deserve recognition.*

Answer: As stated above, the Secretary Glickman recently gave out fifteen "Heroes of Food Recovery Awards" to outstanding individuals and entities. (A full list of awardees and description of their accomplishments is available upon request) One example of an awardee is the "Harvesting Hope" Program in Central Illinois; the program started through an AmeriCorps grant two years ago and is now continuing -- and growing -- without AmeriCorps funding by utilizing non-compensated community volunteers who help collect excess food and distribute it to the hungry.

NEWS

UNITED STATES DEPARTMENT OF AGRICULTURE
Office of Communications News Room 460-A
Washington, DC 20250-1300
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World Wide Web Home Page: <http://www.usda.gov>

Release No. 0315.97

Fact Sheet

NATIONAL SUMMIT ON GLEANING AND FOOD RECOVERY ANNOUNCEMENTS AND ACCOMPLISHMENTS

The following announcements and accomplishments were highlighted at the National Summit on Gleaning and Food Recovery on September 15-16, 1997 in Washington, D.C.:

First National Goal for Gleaning and Food Recovery - The federal government will lead an energetic public/private partnership to work toward a concrete goal of increasing food recovery by 33 percent by the year 2000, providing enough additional food to feed 450,000 people a day. To oversee this effort, USDA has created a staff position of National Coordinator of Food Recovery and Gleaning.

Large-Scale Donations from the Department of Defense - USDA, the Department of Defense, and the General Services Administration will work together to expedite the delivery of large amounts of excess DOD food to feeding organizations throughout the nation. In the 18 months beginning September 8, 1997, the DOD will make available through its Defense Reutilization and Marketing Service up to \$10 million worth of food.

New Farm Service Agency Field Gleaning Program - USDA's Farm Service Agency will begin a new national volunteer program for field gleaning utilizing unpaid community volunteers and will facilitate partnerships between farmers, local governments, anti-hunger organizations, community action agencies, and faith-based groups. The project will be operational in 13 pilot states by the Summer of 1998, and every state will have at least one field gleaning project by the year 2000.

Increasing Food Recovery from USDA Research Farms - USDA's Agricultural Research Service has expanded its donations of excess food from its research farms to local feeding organizations. A research center in Weslaco, Tex. has donated 3,870 pounds of produce since May to the Food Bank of the Rio Grande Valley; a research unit in East Lansing, Mich. donates up to 100,000 eggs to the Greater Lansing Food Bank each year; and a lab in Fresno, Calif. has donated about 1,500 pounds of almonds, 2,000 pounds of raisins, and 2,000 pounds of walnuts over the past two years to area homeless shelters and food distribution centers.

More food recovery from federal government cafeterias - Cafeterias at number of new government cafeterias -- including those at the Department of Labor, the Nuclear Regulatory Commission, the Department of Health and Human Services, and the Federal Reserve Bank -- have agreed to start donating their excess food to the hungry. The National Institutes for Health of the Department of Health and Human Services will provide for food recovery in their new contract for operating eight cafeterias.

-more-

Food recovery partnership with restaurants and hotels - The National Restaurant Association will work with USDA to create a handbook about how restaurants can donate excess food; it will be made available to all members of the Association. The American Hotel and Motel Association will provide information about food recovery to all its 45,000 members.

Teamsters Union to encourage drivers to donate time - The International Brotherhood of Teamsters Union will ask its local unions to encourage its drivers to volunteer their time driving trucks for local food recovery organizations.

Increased focus on youth volunteerism - USDA will join with the 4-H Program, the National Collaboration for Youth, Rock & Wrap It Up!, Inc, Foodchain, The National Student Campaign Against Hunger and Homelessness, and other non-profit and youth groups in developing a "Youth and Student Guide to Food Recovery." The guide will provide young people with simple, step-by-step information on how to volunteer in basic food recovery community service projects.

Food recovery from school feeding programs - USDA will announce plans to increase the recovery of excess food from the National School Lunch Program, the School Breakfast Program, and the Summer Food Service Program.

New Public Service Announcement campaign - The Summit will premiere a new public service announcement on food recovery and gleaning that features Secretary Glickman and the singing group Peter, Paul, and Mary.

Ski Areas to Encourage Food Recovery - The National Ski Areas Association will cooperate with USDA's Forest Service to find ways that their ski areas can recover food. One hundred and thirty ski areas across the country are located on National Forest System land.

Southland Corporation to Donate New Truck to Maryland Food Bank - In a press conference with Baltimore Mayor Kurt Schmoke that will occur simultaneously with the Summit on September 15, the Southland Corporation will announce its donation of nearly \$70,000 to the Maryland Food Bank to purchase a new, refrigerated truck for the food bank's perishable food rescue program, Second Helping.

New Vista Effort in Rhode Island to Continue Efforts Started with the "Summer of Gleaning" - On September 8, Alan Shawn Feinstein, Chairman of Rhode Islanders for a Hunger-Free State, and the Corporation for National Service announced the funding of six new AmeriCorps*VISTA Members to work for the Rhode Island Community Food Bank.

More Food Recovery At Farmers' Markets - All new Farmers' Markets sponsored by USDA -- including the new market opening today in Kansas City - will donate excess product at the end of each market day to food recovery organization.

Recovering Food from Receptions and Banquets Attended by USDA Leaders - USDA will automatically send information on how to donate excess food to sponsors of events attended by the Secretary, the Deputy Secretary, Under and Assistant Secretaries.

Department of Health and Human Services increasing food recovery - The HHS Substance Abuse and Mental Health Services Administration, in conjunction with the Health Resources and Services Administration, has initiated a regular, non-perishable food collection initiative called the "Walk the Walk Campaign."

Coast Guard Encouraging Food Recovery - The U.S. Coast Guard has issued a memorandum requesting that all units implement food recovery activities with local cafeterias, commissaries, food vendors, government contractors, and other Coast Guard food facilities.

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NOTE: USDA news releases and media advisories are available on the Internet. Access the USDA Home Page on the World Wide Web at <http://www.usda.gov>

CORPORATION FOR NATIONAL SERVICE

Commitment Status Report

October 1997

The Corporation will help recruit one million additional tutors, engage 100,000 students through college work study, and if Congress concurs, deploy an additional 11,000 AmeriCorps members for America Reads; enlist 10,000 high school and college students to serve at least 100 hours per year for and with youth in school-age care programs; support immunization initiatives; work with the new Partnering Initiative for Education and Civil Society to engage high school students in service-learning; and work to engage an additional 2 million young people in 100 hours or more of service each year, 100,000 additional young people who serve 1,000 hours a year through public/private partnerships and independent, full-time youth corps and ask colleges and universities and students to commit at least 500,000 work study positions to community service.

The Corporation for National Service continues to move forward in implementing its Summit commitment through all streams of service engaging Learn and Serve America students, AmeriCorps members, and Senior Corps volunteers. The national service network continues to be a leading force in the follow-up activities generated by the Presidents' Summit for America's Future. At last count, at least 37 state summits and an even larger number of local community summits are being organized with the help of delegations to the Philadelphia Summit, State Commissions on Service, State Education Agencies, and project directors with a wide range of community partners. One successful approach has been to build National Service Opening Ceremonies into and around community and state summits, engaging a wide range of partners in swearing-in the new class of AmeriCorps members and in joint service projects for and with young people on Make a Difference Day (October 25th).

National service programs are also helping corporate and nonprofit commitment makers implement their commitments at the local level. Viacom is deploying its employee volunteers through AmeriCorps. Learn and Serve America, the service-learning section of the Corporation, is identifying and supporting the delivery of vision care to needy children offered by Vision Service Plan, a nationwide provider of vision care services. The National Senior Service Corps is helping the National Education Association-Retired meet its commitment to deploy thousands of retired teachers as tutors for America Reads.

The five goals of the Summit have been included as key elements of the Corporation's strategic plan sent the Congress on September 30, 1997. Attached to this report are sections of the Corporation's strategic plan that are geared to the realization of the five resources for young people, from focusing national service programs on children and youth to incorporating the Summit's goals into a unified state planning process underway throughout the national service network.

Following is a brief synopsis of the status of progress according to each Goal, with particular emphasis on Goal Five – opportunities to give back through community service --- for which the Corporation is the lead agency:

Goal One: caring adults as mentors, tutors, coaches

The Corporation will help recruit one million additional tutors, engage 100,000 students through college work study, and if Congress concurs, deploy an additional 11,000 AmeriCorps members for America Reads

The Corporation and the Department of Education have begun this effort while seeking resources from Congress for full-scale implementation of America Reads in the next school year (1998-99). To date, over 770 colleges and universities have made formal commitments to use work-study students in support of the America Reads Challenge. These universities will provide tens of thousands work study students as reading tutors in the current school year. A tally of the first year will be available next spring, but there are one thousand students already in service in the District of Columbia alone.

The Corporation has committed all its streams of service to this effort. Grants were made this summer to provide AmeriCorps Members in 94 literacy programs across the country. AmeriCorps members tutor and mentor, set up after-school and summer programs, and recruit parents and community volunteers as tutors. For example, AmeriCorps*National Civilian Community Corps launched an initiative in Charleston, Denver, and San Diego which deployed 218 "Junior Corps Members" (ages 14-17) as tutors for over 1,500 children in the third grade to improve their reading skills over the summer.

Learn and Serve America grants made by the Corporation this fall will support service learning programs mobilize hundreds of thousands of K-12 and college students in service projects, many who tutor younger children.

In Senior Corps programs, RSVP volunteers and Foster Grandparents work extensively with children in school settings, and RSVP has solid experience in assisting literacy programs. Under a new initiative of the Corporation, seniors are responding to the challenge. The Seniors in Schools Initiative is creating significant opportunities for senior volunteers to serve as vital resources to young children in kindergarten through third grade to increase reading and literacy achievement. Special emphasis is placed on demonstrating that the service activities of the seniors directly affects student outcomes, and developing effective mechanisms for attracting adults age 55 and older to provide leadership and intensive, sustained service in order to help meet critical community needs. Seniors for Schools locations are: Leesburg, Florida; Boston, Massachusetts; Minneapolis, Minnesota; Kansas City, Missouri; New York, New York; Cleveland, Ohio; Portland, Oregon; Philadelphia, Pennsylvania; and Nederland (Port Arthur), Texas.

The Corporation is working in partnership with communities across the country in these efforts. For example, in the District of Columbia, over 1,000 college students, community volunteers, seniors, and parents will tutor first grade children in 16 of the most needy schools in the city under a program with strong support from D.C. public schools, corporations, and foundations.

Goal Two: safe places with structured activities

enlist 10,000 high school and college students to serve at least 100 hours per year for and with youth in school-age care programs

The Corporation is developing a new initiative, "To Learn and Grow", which is in the early developmental stages but shows promise as a way to expand and improve the quality of programs for children and youth during non-school hours. The "To Learn and Grow" initiative supports a vision for out-of-school time in which families and communities working together help create safe places, tutor and mentor children, and offer youth positive alternatives to gangs and drugs. This initiative grows out of a conference the Corporation held in cooperation with key practitioners in the field including the Department of Education, the Department of Health and Human Services Child Care Bureau, National Association of Child Care Resource and Referral Agencies, Save the Children, the National Institute on Out-of-School Time at Wellesley College, the Y.M.C.A of the U.S.A., and the National School-Age Care Alliance.

Beyond the numerical goal of the 10,000 students serving for and with youth, this goal is going to be a key emphasis of all programs streams supported by the Corporation. Recognizing that children spend more than 4,000 of their waking hours outside the classroom each year, the Corporation's strategic plan contains a range of objectives deploying AmeriCorps, Learn and Serve America service-learning programs, and the National Senior Service Corps on behalf of children and youth.

In support of the Summit in Philadelphia, the AmeriCorps*National Civilian Community Corps, in partnership with the city's Department of Recreation, rehabilitated the Cruz Recreation Center to provide a safe, clean, and accommodating center for children after school. During the renovation (March through May to coincide with the Summit), Corps members tutored eighty students for two hours a day in the center.

Goal Three: a healthy start*support immunization initiatives*

The Corporation has been building upon the experience in immunization that was a feature of the Summer of Service since 1994 when eighty-nine AmeriCorps*VISTA members in Texas helped immunize 104,000 infants saving more than five dollars in future medical costs for every dollar spent. This year, the Corporation has placed 213 AmeriCorps*VISTA members in 11 projects around the country to strengthen local immunization and other health care efforts. A primary focus is on the outreach to low income families to assure a healthy start for young children. Public awareness and parent education activities are key strategies in these projects.

Another major threat to the health of children is HIV/AIDS. Foster Grandparents care for the youngest, the infants fighting the virus. For the fastest-growing at-risk population, AmeriCorps members serving in City Year San Antonio will provide AIDS prevention and education to almost three thousand middle and high school students.

National service is also helping corporations implement their Summit commitments. A Summit commitment was made by Vision Service Plan, one of the largest providers of eye care services in the nation, to provide free vision care exams and materials to the children of working poor. This first year, the Corporation's Learn and Serve America service-learning program will identify 3,000 eligible children for the Sights for Students program across the country through their school and community-based programs.

Goal Four: an effective education and marketable skills*work with the new Partnering Initiative for Education and Civil Society to engage high school students in service-learning*

On October 3, 1997, the Corporation's Learn and Serve America program and several of its national service-learning grantees hosted a national meeting of the "Partnering Initiative for Education and Civil Society", a consortium of over 50 education, community-based and civic organizations committed to "preparing the next generation for a lifelong commitment to civil society" by "expanding opportunities for young people and adults to become involved in meaningful service." Representing some of the most influential organizations in US education and community development, this group developed a strategic plan and call to action for the nation to embrace service-learning, a key strategy to both improve education and its impact on young people, and is challenging local groups to do the same.

Service-learning results from a curriculum that combines education and service and includes class time for reflecting on the service experience. Reflection activities are designed to develop students' critical thinking skills and to strengthen their understanding of the positive impact they can have on society. In addition to improving academic performance, it also increases students' sense of social responsibility and citizenship. Local school districts and institutions of higher education are making long-term community commitments with local community organizations and schools to address community needs and at the same time complement students' academic study.

Goal Five: give back through service

and work to engage an additional 2 million young people in 100 hours or more of service each year, 100,000 additional young people who serve 1,000 hours a year through public/private partnerships and independent, full-time youth corps and ask colleges and universities and students to commit at least 500,000 work study positions to community service.

The implementation of the Summit's Goal Five, for which the Corporation is the lead agency, is moving ahead. In order to engage two million additional young people in 100 hours or more of service that focuses on the Summit's five goals each year by the year 2000, the Corporation sponsored a national strategic planning meeting of over 150 representatives from nonprofit organizations, education associations, foundations and corporations interested in service. A series of recommendations are being developed by the leadership of the Advisory Board of Goal Five.

There are a number of initiatives already underway to support Goal 5. The National Association of Student Councils (a program of the National Association of Secondary School Principals) and the Points of Light Foundation are launching a series of student summits convened by middle and high school student council presidents. America's Promise is supporting a series of youth-led summits in communities across the nation. In addition, the Corporation will spearhead the development of a Youth Service Award to recognize students that commit to 100 hours of service or more each year.

The Corporation will provide 10,000 National Service Scholarships this year for outstanding high school students chosen for leadership in community service. The scholarships will be matched by the nation's civic groups including Lions Clubs, Kiwanis, and Rotary, as well as corporations large and small. This fall, the Congress approved \$5 million to provide the Corporation's match for these scholarships.

The Corporation is greatly expanding the number of AmeriCorps Members who are engaged this year in full-time (1,700 hrs.) or substantial part-time (900 hrs.) service to address community needs.

5

At the Summit in Philadelphia, President Clinton challenged nonprofits, their private sector partners, and faith-based organizations to provide support for 50,000 new national service positions by the year 2,000. This coming year, an additional 15,000 AmeriCorps members will be engaged under the new President's Challenge program announced at the Summit. Approximately 75% of all members in AmeriCorps serve in programs specifically addressing the needs of children and youth as outlined in the goals of the Summit.

The AmeriCorps*NCCC opened a new campus in the District of Columbia, bringing an additional one hundred corps members to the nation's capital.

All colleges and universities were solicited to provide support for the America Reads initiative (see Goal One above). A steering committee of college and university presidents are chairing this effort. Initial results are dramatic, with over 760 colleges and universities pledging tens of thousands of work-study students in the current academic year.

The college work-study initiative is an even larger campaign. President Clinton issued the challenge to colleges and universities to deploy half of all work-study positions in community service activities and CEO Harris Wofford has made this goal a major theme of national service outreach. The State Commissions on Service and national service grantees are all pressing colleges and universities local for work-study positions.

To engage more volunteers through national service, the Corporation has joined USA Weekend and the Points of Light Foundation in Make a Difference Day, linking the opening ceremonies for the AmeriCorps, Learn and Serve America, and the National Senior Service Corps to the national day of service. This infusion of organizing talent and muscle in all fifty states through the State Commissions will bring an estimated additional 100,000 volunteers to the effort.

Learn and Serve America grants are creating over 2,000 local partnerships of schools and community-based organizations and university-community partnerships with over 500 colleges. These service-learning projects directly bring more young people to sustained service. For example, Learn and Serve students in North Olmstead High School (Ohio) have pledged 20,000 hours annually to community service that supports their studies in language arts and social studies. Each semester, students earn three academic credits for their weekly five hours of community service in one of over 30 participating community agencies.

The Corporation is also working with Frank Newman, President of the Education Commission of the States (ECS), to launch The Compact for Learning and Citizenship. This July, ECS convened an organizational session to create this new organization to promote service-learning through the leadership of the chief state school officers and superintendents across the country.

And, looking ahead, the Corporation will be offering over \$200,000 in grants to schools, community groups, and faith-based organizations all over the country to make the observance of the federal holiday honoring Martin Luther King, Jr., a national day of service ... a day on, not a day off.

V. STRATEGIC OBJECTIVES AND IMPLEMENTATION STEPS

Goal One: *Service will help solve the nation's unmet education, public safety, environmental and other human needs.*

Strategic Objectives for Goal One:

- A. Increase Corporation focus on children and youth, making it a priority within each program.

Implementation Steps:

1. Deploy *AmeriCorps*, *Learn and Serve*, and *Senior Corps* participants and program resources to help implement the America Reads initiative to assure that all children learn to read by the end of the third grade.
2. Work with local and state efforts to achieve the goals for children and youth set by the 1997 Presidents' Summit for America's future.
3. Expand the use of participants in *AmeriCorps*, the *Senior Corps*, and college work-study as service-learning coordinators and organizers of youth.
4. Work with organizations that serve youth to increase opportunities for youth to serve others and engage in service-learning.
5. Enhance, identify, and promote direct and demonstrable "getting things done" outcomes of service-learning.
6. Facilitate the progression of schools, colleges, and universities from encouraging student service to actively supporting service-learning.
7. Focus *AmeriCorps*VISTA's* anti-poverty activities on low-income children and their families.
8. Form partnerships with national, state, and local organizations serving children and youth (including those involved in after-school child care, health, mentoring, early childhood education, and school improvement) to improve the quality of national service and increase the number of community volunteers serving in this area.
9. Evaluate national service programs working with children and youth to determine how to improve the effectiveness of the service provided by participants and community volunteers.

- B. Ensure that all Corporation-funded programs have objectives and a system of measuring progress in meeting those objectives.

² "Participants" in this document means students and out-of-school youth who serve in *Learn and Serve America* programs (school- and community-based programs for school-age youth and higher education programs), *AmeriCorps Members* (including *AmeriCorps*State*, *AmeriCorps*National*, *AmeriCorps*VISTA*, and *AmeriCorps*NCCC*), and *Foster Grandparents*, *Senior Companions*, and *RSVP Volunteers* who serve through the *National Senior Service Corps*.

Implementation Steps:

1. Assist state commissions and program sponsors to develop and set objectives and measure progress toward them.
 2. Provide training for state commissions and parent organizations on impact evaluations so they in turn can train their programs and sites.
- C. Build on the 1996 *National Senior Service Corps* conference to ensure that by 1999, all *Foster Grandparent* and *Senior Companion Programs*, and *Retired and Senior Volunteer Programs* will operate consistent with the goal of "Getting Things Done."

Implementation Steps:

1. Mobilize the time, talent, experiences and resources of the members of the *Senior Corps* programs – *Retired and Senior Volunteer Program*, *Senior Companion Program*, and *Foster Grandparent Program* – to meet critical community needs in the areas of education, public safety, health and human needs, and the environment.
 2. Continue efforts to place the emphasis of *Senior Corps* programs on Programming for Impact: "Getting Things Done".
 3. Review and reconsider all *Senior Corps* programs at least every six years to reflect new priorities and high quality programs.
 4. Support *Senior Corps* collaborations with other national service programs.
- D. Organize a leadership conference in early 1998 for school, community and higher education grantees of Learn and Serve America to strengthen and improve their efforts to provide high quality service-learning opportunities for America's youth.
- E. Increase the capacity of programs to respond to local emergencies and natural disasters.

Implementation Steps:

1. Build partnerships with Federal Emergency Management Administration (FEMA), the American Red Cross and other national organizations, as well as emergency service agencies at the state and local levels.
2. Support training of national service staff and participants.
3. Encourage participation in local emergency management coordinating bodies.
4. Increase the number of *AmeriCorps***National Civilian Community Corps* teams trained and available year-round to respond to disasters.
5. Document and measure the amount and quality of assistance, including response time, provided in local disasters by *AmeriCorps* members.

- F. In 1998, ensure that performance indicators are developed for strategic objectives that allow for the demonstration that the nation's unmet critical needs are being solved by national service participants.

Goal Two: *Communities will be made stronger through service.*

Strategic Objectives for Goal Two:

- A. Assist in the follow-through of the Presidents' Summit for America's Future to achieve a new level of concerted citizen action in communities throughout the nation focused on the problems of children and youth.

Implementation Steps:

1. Encourage the State Commissions, Corporation State Offices, state education authorities, Senior Corps programs, and Corporation grantees to work with the states and local teams who attended the Presidents' Summit in planning local and state-wide summits and other activities to help communities meet the Summit goals for all children.
2. Demonstrate how service by students, senior citizens, and service corps members of all ages can be effective strategies in advancing communities' Summit goals.

- B. Implement effective strategies and processes for collaboration among local national service programs and with other organizations responsible for addressing community needs.

Implementation Steps

1. Determine effective approaches to collaboration through program evaluations and other forms of research, and disseminate findings and incorporate them into program policies.
2. Remove policy or regulatory barriers to local collaboration.
3. Involve community residents in planning, development, implementation, and assessment of national service projects.
4. Promote sustainability of national service projects by mobilizing volunteers from the community.
5. Increase opportunities for new community-based organizations to obtain national service participants.
6. Expand the number of *AmeriCorps***National Civilian Community Corps* environmental and other human needs projects conducted in urban areas with high poverty levels.
7. Ensure the full participation of the Corporation's principal partners and representatives – State Commissions, Corporation State Offices, and state education authorities – in the development of the State Unified Plan.

8. Ensure that agencies outside the scope of the Corporation's programs and providing service opportunities and other interested volunteer programs (including the Voluntary Action Centers organized by the Points of Light Foundation) participate in the preparation of the State Unified Plans, in accord with Sec. 178 of the National and Community Service Act of 1990 as amended (42 U.S.C. § 12638).

- C. Increase the number of people of different backgrounds serving side-by-side.

Implementation Steps

1. Assess diversity of national service participants at the site level.
2. Develop and implement strategies to increase diversity.
3. Carry through, under the leadership of the Corporation's Recruitment/Selection/Placement unit, an active approach to minority institutions, including the Historically Black Colleges and Universities, and schools and higher educational institutions with a concentration of Hispanic, African-American, or Native American tribes.

- D. Develop a new model of service leadership through an expanded national service leadership strategy.

Implementation Steps

1. Combine the three *AmeriCorps* Leaders programs (which recruit, train, and place individuals with service experience and leadership potential) to support service programs.
2. Expand the scope of the program to provide Leaders for *Learn and Serve America* and *Senior Corps*.
3. Through training and policy changes, make the new Leaders' program a catalyst for fostering cross-stream service programming and collaboration.
4. Increase the number of Leaders consistent with demand.

Goal Three: *The lives of those who serve will be improved through their service experience.*

Strategic Objectives for Goal Three:

- A. Increase the number of individuals who have the opportunity to earn educational aid by performing service.

Implementation Steps:

1. Expand the *AmeriCorps* "education awards only" program by encouraging nonprofit and religious groups to increase their service programs and provide the living allowance and other program costs.

2. Expand *AmeriCorps*VISTA*, *AmeriCorps*National Civilian Community Corps*, and *AmeriCorps*State and National* and achieve further cost-reductions to enable funding to go further.
 3. Expand the *AmeriCorps*National Civilian Community Corps* member population to 5,000 by the year 2002.
 4. Expand *AmeriCorps* programming for summer service through existing *AmeriCorps* sponsors.
 5. Implement the national service scholarship program so that at least one, locally-matched \$1,000 scholarship for outstanding student service is offered in every high school.
 6. Encourage colleges and universities to increase the share of college work-study placements dedicated to community service, consistent with the President's challenge to higher education and the targets set at the Presidents' Summit for America's Future, and assist colleges and universities in the development of effective service placements.
 7. Use national service as a vehicle to implement activities designed to facilitate the transition of welfare recipients to work.
- B. Provide training and technical assistance to programs to improve the *AmeriCorps* members' experiences.

Implementation Steps

1. Focus on the problems of member retention, the provision of GED classes and other assistance for members who are disadvantaged, assistance with educational and job counseling for graduating members, and promotion of citizen responsibility, including a continued commitment to service.
 2. Explore new ways to work with state and local youth corps to increase their effectiveness and broaden their support.
- C. Increase Learn and Service America's ability to improve the lives of participants, including their educational success and community involvement.

Implementation Steps:

1. Undertake a review of local programs to identify how successful programs best improve the lives of participants.
 2. Make necessary changes to the national program based on this research to enhance and promote the academic and personal development outcomes of service-learning.
 3. Work with technical assistance providers to disseminate appropriate guidance and information.
- D. Increase the number of individuals with disabilities serving in *AmeriCorps* and other national service programs through full use of the disability funds provided in the National and Community Service Act.

Implementation Steps:

1. Double the number of participants with disabilities serving in AmeriCorps.
 2. Greatly increase the percentage of people with disabilities serving through other national service programs.
- E. Affirm that lives of senior service volunteers will be improved through their service.

Implementation Steps:

1. Assure that senior service volunteer opportunities at the local level provide service options with varying duration, incentives, challenges, and roles as well as the opportunity to move in and out of various levels of commitment and roles as life circumstances and interests change.
2. Assure that senior volunteers are effectively recruited, well prepared and trained, appropriately assigned to volunteer opportunities, provided with clear information on their roles and responsibilities, and given a range of supports to help them maximize their contributions.

Goal Four: Service will become a common expectation and experience of Americans as an integral part of civic responsibility.

Strategic Objectives for Goal Four:

- A. Increase the number of part-time, unstipended volunteers recruited or organized through Corporation-supported programs and increase the effectiveness of these volunteers at meeting community needs.

Implementation Steps:

1. Work with leading volunteer organizations and Corporation grantees to plan how to achieve and manage this increase.
 2. Double the number of part-time, unstipended volunteers recruited or organized through Corporation programs.
 3. Revise application guidelines to require all grantees to address the issue of volunteer generation.
- B. Build, expand, and sustain an infrastructure that integrates service-learning and student service opportunities into the educational system and community-based youth programs.

Implementation Steps:

1. Expand *Learn and Serve America* resources and direct the majority of these resources toward this objective.

2. Increase participation of students in service-learning from pre-school through university.
3. Enhance the civic education component of service-learning and have it recognized as a valued outcome.
4. Support school reform activities that include service-learning, and increase efforts to integrate service-learning into education reform plans.
5. Expand training and technical assistance.
6. Implement the Leader Schools initiative in 1997.
7. Launch an effort beginning in 1997 to promote understanding of service-learning among educators and others, such as community-based organizations, businesses, foundations, parents, students, and policy-makers.
8. Develop key partnerships with national education and youth organizations committed to achieve the Presidents' Summit goal of securing opportunities for all young Americans to serve.
9. Expand the use of *AmeriCorps* members, *Senior Corps* participants, and college work-study students as service-learning coordinators and organizers of youth volunteers.
10. Urge other federal agencies and state and local government entities that support education programs to encourage and support service-learning.
11. See that national service participants engaged in teaching are trained in service-learning methods.

- C. Double the number of participants in the *National Senior Service Corps* to one million.

Implementation Steps:

1. Pursue cost-share arrangements with private and public organizations, especially those concerned with home health care.
2. Review and propose revisions to the legislation, regulations, and Corporation policies to remove impediments to expansion.
3. Form partnerships with corporations, foundations, major retiree organizations, university alumni associations, civic groups, and national nonprofits to increase opportunities for seniors to serve.

- D. Facilitate the involvement of the national service network in "days and seasons of service."

Implementation Steps:

1. Include Make a Difference Day in the fall, Martin Luther King Day in January, and National Volunteer Week and National Youth Service Day in April as occasions for the Corporation's programs and all the streams of service to work together on signature service projects.
2. Not later than the fall of 1997, help to initiate a series of "Saturdays or Sundays of Service" that will allow for longer-term commitments to grow out of the signature days.

- E. Use initiatives such as America Reads to provide opportunities for cross-stream collaboration.
- F. Maintain and strengthen the Corporation's special relationship with the Points of Light Foundation, as provided in the National and Community Service Trust Act of 1993 (42 U.S.C. § 12661).

Implementation Steps:

1. Work cooperatively with the Points of Light Foundation, the original partner with the Corporation in creating the Presidents' Summit for America's Future, to fulfill the goals for children and youth set at the Summit and the commitments made by representatives of the service and volunteer community.
2. Engage the Corporation's national service network in supporting the Foundation's mission of promoting and sustaining volunteering as a way to help meet some of the nation's most critical social problems.

Goal Five: *The Corporation will develop and maintain sound organizational systems and effective partnerships with the wider national service network.*

Strategic Objectives for Goal Five:

- A. Strengthen internal and external management systems.

Implementation Steps:

1. Reorganize the Corporation's management structure based on a review process that will determine how to make the Corporation more efficient and effective, especially in the areas of internal and cross-department communications, customer service, program quality, program coordination at the state and national levels, consistent and independent monitoring and evaluation, financial and legal accountability, and teamwork across programs, units, and headquarters/field operations.
2. Implement an integrated program and grants management system and ensure that all programs receive funding four weeks before program startup by the end of 1998.
3. Implement an integrated, fully-modern financial management system by the end of 1998; producing auditable financial statements for 1998; and implementing sound management controls.
4. Conduct an assessment of the program monitoring system by the end of 1997 and implement a plan to improve the program monitoring system at the program, state and national levels.
5. Participate in a Congressionally mandated study by the National Academy on

- Public Administration and conduct appropriate follow-up on recommendations.
6. Take full advantage of methodologies and technologies (including expanded use of the Internet and Intranet) that will improve communications within the Corporation and with state commissions and other partners.
 7. Strengthen the development of human resources by implementing a comprehensive staff improvement program for supervisory and non-supervisory personnel in headquarters and field offices.
 8. Tie individual performance plans to annual plans.
 9. Support the Labor-Management Partnership Council.
 10. Increase efforts to recruit and retain diverse staff, especially at the senior level.
 11. Implement and strengthen systems that will ensure compliance with the Government Corporations Control Act.
- B. Strengthen the key support systems -- research, evaluation, and training and technical assistance -- that nourish effective service programs.

Implementation Steps:

1. Conduct a needs assessment to identify key issues in research, evaluation, and training and technical assistance.
 2. Use the needs assessment to design and implement well-coordinated and responsive research, evaluation, and training and technical assistance.
 3. Review and recompetete all training and technical assistance and evaluation contracts by 1998.
 4. Extend training and technical assistance and evaluation contracts, as appropriate, to all Corporation programs.
 5. Strengthen substantive expertise in the key issues areas by contracting for issue area experts in 1997, conducting evaluations of programs by issue area, and fostering "affinity groups" for programs working on the same issue.
 6. Review and improve the recruitment function to achieve an increase in *AmeriCorps* member applications proportionate to the growth in *AmeriCorps*.
 7. Recruit individuals with higher skill levels for *AmeriCorps* programs.
 8. Assure a diverse pool of members in *AmeriCorps* programs.
 9. Review and revise program guidelines to reflect the Principles of High Quality Programs.
 10. Develop a system to allow national service participants to provide their input in decisions that affect programs.
- C. Improve national service program structures and systems through better service to state and local program levels.

Implementation Steps:

1. Decentralize funding decisions while maintaining accountability through monitoring and evaluation.
2. Strengthen the role of state commissions as the convener and coordinator of service programs in the state, a provider of support to national service programs, and the prime administrator of *AmeriCorps*State* grants.
3. Implement a system to assess state commission performance based on criteria established in the 1997 state administrative guidelines.
4. Develop and implement a unified state planning system for service programs including all Corporation programs.
5. Encourage the implementation of national service participant networks within each of the states. These networks would permit participant-to-participant communication across programs. In addition, these networks could provide a member perspective in such state-wide tasks as preparing the Unified State Plans.
6. Implement a plan to streamline and simplify the *AmeriCorps* grants system so that the Corporation need not engage in extensive negotiations regarding *AmeriCorps*State and National* sponsor budgets.
7. Implement a plan to link the *AmeriCorps*NCCC*, *AmeriCorps*VISTA*, and *AmeriCorps*State and National* programs more closely.
8. Emphasize collaboration among *AmeriCorps*, *Learn and Serve America*, and *Senior Corps*, at the national, state, and local levels.
9. Develop a single point of contact for information about national service for each state.
10. Develop "customer service" standards to improve the Corporation's responsiveness to external and internal partners.

- D. Broaden financial, in-kind, and human resources for national service while focusing the federal role.

Implementation Steps:

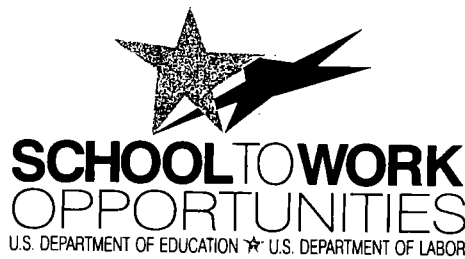
1. Implement a strategy to achieve cost-reduction goals for *AmeriCorps* by assisting local sponsors to decrease their reliance on Corporation funding, to decrease costs, and diversify support.
2. Expand the role of the independent and corporate sectors (including roles in evaluation, leadership and other training, and financing).
3. Strengthen partnerships with a wide variety of agencies and organizations including leading volunteer organizations, faith-based organizations, governors, mayors, and other state and locally elected officials, organizations serving children and youth, organizations serving senior citizens and retired Americans, educators, federal agencies, the military, and private sector partners.
4. Establish a coordinated plan to work cooperatively, to share resources and to avoid duplication of effort among the federal agencies involved in their own

service programs, particularly those which made commitments at the Presidents' Summit for America's Future.

- E. Implement and strengthen systems that will ensure efficient and effective planning, performance measurement, and reporting of results, including compliance with the Government Performance and Results Act (GPRA).

Implementation Steps:

1. Establish in 1998 a regular schedule for revising the strategic plan to ensure that: (a) objectives and implementation steps are measurable and clearly related to the strategic goals; and (b) goals, objectives, and implementation steps reflect current federal policy and appropriation levels.
2. Modify and expand existing program data systems by the end of 1998 to meet the expanded requirements for performance measurement under GPRA.
3. Design and implement in 1998 new data sources needed to measure customer satisfaction and program quality.
4. Establish wherever possible in 1998 baseline data for the performance indicators to be proposed in the Annual Performance Plan for FY 1999.
5. To produce a results-oriented environment, integrate in 1998 the several planning processes in the Corporation with a focus on measurable results, including: the strategic plan, the annual performance plan (focused on public results), the annual plan (focused on internal processes), and the unified state plans (bringing together state commissions, Corporation State Offices, and state education authorities).
6. Publish and disseminate the strategic and performance plans widely to all stakeholders as they are revised, including posting them on the Corporation's website.
7. Increase accountability of management and staff for the achievement of strategic and annual goals, beginning in 1998, by: (a) requiring organizational units at every level to link their annual plans to the strategic plan; (b) holding quarterly reviews of unit performance against strategic and annual goals at every level of the Corporation; (c) developing an effective system of incentives for meeting and exceeding goals and disincentives for failing to perform adequately in terms of set goals and objectives.



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See me
on this
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March 10, 1997

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

Dear Diana:

It was great meeting you yesterday at the Interagency Meeting on the President's Summit for America's Future. Enclosed please find a kit of informational materials on School-to-Work that includes fact sheets and booklets that will give you an understanding of the initiative. I have also enclosed a one-pager on School-to-Work's role at the President's Summit.

Please give me a call at (202) 358-2109 if you have any questions. I look forward to working with you.

Sincerely,

Nancy Mathis

Nancy Mathis
National School-to-Work Office

Enclosures

Groundhog Day w/AP
-job shadowing
Petersmeyer
Sarah Zak

Sent Package
Sent Fax
Left Message
-C

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

INTRODUCTION

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

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

BACKGROUND

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

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

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

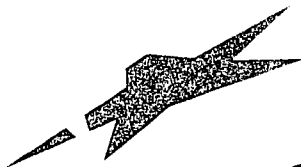
School-to-Work is about providing youth with mentors who prepare them for the 21st-century workplace. The first goal of the Summit is to provide an ongoing relationship with a caring adult. All across the country School-to-Work is creating additional tutoring or mentoring relationships to create a positive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

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

CHALLENGE

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

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



SCHOOL TO WORK OPPORTUNITIES

U.S. DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF LABOR



Key Facts about Education, Employment and *School To Work*

School-Age Population

- By 2005, the high school population will increase by nearly 30%, further bloating already overcrowded public schools.
- By September 1996, approximately 51.7 million students will be enrolled in elementary and high schools. Student enrollment is projected to surpass 55 million by 2002.
- Recent statistics collected by the U.S. Department of Education report that the national dropout rate for high school students averages 11%. Of students enrolled in four-year colleges, only about half graduate.

Workforce Trends Signal the Need for Change

- In 1960, there were 5.1 workers per Social Security beneficiary. Today, the ratio is 3.3 workers per beneficiary and shrinking. Increased worker productivity is essential to the viability of the system.
- From 1950 to 1991, the number of professional and technical workers grew by 331%. More than one in four new jobs created between now and the year 2005 is likely to be professional or technical.

Employers Are Concerned

- Fifty-six percent of employers say the skill requirements of their workers are increasing, and 57% report an increase in their worker training programs over the last three years.
- One out of every five workers was judged by employers to be not fully proficient at his or her job.
- Virtually all establishments provide either formal or informal training: 97% provide informal training, while 81% provide formal training.
- Only 15% of establishments take job applicants' grades into account in their hiring decisions. These businesses are more likely to employ workers with more than the average years of schooling and demand increased job skills and high-performance work practices.

OVER

School To Work Grants Addressing Needs

- In January 1994, all 50 states plus Puerto Rico and the District of Columbia received ***School To Work*** State Development Grants ranging from \$200,000 to \$750,000.
- So far, 27 states have been awarded ***School To Work*** Implementation Grants totaling approximately \$204 million. The bulk of this money becomes subgrants to local partnerships.
- By June 1996, ***School To Work*** will have invested \$320 million in total grants (including direct grants to local partners and special grants to high-poverty areas).

** Statistics provided by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Social Security Administration*

###



Schooling that Works

School To Work makes education relevant.

School To Work is a common sense approach to preparing young people to succeed in the 21st-century workplace. *School To Work* is a shift from a traditional educational system to a system that is dynamic and relevant to the needs of the rapidly changing economy. *School To Work* involves some type of career exploration and preparation through all stages of a child's education. Students get the basics in English, math and science, plus exposure to the workplace, helping them see how their classes relate to real life. After graduating from high school or college, students have not only a degree, but specific knowledge and skills they can apply to careers.

School To Work provides students with hope and opportunity.

School To Work provides many youngsters with their first exposure to the workplace and their first opportunity to tackle the challenges of work. Interacting with successful adults in the workplace gives students a vivid idea of the exciting career possibilities that exist. Students who never thought they could finish high school suddenly have a reason to learn. Many are inspired to pursue advanced degrees and highly skilled professions. Instead of "tracking" students into particular jobs, *School To Work* broadens students' career options and helps them make informed career decisions. *School To Work* prepares students for careers or college.

School To Work is for all students.

School To Work is not vocational education. It moves the country toward a method of learning that provides kids with rigorous academic lessons combined with work experience that makes school work relevant. It prepares all students to succeed in a wide range of professions, particularly the high-skill careers of the 21st century.

School To Work is a grassroots, community-based movement.

School To Work initiatives take shape from the ground up, rather than being imposed on communities by the federal government. Local educators, parents, students, labor representatives and employers collaborate as partners to develop the systems that will best meet their unique local community needs.

School To Work is good business and cost-effective.

American businesses spend a great deal of money and time on worker training. *School To Work* can cut the costs of training and reduce employee turnover. The system helps provide employers with well-educated, conscientious workers who are productive from day one. By getting businesses actively involved in educating future workers, *School To Work* helps ensure that classroom lessons remain current with changing workplace needs.

***School To Work* helps teachers.**

School To Work makes teaching easier because parents and other adults become more involved in education. Teachers are invigorated by the energy of the community's involvement. Through *School To Work*, students become more focused and motivated, reducing discipline problems, decreasing dropout rates and increasing college enrollment. Universities gain serious students who know what they want out of a college education.

***School To Work* benefits communities.**

School To Work keeps kids off the streets. It helps build a rich local talent pool of skilled workers and brings communities together to work toward their children's success.

***School To Work* connects classroom learning with real career training.**

School To Work forges partnerships among educators, employers and other adults to prepare young people for expanding careers of the future. As early as elementary school, students are exposed to a variety of career choices. In high school they have authentic work experience that is carefully integrated with classroom lessons to enhance what they learn in school.

***School To Work* can work for your community.**

To learn how you can initiate a *School To Work* effort in your community, call the *National School To Work Opportunities Office* at 1-800-251-7236, or visit *School To Work's* World Wide Web site at <http://www.stw.ed.gov>.

###

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AN OWNER'S GUIDE

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The Employer Participation Model



Connecting Learning & Earning

National Employer Leadership Council
1001 Connecticut Ave., NW, Suite 310
Washington, DC 20036
1.800.360.NELC
nelc@nelc.org
<http://www.nelc.org/>

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OFFICE OF PUBLIC LIAISON

Please deliver to:

Diana Fortuna

Organization:

Fax Number:

456-7731

Phone Number:

From:

Melinda Baskin Hudson

Fax Number:

(202) 585-2794

Phone Number: **(202) 606-5000 ext 193**

We are transmitting a total of _____ pages, including this cover page.

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Message

*I should change the IBM
commitment (what was I thinking ?)
and real & great! attached*

*To learn and Grow is still
a dream - no real progress that
we could promote.*

B.M. 91

Hudson, Melinda

From: Scott, Sandy
Sent: Wednesday, October 15, 1997 12:05 PM
To: Hudson, Melinda
Subject: Team Tech

Here is a paragraph from Jenn Smith on Team Tech in case you need it. When you have a chance, perhaps we can discuss a 1 pager on national service progress towards Summit commitments. Thank you.

AmeriCorps*VISTA Partnering with IBM to Lead Community Organizations to Technology's Cutting Edge

Through the combined resources of AmeriCorps*VISTA, IBM, United Way and Public Allies, VISTAs in "Team TECH" will assist non-profit organizations in effectively using technology to increase the impact of their work in low-income communities. This initiative represents IBM's commitment to the Summit.

Fifty-five AmeriCorps*VISTAs are serving at 11 sites (Atlanta, Austin, Boston, Burlington, Chicago, Denver, Detroit, Los Angeles, New York, Raleigh, San Francisco), working with non-profit organizations to develop technology plans, securing resources, and implementing training programs for agencies and low-income community residents. Public Allies will assist with training needs.

Mac
Reed
re passing hat

Organization: U.S. Department of Education

CEO/President: Richard W. Riley

Organization Point-of-Contact: G. Mario Moreno

The **Partnership for Family Involvement in Education**, started by Secretary Riley in September of 1994, comprises more than 3,000 family/school groups, employers, community/cultural organizations, and religious groups working together to increase opportunities for families to be involved in their children's education. Many of the commitment updates below are satisfied by this grassroots, community outreach movement and its activities.

To date, what progress has been made in fulfilling your commitment? In particular, has your organization implemented a specific plan? Retained staff? Organized and internal task force? What are the initial results?

America Reads Challenge: READ*WRITE*NOW!

- Over 1.5 million children were reached through the READ*WRITE*NOW! summer reading program. More than 1.5 million READ*WRITE*NOW! Basic Kits were distributed along with thousands of black and white, camera ready copies (estimated to have reached over 1.1 million children).
- Over 85,000 children were reached this summer through 14 READ*WRITE*NOW! pilot sites.
- Over 500,000 learning partners helped children to read this summer through READ*WRITE*NOW! (Approximately one reading partner for every three children)
- The President's Coalition for the America Reads Challenge, launched on July 28 at the White House, has grown from 50 original READ*WRITE*NOW! sponsors to 94, and counting, members of the Coalition.

Extending Learning in Safe, Drug-Free Environment Before and After School

- On November 5 at 2pm, the Partnership for Family Involvement in Education Family/School Steering Group will sponsor a teleconference with Secretary Riley, Vice President Gore, parents, and teachers on "Teacher Preparation for Family Involvement in Education." This live, interactive teleconference will help get the word out about what teachers and parents must know to extend learning beyond the classroom.

- On May 7 and 8 in New York City, the Partnership for Family Involvement in Education Employers for Learning Steering Group is helping to organize a "Technology and Education" conference with members of the business and nonprofit communities. The discussion will focus on how technology can be used to further children's education through means such as electronic mentoring and tutoring.

How is your organization keeping track of its commitment?

- Staff members are coordinating efforts on a monthly basis and updated the commitment form submitted during the summer. For example, the Information Resource Center calculated the number of READ*WRITE*NOW! Kits, reading partners, and children reached through the summer READ*WRITE*NOW! initiative. Also, members of the Partnership for Family Involvement in Education are tracked through a database.
- The Partnership for Family Involvement in Education National Steering Group along with the Family/School, Employers for Learning, Community/Cultural, and Religious Steering Groups report progress of Partnership activities and outreach efforts each time they convene.

What resources within your organization have been utilized?

- Resources such as the READ*WRITE*NOW! Basic kits were used in the 14 READ*WRITE*NOW! pilot sites this summer. Also, thousands of these kits were taken from the Department's web site and copied, in many cases, multiple times.
- A number of other publications are used at conferences and meetings in signing on new members to the Partnership for Family Involvement in Education.

Are you currently working with a strategic partner (e.g. a nonprofit organization or foundation) to assist you in completing your commitment?

- The Department currently works with over 3,000 family/school groups, employers, community/cultural organizations, and religious groups across the country in forming family-school-community partnerships.
- The Department is also partnering with the President's Coalition for the America Reads Challenge to help ensure that all children can read well and independently by the end of the third grade.

Are you aware of any personal stories, evolved during your organization's volunteer efforts, that have exemplified the spirit of the Presidents' Summit and deserve recognition?

READ*WRITE*NOW! Success Stories (The following were submitted by READ*WRITE*NOW! pilot sites):

King County Literacy Coalition, Seattle, WA:

- Having volunteers in the schools made an impact on everyone. "I had a warm and bubbly feeling when I walked down the hall and saw 15-20 adults reading to children and saw all the middle school students acting as tutors for the younger children." Said one teacher.
- Volunteers are very important to the child. The kids' faces light up when they work with the volunteers. "For the at-risk child especially, the adult interaction is really important for those who do not have it. For at-risk children the tutor provides a safe environment, a safe bond with an adult. This is far more important than a Read Write Now packet." Said another teacher.
- "We can't quantify this with test scores, but we know that the kids are excited to come to school when their volunteer is coming that day." Said another teacher.
- Regarding the Read Write Now packets, a teacher commented: "The RWN packets were very good as a training tool for parents and they helped the parents and teachers clarify expectations with each other."
- Employees who volunteer their time and energy are enthusiastic about the campaign. "The second graders listened with rapt attention to the two stories I read to them," said one volunteer. "It was very rewarding to work with a very shy student, watch her lose her fear of reading aloud, and gain a big dose of self-confidence in the process."

Palm Beach County Literacy Coalition, Palm Beach, FL:

- Many of the volunteers are happy to just spend time with the children - they enjoy reading to them, talking to them, hugging them, and making them smile. Some volunteers end up bringing books and clothing to the children, and becoming more involved in their lives. The volunteers also willing to contribute their thoughts and ideas for making improvements at each location and, if given a chance, they can contribute real insight. Since many of the volunteers here in Palm Beach County are retirees, they become almost like foster grandparents.
- The following are comments from telephone interviews with volunteers during the end of July:

"Exciting. Wonderful program."

"Program improves with each passing week. Nice that the mothers are here with the kids."

"The children are delightful. Enjoying it. Praise for the staff."

"Very exciting. Love the kids. Wonderful - look forward to continuing."

"Rewarding. Kids need the extra attention. Highly commend the staff."

"Interesting. The people are very appreciative."

"Fun."

"Grateful to have been a part of it."

"Enjoyed seeing the children improve."

"The children enjoy the attention."

Houston Reads to Lead, Houston, TX:

- Over the weeks, our students (two students who came from India two years ago) have improved very much. They can sound out and recognize words they have seen before and do not hesitate to read them. Their parents seem to be very pleased with us teaching their sons. Despite the fact that we are beginning school on the eighth of September, they would like us to continue helping them as much as we can. This reading program, READ*WRITE*NOW!, has really helped our two students not only to read, but to have fun with reading. It has helped us to experience and enjoy teaching children who have a difficult time speaking the language we grew up with. Last but not least, READ*WRITE*NOW! Has helped us make two new brothers who we will cherish for the rest of our lives.
- "This project caused me to spend more time over the summer reading with my children."
- Dulce Perez, Palm Center Learning Center
- "In community learning centers, parents and children learned together. The parents showed marked improvement in their reading skills in these family literacy projects."
- Rosie Canales, Manager, Palm Center Learning Center

U.S. Department of Energy
**RESPONSE TO QUESTIONNAIRE: AMERICA'S
PROMISE**

1. *To date, what progress has been made in fulfilling your commitment?*

Following the Summit, the Department of Energy announced the formation of the Secretary of Energy's Council on Community Service ("Council" or "ECCS"). Nominations for participation on the Council were solicited Department-wide. Ultimately, eighteen representatives were selected from over 60 nominations received from Headquarters and field offices. Representatives were selected based upon a variety of factors, including community service experience, area of expertise, geographic/programmatic location, and genuine enthusiasm for the program.

The first meeting of the Council was conducted September 9 and 10, 1997. Council members divided into subgroups, each tasked with responsibility for formulating an action plan to implement the Secretary's four (4) specific commitments to the President's Summit on America's Future. In addition, subgroups were formulated to address a variety of additional issues, including:

- identifying additional corporate commitments; and
- determining communication strategies for publicizing the Department's community service initiatives, both within DOE and to the external community.

Council members responded with a great deal of enthusiasm at the first meeting of the ECCS. A Council status conference is scheduled for October 7, 1997, with another full meeting on November 18 and 19, 1997.

Archer L. Durham, the Assistant Secretary for Human Resources and Administration, serves as Champion for this effort, and made clear to the Council that his role was to serve as a "barrier-buster" for the group.

In addition to the Department-wide efforts of the ECCS, some individual organizations within DOE are structuring parallel community service initiatives. Those initiatives will be conducted in coordination and consultation with the ECCS.

2. *How is your organization keeping track of its commitments?*

Commitments are being tracked by the Office of the Assistant Secretary for Human Resources and Administration. (Staff members of that office serve as Chairperson and Team Leader for the ECCS.)

3. *What resources within your organization have been utilized?*

As noted above, DOE employees nationwide have been recruited for this initiative.

4. *What if any problems have you encountered in fulfilling your commitment?*

The Department has encountered no specific impediments to fulfilling its commitments to the Summit.

5. *Are you currently working with a strategic partner to assist you in completing your commitment?*

The Council is currently formulating a specific action plan for each of the Secretary's four (4) commitments. The use of strategic partners has been discussed by the Council, and is being considered.



General Services Administration
Office of Congressional and
Intergovernmental Affairs
Washington, DC 20405

MEMORANDUM FOR DIANA FORTUNA

FR: Rachel Hirschberg
DT: Friday, September 19, 1997
RE: Federal Interagency Group on Service

Attached please find the information regarding GSA's commitment to the President's Summit for America's Future and the work GSA has done with Adopt-A-School, Computers-to-School and other Good Neighbor programs. Please call me with any questions at (202) 501-3609.

Thank you.



Region 1—New England Region

Adopt-A-School

None

Computers-to-School

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
5	--	--	Mechanics Falls Middle School	Mechanics Falls, ME	1997	GSA
5	--	--	Rockbury	Rockbury, MA	1997	GSA
4	--	--	non-profit school	Rockbury, MA	1997	GSA
10	--	--	Addison H.S.	Addison, VT	1997	GSA
10	--	--	Springfield H.S.	Springfield, MA	1997	GSA
11	--	--	Lowell H.S.	Lowell, MA	1997	GSA
20	4	--	Callahan School	Lynn, MA	1997	Office of the Circuit Executive, US Courts, and GSA
65	4	--	TOTAL			

Other

GSA Good Neighbors Program

In addition to blood drives, Combined Federal Campaign, and various holiday collection drives, many GSA employees encourage youngsters in positive ways by volunteering their time and energy at schools, Girl and Boy Scouting activities, "Big Brother," and a wide range of other programs including community organizations, and those affiliated with churches or religious groups.

Region 2—Northeast and Caribbean Region

Adopt-A-School

This region has not officially "adopted" any schools but is planning to do so. However, the Newark Property Management Center (PMC) has entered into a mentoring program for special education students from the John F. Kennedy school in Newark, NJ.

Approximately 20 students will participate in this program organized through a partnering agreement among the PMC, several service and maintenance contractors, and a local vocational training school. They will work part time alongside the staffs of the various companies, as well as with the GSA clerical and inspection staffs. The students will receive training as cleaners, mechanics helpers, cafeteria workers, receptionists, and assistant inspectors.

Computers-to-School

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
1	1	1	Riverview Apartments	New York	1997	GSA
6	4	--	Neighborhood Artists	New York	1997	EPA
23	4	--	JFK H.S.	Bronx	1997	USDA
5	2	1	James Madison High School	New York	1997	VA
36	12	10	PS-133, PS-105 PS-110	New York	1997	GSA
1	1	1	Kingston Enterprise Zone	Kingston	1997	GSA
6	--	6	PS-234	Brooklyn	1997	GSA
2	1	--	Regis High School	New York	1997	GSA
20	--	--	PS-234	New York	1997	FEMA
4	--	--	Tech. H.S.	Newark	1997	GSA
12	1	1	District 3	New York	1997	HUD
5	--	--	District 4	New York	1997	GSA
15	2	1	District 5	New York	1997	HUD
5	--	--	District 6	New York	1997	GSA

5	--	--	Catholic Central	Buffalo	1997	Commerce
20	10	--	Syracuse School System	Syracuse	1997	SBA
3	--	--	Community Board 10	Bronx	1997	Customs
9	4	--	Harlem Empowerment Zone	New York	1997	MSPB
37	7	2	BOCES Tech School	Long Island	1997	IRS
13	--	6	Grover Cleveland High School	Buffalo	1997	GSA
228	49	29	TOTAL			

Other

Fed Folks Care Drive Nets Over 400 Toys

Over 400 toys were collected at the Jacob K. Javits Federal Building in New York City during the 1996 holiday season under the Fed Folks Care Drive, sponsored by GSA's Northeast and Caribbean Region in conjunction with the American Red Cross in Greater NY. GSA invited the American Red Cross to set up a collection point in the building, which is the largest federal office building outside of Washington, D.C. With over 10,000 federal workers in the immediate area, the Red Cross was thrilled with the idea and decided to use the opening event here to launch their annual city-wide collection drive. GSA hosted the special event the federal building provided the largest single location donation for the Red Cross drive in New York.

Public/Private Partnering to Help Find Missing Kids

Last year, when a new federal initiative was announced to help locate this nation's missing children, GSA's Northeast & Caribbean Region reached out to its local utility companies to join in this effort. With their large customer bases and services that reach extensive communities, the utility companies offer high visibility to promote this cause. In addition to posting notices of missing children in the federal office buildings, GSA runs an ad campaign with notices of missing children which runs in local newspapers, and are sent in mailings of monthly utility invoices to GSA customers.

Albany FPS "Adopt A Family" Program

Each year during the holiday season, the men and woman of the Albany Office of the Federal Protective Service Division "Adopt A Family" through the local community service organizations. The group provides one or more adopted families with all that is needed to give them a joyous and happy Christmas. During the year personnel involved in the program contribute every pay period into a special bank account just for the program. Approximately 3 weeks before Christmas the money is withdrawn from the account and the participants begin shopping and wrapping the presents on their own time, The group also provides enough food so that each adopted family can have breakfast, lunch and dinner on Christmas Day. At a prearranged date and time the food and presents are delivered to the community service agency, and the agency makes the delivery to the family. The families never know who has made their Christmas possible. In the past several years the Albany office of the Federal Protective Service has been able to provide a happy holiday for a number of needy local families through this program.

Region 3—Mid-Atlantic Region

Adopt-A-School

The Region has adopted the Kearny Elementary School and the Stoddart-Fleisher Middle School Philadelphia, PA. Since Region 3's adoption of Kearney, they have touched about 300 students. Because Region 3 just adopted Stoddart this year, that figure is closer to about 30 students.

Computers-to-School

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
11	--	--	St. Hubert's Catholic H.S.	N.E. Philadelphia	1997	GSA
<u>200 pieces</u>	<u>of excess</u>	<u>equipment</u>	Pembroke Schools	New Hampshire	1997	GSA +6 agencies
8	--	--	Kearny Elementary School	Philadelphia	1997	GSA
5	--	--	Stoddart-Fleisher Middle School	Philadelphia	1997	GSA
24	--	--	TOTAL			

OTHER**Good Neighbor Program**

Region 3 has entered into a contract with a Philadelphia Municipal Authority which used its resources to train idle, unemployed citizens and extends its employment opportunities to a segment of Philadelphia's homeless population. The group cleans sidewalks, plants trees, and provides maintenance and repairs for street furnishings such as bus shelters, signs, lighting, waste receptacles and graffiti removal.

Region 4—Southeast Sunbelt Region**ADOPT-A-SCHOOL**

None

COMPUTERS-TO-SCHOOL

None

OTHER**Good Neighbor Program**

Region 4 entered into a MOU with the City of Miami agreeing to further the goals of the GSA Good Neighbor Program. GSA will work with the City and the Miami Downtown Association in finding ways to revitalize the urban areas in order to help them become more attractive to all businesses.

Volunteers in Service Read to Children, Paint Houses, and More!

Group of employees participate in "Volunteers in Service" which has been in existence for about 10 years. Volunteers participate in a reading program at two elementary schools in Atlanta: Conley Hills and Dean Rusk Elementary Schools, and paint houses in an empowerment zones in low income neighborhoods.

Region 5—Great Lakes Region**ADOPT-A-SCHOOL**

None

COMPUTERS-TO-SCHOOL

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
17	7	3	Attucks	Chicago, IL	1997	GSA
14	--	--	Beethoven	Chicago, IL	1997	GSA

8	2	3	Beidler	Chicago, IL	1997	GSA
5	5	--	21 st Century Community Learning Centers	Chicago, IL	1997	GSA
2	--	--	Burnsville- Egan- Savage School	Burnsville, MN	1997	GSA
13	4	--	Byrd Academy	Chicago, IL	1997	GSA
10	--	--	St. Ethelreda Elementary	Chicago, IL	1997	GSA
7	--	--	Hartigan	Chicago, IL	1997	GSA
8	8	--	Juarez High School	Chicago, IL	1997	GSA
10	8	--	Jungman	Chicago, IL	1997	GSA
10	--	--	Kennedy King College	Chicago, IL	1997	GSA
7	--	--	Miles Standish Elementary	Cleveland, OH	1997	GSA
27	--	--	Perez/Old Komensky School	Chicago, IL	1997	GSA
7	--	--	Ward	Chicago, IL	1997	GSA
20	--	--	Finkle Academy	Chicago, IL	1997	GSA
16	--	--	St. Anne Elementary	Chicago, IL	1997	GSA
17	7	--	Carroll Rosenwald Elementary	Chicago, IL	1997	GSA
24	--	--	Brown	Chicago, IL	1997	GSA
19	--	--	Wright	Chicago, IL	1997	GSA
28	--	--	Schiller	Chicago, IL	1997	GSA

19	--	--	Ryerson	Chicago, IL	1997	GSA
228	41	6	TOTAL			

The Great Lakes Region has donated a total of \$7,171,171.37 worth of equipment to schools in their region.

OTHER

Good Neighbor Program

Annually, GSA volunteers join a city-sponsored organization "Chicago Cares" in donating their time to service city communities -- example activities are helping to clean the neighborhoods and visiting nursing homes.

Special Emphasis Groups Volunteer at High Schools

The GSA Hispanic Advisory Council and the GSA African-American Employees Special Emphasis Program (AAESP) continuously volunteer their time with fundraisers for scholarships to local community high schools.

Region 6—Heartland Region

ADOPT-A-SCHOOL

The GSA Heartland Region has had a partnership arrangement since 1990 with Center Elementary School in Kansas City, MO and reaches approximately 250-300 students per school year. The Region engages in many programs to help the schools, including the following: Mentoring: 10 GSA employees began a mentoring program with at risk students through the YMCA Youth Friends Program; Career Days: GSA employees of all professions meet with students to discuss their jobs and the importance that school and staying in school played in their lives; and Shadowing: Numerous job shadowing experiences have been provided for students. These have been done on an individual basis and for small groups of students visiting the GSA Regional office.

In addition to the above programs, the Region has also played a major role in community activities. The following are a few examples of what the Region has done in the past. First, Earth Day: An essay contest was sponsored by GSA and prizes were given to the best essay. Trees were obtained by GSA and donated to the school for Earth Day. Second, Teacher Recognition: A special holiday tea with refreshments is given by GSA employees for the teachers at the school. Finally, Adult Computer Education: For 2 semesters, GSA employees volunteered to staff an evening computer lab to train parents and other adults in the operation of PCs and various software. This Region has been very active and will continue to mentor kids through the Youth Friends Program. (The YMCA established this program in 6 school districts in the Kansas City metropolitan area). Employees meet for a minimum of one hour per week with their student to assist with school work, reading or just to be their friend. The purpose of the program is to provide positive role models and encourage the children to remain in school.

COMPUTERS-TO-SCHOOL

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
150	--	--	Various Schools	Heartland Region	1997	GSA
Complete Computer Lab	"	"	Center Elementary School	Kansas City, MO	1997	GSA

OTHER

Kansas City Computer Tutoring Program

For the past three years, GSA employees have been volunteering by tutoring students from Center Elementary school on computers.

Heartland Region Supports Day of Caring

GSA and the entire Federal Executive Board has been involved in a "Day of Caring." For the past three years the United Way and private firms have joined GSA in providing volunteer services at Food Banks, Boys and *Girls* Clubs, Habitat for Humanity, the Salvation Army, nursing homes, and numerous other recipients of the Combined Federal Campaign. This was the first one in the nation and is still the largest. The kickoff for this is held at the GSA facility. Most importantly, many of our employees continue involvement throughout the year.

Tools and Appliance Center, FSS, has Adopted Home for Battered Women and Children

More than 1,500 area volunteers are expected to turn out to assist people in need by working on special projects at shelters for battered women and abused children, feeding the homeless, and helping in neighborhood cleanup efforts in the K.C. area. In addition, volunteers from Realty Services, Portfolio Management, Property Management, Federal Protective Service, and Systems within PBS, and Business Development with the Office of the Regional Administrator, also take part in a holiday party for 48 children of battered women from "The Children's Place." Each child receives coloring, reading, and activity books, a stuffed animal, a large toy, a stocking filled with goodies and crayons, cookies for taking home, their picture with Santa in a snowman frame, and a red balloon.

Heartland Region's Federal Women's Program Committee Sponsors Collection Drives All Year Long

Our Regional Federal Women's Program Committee conducts regular donation drives to provide such necessities as food, diapers, kitchen sundries, etc. to help various shelters in Kansas City.

Region 7—Greater South West Region

ADOPT-A-SCHOOL

The Region has adopted the George C. Clark Elementary School in Ft. Worth, TX and reaches approximately 800-900 kids per school year. GSA has implemented the following programs and has donated and will continue to donate the following to the school: school binders (approx. 1,000), school supplies, food for five families during the holiday season, clothing for the kids (25 uniforms), tutor programs by GSA employees for the kids, a Pen Pal Program, toys during the holiday season to 200 special children, and candy for holidays such as Halloween and Valentines Day.

COMPUTERS-TO-SCHOOL

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
10	--	--	Paul L. Dunbar H.S.	Ft. Worth, TX	1997	GSA
5	--	--	Van Zandt Guinn Elementary	Ft. Worth, TX	1997	GSA
100	--	--	Ft. Worth Independent School Administration	Ft. Worth, TX	1997	GSA
15	--	--	Shirley School District	Van Buren County, AR	1997	GSA
8	--	--	Alread School District	Van Buren County, AR	1997	GSA
14	--	--	Guy-Perkins School District	Falkner County, AR	1997	GSA
10	--	--	Bigelow Middle School	Perry County, AR	1997	GSA
2	--	--	Bigelow Civic Community Center	Perry County, AR	1997	GSA

6	--	--	Bauxite School	Saline County, AR	1997	GSA
170	--	--	TOTAL			

OTHER

Host Missing Children's Day Event

Federal Protective Service (FPS) in conjunction with local law enforcement and other organization sponsor several community programs, in recognition of national Missing Children's Day. FPS Officers conduct a fingerprinting service for children in child care centers operating in GSA controlled space. Also, a public awareness session is conducted on "stranger danger" techniques to keep children safe from abduction and other crimes.

Presbyterian Night Shelter Christmas Eve Activities

Greater Southwest Region donates candy and cookies and new tube socks (approximately 150 pairs) for the shelter. In addition, GSA employees arrange for Marines and Toys for Tots to visit the shelter with Santa on Christmas Eve. Together they pass out \$4,000 worth of toys.

Special Olympics

The Region participates in basketball and bowling activities and in track and field events with mentally and physically challenged children.

Vital Link Program

Twenty GSA employees provide on the job training for fifteen 7th grade pupils. The purpose of the program is to demonstrate to middle school pupils that the things they are learning at school about communications, computers, teamwork, writing, and mathematics, etc., are indeed, required in the workplace.

Neighborhood Networks Partner

GSA has been asked to support HUD's nationwide program as a Neighborhood Networks Partner. This program helps people in HUD-insured and supported housing. HUD has asked for advance property reports on excess computers, donations of outdated software, temporary use of vehicles to pick up and deliver surplus computers, and volunteers to offer technical assistance and set up computer labs and systems. This is an ongoing program in the Denver area.

Region 8—Rocky Mountain Region

ADOPT-A-SCHOOL

None

COMPUTERS-TO-SCHOOL

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
210	--	--	George Washington H.S.	Denver	1997	GSA
210	--	--	TOTAL			

OTHER**Safe Children's Program**

This Region has several programs including a fingerprinting service called "Kinder Passports" which allows parents to have photo and fingerprints of their child. In addition, a public awareness session is conducted on "stranger danger" techniques to keep kids safe.

Region 9—Pacific Rim Region**ADOPT-A-SCHOOL**

None

COMPUTERS-TO-SCHOOL

None

OTHER**Adopt-an-Angel program**

GSA employees provided gifts of toys and clothing for 125 needy children. Gifts include 13 new bicycles and a wagon. Partnering with corporate and private business, GSA and Contra Costa County Social Services also sponsor a holiday party for approximately 200 children and their parents. Entertainment includes a visit from Santa Claus, a storyteller, and live music.

Region 10—Northwest/Arctic Region**ADOPT-A-SCHOOL**

None

COMPUTERS-TO-SCHOOL

None

OTHER

GSA in Seattle houses two homeless shelters in Federal space

One shelter is located in the old Federal Building in Seattle and the other is in a warehouse in Seattle. Federal Police Officers also teach personal security at local colleges in Spokane.

Region 11—National Capital Region (NCR)

ADOPT-A-SCHOOL

NCR and the Federal Protective Service (FPS) sponsor 2 of their own neighborhood elementary schools, The Weatherless School and Van Ness Elementary School. The Weatherless School reaches approximately 120 students. Fifteen to twenty students are matched with mentors each week from 1:00pm to 2:30pm. The limitation is the number of students that can be bussed at one time. NCR, presented \$100 US Savings Bonds to 4 students from the Weatherless Alternative Education School on June 6. The students participated in a poster contest that was jointly sponsored by GSA and the Public Employees Roundtable. Students ages 11-15 are considered at risk because of chronic absenteeism truancy, poor academics and behavior problems. This year 30 NCR employees were mentors to students from Weatherless. FPS participates in crime awareness programs, law enforcement days, and other community related programs for the children at Van Ness Elementary School.

FSS Central Office has also adopted two partner schools. For ten years, FSS has been involved with Cora Kelly Magnet School (elementary) in Alexandria, Virginia and recently, FSS adopted STEP high school in Arlington, Virginia. FSS employees have held bake sales to buy school supplies, bought 78 backpacks for school opening, holds clothing drives for new and used clothing throughout the year, supplied 52 Thanksgiving dinner baskets. FSS has also hired students from STEP to work in the warehouse in Franconia.

COMPUTERS-TO-SCHOOL

# of Computers	# of Printers	# of Modems	Recipient	City	Year	On Behalf of *** Agency
100	100	100	Weatherless School	Washington, DC	1997	GSA
43	1	--	Capital Children's Museum	Washington, DC	1997	GSA
143	101	100	TOTAL			

OTHER

Other Partnerships

NCR partners with the DC Department of Family Services at Christmas time via the "Make A Wish" program. Families composed of primarily foster children and families suddenly thrust into shelters complete a form stating items that the individual members need or would like. NCR employees as individuals, departments or teams will select a family and purchase, wrap and bundle the Christmas items for delivery to the families. In 1996, we completed the list for 20 families. We were informed that our effort was outstanding for one entity, not even major corporations in DC take on 20 families with four to eight members.

Capital Children's Museum Options School Program

GSA has also contributed the following equipment/furniture to the Options School Program : 1 coat tree; 3 file cabinets; 63 chairs; 9 keyboard stands; 3 wood systems workstations; 3 small tables; 2 bookcases; 2 computer tables; and 2 round tables. GSA continues to aid schools in other ways by coordinating a program that will allow boxes of obsolete computer paper and notebooks to be distributed to our adopted and other area schools.

National Capital Region's GSA Band—Good Neighbor Program

The GSA Band is made up of eleven PBS employees, who provide "oldies-but-goodies" rock and roll, country, and original songs at various events in support of Federal programs. They have provided entertainment for programs at twelve Federal agencies that includes Customer Appreciation Days, Combined Federal Campaign, Charity Events, Recycling Programs, and US Savings Bonds Programs, as well as GSA employees programs. Each year, they appear on the National Mall during Public Service Recognition Week as guests of the Public Employees Roundtable. In November 1996, they were honored by Secretary of Health and Human Services Secretary, Donna Shalala, and presented with an award for their continuing support of the Combined Federal Campaign.

Employee Mentoring Programs

Volunteers within the National Capital Region provide mentoring for those involved in the High School GED Program. Twenty-eight mentors and protégés are currently involved in the program. Many of these same mentors also offer fellow employee guidance and career counseling.

NCR Federal Protective Service volunteers extensively in the community.

FPS has also implemented programs that help the community around them. First, the **Kindercare Program:** Photographing and fingerprinting children in a passport-type identification called "Kinderpassport". These are provided to children assigned to the NCR Day Care Centers. America's famous canine crime stopper, McGruff, visits on occasion, and McGruff-related coloring books, comic books, and badges, are presented to the children; safety handbooks for parents are also available. Second, the **School Career Days Program:** Law Enforcement and Security Career Information is disseminated to students, along with various law enforcement displays, handouts, and McGruff-related items. McGruff is again on hand to entertain the children. Finally, the **Community Day Events Program:** Law Enforcement and Security related information is passed out during the event. Balloons, pencils, pens, caps, and McGruff-related items are given out; McGruff accompanies FPS staff members to the event.

Other things GSA has done to help children

Missing Children's Posters in Federal Buildings

A year ago GSA began a program based on President Clinton's Executive Memorandum of placing pictures of missing children in federal buildings. GSA recently received a letter from the National Center for Missing and Exploited Children stating that of the children featured in GSA's missing children photo program and other national photo programs, 15 of the 96 children featured in 1996 were located. GSA also has partnered with Consolidated Edison in NY to distribute photographs of missing children. Three children were located as a result of ads run by ConEd in major newspapers. GSA is currently posting Missing Children Notices in 872 federal facilities, and operating 36 computer kiosk displays in Post Offices and lobbies of large federal buildings throughout the nation.

Good Neighbor Program

The General Services Administration (GSA) controls almost 300 million square feet of space in over 8,000 buildings. It provides work environments for over one million federal employees nationwide.

Through its Good Neighbor program, GSA participates in the civic life and revitalization of the nation's communities. It leverages its resources in all fifty states by treating federal properties as community building blocks.

As Good Neighbors, GSA partners with cities; its customers, other federal agencies; and community groups to:

- Provide safe, lively public environments in federal buildings and neighborhoods around them.
- Carry out the President's Executive Orders to locate federal workers in central business areas and downtown historic districts.

- Participate in special districts, including Business Improvement Districts, to provide enhanced services that physically improve neighborhoods and attract people to downtown.
- Offer free or at-cost space, mixed uses, and activities like farmer's markets, festivals, concerts, exhibits, restaurants and shops in federal facilities and outdoor plazas.
- Provide excess property for public use.
- Maintain and raise appreciation of the nation's historic building heritage, and celebrate its living landmarks.

The Good Neighbor Program is GSA's commitment to ensure quality work environments for federal workers by enhancing the role GSA plays in the community. As Good Neighbors, GSA makes the areas where its properties are located safer, cleaner and healthier; differences that directly benefit working environments for federal employees, as well as others who live and work in the communities where federal properties are located. GSA's strategy is to work in partnership with these communities and its federal agency customers.

The Good Neighbor Program supports Executive Orders 12072 and 13006 that require federal agencies to give first consideration to locating federal facilities in central business areas and using historic buildings and districts within those areas. Section 1-101 of Executive Order 12072 states that, "Federal facilities and federal use of space in urban areas shall serve to strengthen the nation's cities and to make them attractive places to live and work. Such federal space shall conserve existing urban resources and encourage the development and redevelopment of cities." Section 1-105 (e) of Executive Order 12072, under the auspices of the Public Buildings Cooperative Use Act of 1976, states that, "opportunities for locating cultural, educational, recreational, or commercial activities within the proposed facility [shall be considered]."

Federal Child Care

GSA controls approximately 109 child care centers in our leased and owned space. Currently, GSA is drafting legislation with the Senate Labor Committee and other agencies in order to make child care more accessible and affordable for federal employees.

Recycling benefits child care centers and environmental programs

More than 530,000 federal employees in over 1,100 buildings participated in GSA's Federal Recycling Program. GSA collected nearly \$863,000 from the sale of recovered materials. This money is returned to Federal agencies that participated in the program and is channeled into Federal child care centers and environmental programs. GSA puts all of its recycling money into child care centers. In addition, recycling saves more than \$4 million in landfill fees for the agency.

DC Assistance to Schools

GSA responded to an urgent request for cleaning supplies from the DC Public School System. It needed at least four truck loads of supplies including floor wax, floor strippers, stripping pads, cleaners, carpet shampoo, detergents and mops. Without these things, their plan to clean the schools during spring break would fall through. GSA met with the customer and coordinated two large orders totaling in excess of \$160,000. GSA is in the process of preparing a third order for shipment. GSA has also replaced roofs on 5 schools, replaced/upgraded cooling systems and replaced boilers in many of the DC Public Schools. None of the school delays were because of GSA.

Distribution of Information through Pueblo